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Employment Disclaimer Notice

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Three Primary Components

Theory

Practicum

Thesis

Competency in Research Methods

Qualifying and Thesis Presentations

The Degree Plan

Scholarly Writing

Course Formats

Core Foundations Course

Mentored Course Plans

Thesis Plan Course
Limited M.S. in Counseling

Social and Ecological Literacies

Adventure Education

Concentration in Therapeutic Applications of Adventure Education
Concentration in Integral Adventure Education

Education

Concentration in Experiential Education
Concentration in Multicultural Education
Concentration in Global and International Education
Concentration in Equine-Assisted Learning / Graduate Certificate in EAL
Teacher Preparation Programs

Environmental Studies

Concentration in Conservation Ecology and Planning
Concentration in Environmental Education
Concentration in Sustainability Science and Practice
Concentration in Social Ecology

Humanities

Concentration in Justice, Activism, and Solidarity
Concentration in Green/Sustainable Business
Concentration in Visual Arts
Concentration in Creative or Expressive Arts
Concentration in History
Concentration in Nature, Gender, and Spirituality
Concentration in Spirituality
Concentration in Border Studies

Sample Course Descriptions

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Mission
The mission of Prescott College is to educate students of diverse ages and backgrounds to understand, thrive in, and enhance our world community and environment. We regard learning as a continuing process and strive to provide an education that will enable students to live productive lives of self-fulfillment and service to others. Students are encouraged to think critically and act ethically with sensitivity to both the human community and the biosphere. Our philosophy stresses experiential learning and self-direction within an interdisciplinary curriculum.

Accreditation and Degrees Offered
Prescott College grants Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Master of Arts, Master of Education, Master of Science, and Doctor of Philosophy degrees and is accredited by the Higher Learning Commission of the North Central Association. The Higher Learning Commission has approved Prescott College to offer all of its degree titles via distance education. The College calls its mode of distance education the “limited residency” delivery to indicate a hybrid of required residencies in Arizona with online and mentored courses. The Higher Learning Commission may be contacted at 312-263-0456 or via their website: http://www.ncahlc.org/. The Teacher Education Programs are approved by the Arizona Board of Education. The College is also accredited by the Association for Experiential Education. The College is licensed to offer degrees by the Arizona State Board for Private Postsecondary Education: http://www.ppse.az.gov/.
List of Licensed Degree Titles and Concentration/Competence Areas

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 |        |                  | Ecopsychology  
 |        |                  | Psychology  
 |        |                  | Equine-assisted Mental Health  
 |        |                  | Therapeutic Use of AE  
 |        |                  | Holistic Health  
 |        |                  | Individualized Studies  |
| B.A.   | Human Services | Individualized Studies  |
|        | Humanities | Individualized Studies  |
|        | Interdisciplinary Studies | Individualized Studies  |
| B.A.   | Liberal Arts | Individualized Studies  |
| B.A.   | Management | Individualized Studies  |
| B.A.   | Social Justice Education | Individualized Studies  |
|        | Sustainable Community Development | Individualized Studies  |
| B.S.   | Environmental Studies | Individualized Studies  |
| B.F.A. | Interdisciplinary Arts & Letters | Individualized Studies  |
| B.F.A. | Visual Arts | Individualized Studies  |
| B.F.A. | Creative Writing | Individualized Studies  |
| M.A.   | Adventure Education | Individualized Studies  |
| M.A.   | Environmental Studies | Individualized Studies  |
| M.A.   | Humanities | Individualized Studies  |
| M.A.   | Counseling Psychology (teach out) | Mental Health Counseling  
 |        |                  | Substance Abuse  
 |        |                  | Marriage & Family Therapy  
 |        |                  | School Counseling  
 |        |                  | Individualized Studies  |
| M.S.   | Counseling | Mental Health Counseling  
 |        |                  | Substance Abuse  
 |        |                  | Marriage & Family Therapy  
 |        |                  | School Counseling  
 |        |                  | Individualized Studies  |
| Post Master Cert | Counseling | Adventure-based Psychotherapy  
 |        |                  | EcoPsychology  
 |        |                  | EcoTherapy  
 |        |                  | Equine-assisted Mental Health  
 |        |                  | Expressive Arts Therapy  
 |        |                  | Somatic Psychology  |
| M.A.   | Education | Early Childhood Education  
 |        |                  | Early Childhood Special Education  
 |        |                  | Elementary Education  
 |        |                  | Secondary Education  
 |        |                  | Cross-categorical Special Education  
 |        |                  | School Guidance Counseling  
<p>|        |                  | Individualized Studies  |</p>
<table>
<thead>
<tr>
<th>Degree</th>
<th>Title</th>
<th>Concentration/Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed.</td>
<td>Education</td>
<td>Ed Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elementary Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secondary Education</td>
</tr>
<tr>
<td>Post</td>
<td>Education</td>
<td>Post Bache.</td>
</tr>
<tr>
<td>Bach.</td>
<td>Cert</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Early Childhood Special Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elementary Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secondary Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cross-categorical Special Education</td>
</tr>
<tr>
<td>Post</td>
<td>Master Education</td>
<td>School Guidance Counseling</td>
</tr>
<tr>
<td>Master</td>
<td>Cert</td>
<td>Equine-assisted Learning</td>
</tr>
<tr>
<td>Grad</td>
<td>Certificate</td>
<td>Sustainability Education</td>
</tr>
<tr>
<td>Cert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>Education</td>
<td></td>
</tr>
</tbody>
</table>

**Governance: Prescott College, Inc.**

Prescott College Inc. is a nonprofit corporation comprised of all currently enrolled students, members of the Alumni Association who have contributed during the current year to the College’s Annual Fund, full-time faculty, full-time employees, and members of the Board of Trustees. The Corporation meets three times each year shortly before meetings of the Board of Trustees. The Corporation votes on persons nominated by the Board of Trustees, advises the Board of Trustees in matters of concern to the Corporation, and votes on any changes in the bylaws, articles of incorporation, or mission statement of the College. The officers of the Corporation are the president (Chief Executive Officer [CEO] of the College), chair of the Board of Trustees, three vice presidents (one shall be appointed or elected by the student union, another by the employee association, and the third by the alumni association), the secretary (faculty trustee); and the treasurer (treasurer).

**Board of Trustees**

Richard Ach
Walt Anderson (secretary, faculty trustee) E. Schwartz
Geoff Barnard Program student trustee
Dan Boyce (chair) James P. Walsh (vice chair)
Peter Evans Shawna Weaver (limited-residency program student trustee)
Mary Orton Ken Ziesenhein (treasurer)
Michael Rooney
Gerald Secundy
Administrative Leadership
John Van Domeelen, Ph.D.        Interim President
Paul Burkhardt, Ph.D.           Executive Vice President for Academic Affairs

College Calendar
Prescott College operates on a semester calendar and awards semester hour credits. The College uses the Carnegie unit definition of the semester hour.

College Holidays 2014-2015 (College Offices Closed)
Labor Day                        Monday, September 1, 2014
Indigenous Peoples’ Day          Monday, October 13, 2014
Veterans’ Day                    Tuesday, November 11, 2014
Thanksgiving                     Wednesday–Friday, November 26-28, 2014
Winter Break                     Wednesday, December 24, 2014—Friday, January 2, 2015
Martin Luther King Jr. Day       Monday, January 19, 2015
Presidents’ Day                  Monday, February 16, 2015
Spring Break                     Monday–Friday, March 9-13, 2015
Intercultural Day                Friday, April 3, 2015
Memorial Day                     Monday, May 25, 2015
Independence Day                 Friday, July 3, 2015

Prescott College Corporation and Board of Trustees Meetings

Corporation Meetings            Board Meetings
October 8, 2014                 October 23-25, 2014
April 29, 2015                  February 19-21, 2015
                                            June 4-6, 2015

Degree Conferral Dates
Fall 2014
On Campus Programs
Limited Residency Undergraduate
Limited Residency Graduate
December 12, 2014
December 15, 2014
December 5, 2014

Spring 2015
On Campus Programs
Limited Residency Undergraduate
Limited Residency Graduate
May 8, 2015
May 1, 2015
May 15, 2015

Summer 2015
Limited Residency Undergraduate
August 18, 2015

Commencement Ceremonies
Fall 2014
On Campus Programs Baccalaureate
On Campus Programs Commencement
Friday, December 12, 2014
Saturday, December 13, 2014
<table>
<thead>
<tr>
<th>Event</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited Residency Undergraduate</td>
<td>Sunday, December 14, 2014</td>
</tr>
<tr>
<td>Limited Residency Graduate</td>
<td>Sunday, December 14, 2014</td>
</tr>
<tr>
<td>Spring 2015</td>
<td></td>
</tr>
<tr>
<td>On Campus Programs Baccalaureate</td>
<td>Friday, May 8, 2015</td>
</tr>
<tr>
<td>On Campus Programs Commencement</td>
<td>Saturday, May 9, 2015</td>
</tr>
<tr>
<td>Limited Residency Undergraduate</td>
<td>Sunday, May 17, 2015</td>
</tr>
<tr>
<td>Limited Residency Graduate</td>
<td>Sunday, May 17, 2015</td>
</tr>
</tbody>
</table>

**Resident Undergraduate & Graduate**

**2014-2015 Academic Calendar**

**FALL 2014**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Dates</td>
<td>August 26—December 12, 2014</td>
</tr>
<tr>
<td>Block</td>
<td>August 26—September 19, 2014</td>
</tr>
<tr>
<td>Student Directed Days</td>
<td>September 22-26, 2014</td>
</tr>
<tr>
<td>Semester</td>
<td>September 29–December 12, 2014</td>
</tr>
<tr>
<td>Undergraduate New Student Orientation</td>
<td>August 24–September 19, 2014</td>
</tr>
<tr>
<td>New Student Advising</td>
<td>August 25, 2014</td>
</tr>
<tr>
<td>New Student Registration</td>
<td>August 26-27, 2014</td>
</tr>
<tr>
<td>Orientation Course</td>
<td>August 26-September 19, 2014</td>
</tr>
<tr>
<td>Graduate New Student Orientation</td>
<td></td>
</tr>
<tr>
<td>Orientation Sessions</td>
<td>August 29, 2014</td>
</tr>
<tr>
<td>Orientation Course</td>
<td>August 26-September 19, 2014</td>
</tr>
</tbody>
</table>

**SPRING 2015**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Dates</td>
<td>January 13—May 8, 2015</td>
</tr>
<tr>
<td>Block</td>
<td>January 13–February 6, 2015</td>
</tr>
<tr>
<td>Student Directed Days</td>
<td>February 9-13, 2015</td>
</tr>
<tr>
<td>Semester</td>
<td>February 17 (Tuesday)—May 8, 2015</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 9-13, 2015</td>
</tr>
<tr>
<td>Undergraduate New Student Orientation</td>
<td>January 11–February 6, 2015</td>
</tr>
<tr>
<td>New Student Advising</td>
<td>January 12, 2015</td>
</tr>
<tr>
<td>New Student Registration</td>
<td>January 12-14, 2015</td>
</tr>
<tr>
<td>Orientation Course</td>
<td>January 13 – February 6, 2015</td>
</tr>
</tbody>
</table>

**SUMMER 2015**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Dates</td>
<td>May 18—August 6, 2015</td>
</tr>
<tr>
<td>Block 1</td>
<td>May 18-June 12, 2015</td>
</tr>
<tr>
<td>Block 2</td>
<td>June 15-July 10, 2015</td>
</tr>
<tr>
<td>Block 3</td>
<td>July 13-August 6, 2015</td>
</tr>
</tbody>
</table>
### Registration Dates

<table>
<thead>
<tr>
<th>Term</th>
<th>Fall 2014</th>
<th>April 16-23, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer 2015</td>
<td>February 25-26, 2015</td>
</tr>
<tr>
<td></td>
<td>Spring 2015</td>
<td>November 10-14, 2014</td>
</tr>
<tr>
<td></td>
<td>Fall 2015</td>
<td>April 15-22, 2015</td>
</tr>
</tbody>
</table>

### Drop/Add Deadlines

<table>
<thead>
<tr>
<th>Term</th>
<th>Fall Block: August 27, 2014</th>
<th>Spring Block: January 14, 2015</th>
<th>Summer Block 1: May 19, 2015</th>
</tr>
</thead>
</table>

### Student-Initiated Withdraw Deadlines

<table>
<thead>
<tr>
<th>Term</th>
<th>Fall Block: September 5, 2014</th>
<th>Spring Block: January 30, 2015</th>
<th>Summer Block 1: June 5, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>November 21, 2014</td>
<td>March 27, 2015</td>
<td>Block 2: July 2, 2015</td>
</tr>
</tbody>
</table>

### Tuition Due Dates

<table>
<thead>
<tr>
<th>Term</th>
<th>Fall June 2, 2014</th>
<th>Spring December 5, 2014</th>
<th>Summer April 1, 2015</th>
</tr>
</thead>
</table>

### Limited Residency (Undergraduate & Teacher Preparation)

#### 2014-2015 Academic Calendar

**FALL 2014**

- **Term Dates**: September 12-December 15, 2014
- **Block 1**: September 12-October 24, 2014
- **Block 2**: October 27-December 15, 2014

**SPRING 2015**

- **Term Dates**: January 23-May 1, 2015
- **Block 1**: January 23-March 6, 2015
- **Spring Break**: March 9-13, 2015
- **Block 2**: March 16- May 1, 2015
SUMMER 2015
Term Dates  May 29-August 18, 2015
Block 1  May 29-July 7, 2015
Block 2  July 10-August 18, 2015

New Student Orientations
Fall  Spring  Summer

Drop/Add Deadlines
Fall  Spring  Summer
September 26, 2014  February 6, 2015  June 12, 2015

Student-Initiated Withdraw Deadlines
Fall  Spring  Summer
Block 1: October 10, 2014  Block 1: February 20, 2015  Block 1: June 23, 2015
Block 2: December 1, 2014  Block 2: April 17, 2015  Block 2: August 4, 2015

Tuition Due Dates
Fall  Spring  Summer

Limited Residency Master of Arts and Ph.D.

2014-2015 Academic Calendar

SUMMER 2014
Expressive Arts Therapy Summer Institute  July 28 – August 8, 2014

FALL 2014
Term Dates  August 18–December 5, 2014
New Student Orientation  August 14-16 (Adventure Ed, Ed, ES & Humanities)
                        August 14 (Counseling)
                        August 17-22 (Ph.D. Education)
GTAP Orientation  August 4-13 (Graduate Teaching Assistants, Pt I)
                  August 19-22 (Graduate Teaching Assistants, Pt II)
                  September 22-26 (Graduate Teaching Assistants, Pt III)

SPRING 2015
Term Dates  January 20–May 15, 2015
New Student Orientation  January 15-17 (Adventure Ed, Ed, ES & Humanities)
                        January 15 (Counseling)
Spring Break  March 9-13, 2015
SUMMER 2015
Term Dates: June 1—July 24, 2015 (continuing students only)

COLLOQUIA
Adventure Education, Education, Environmental Studies, Humanities
November 14-16, 2014
April 10-12, 2015

Counseling
August 15-18, 2014
January 16-18, 2015
April 10-13, 2015

Ph.D. Education
October/November, 2014 2nd year Students (dates and site to be determined)
January 18-23, 2015 1st year Students
May 13-16, 2015 Sustainability Symposium

Drop/Add Deadlines
Fall  Spring  Summer

Student-Initiated Withdraw Deadlines
Fall  Spring  Summer
November 14, 2014 April 24, 2015 July 10, 2015

Tuition Due Dates
Fall  Spring  Summer
June 2, 2014 December 5, 2014 April 1, 2015

Limited Residency (Master of Education)

2014-2015 Academic Calendar

FALL 2014
Term Dates August 18- December 5, 2014
Block 1 August 18-October 10, 2014
Block 2 October 14-December 5, 2014

SPRING 2015
Term Dates January 20-May 15, 2015
Block 1 January 20-March 20, 2015
Block 2 March 23- May 15, 2015
Spring Break March 9-13, 2015
SUMMER 2015
Term Dates: June 1 - July 24, 2015
Summer Learning and Leadership Institute: June 15-18, 2015

New Student Orientation Sessions are completed online, no fixed dates

Drop/Add Deadlines

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
</table>

Student-Initiated Withdraw Deadlines

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1: Sep 26, 2014</td>
<td>Block 1: Feb 27, 2015</td>
<td>Block 1: Jul 10, 2015</td>
</tr>
<tr>
<td>Block 2: Nov 21, 2014</td>
<td>Block 2: May 1, 2015</td>
<td></td>
</tr>
</tbody>
</table>

Tuition Due Dates

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1: Aug 8, 2014</td>
<td>Block 1: Jan 9, 2015</td>
<td>May 22, 2015</td>
</tr>
</tbody>
</table>

Admissions
In order to attend Prescott College, individuals must first apply, be accepted, and pay a tuition deposit. General admissions requirements must be completed by the published deadlines and include:

- Application fee
- Completed application form
- Letter(s) of recommendation
- Essay(s)
- Official transcripts from high schools and/or institutions of higher education attended.

Some programs may require a sample of work or other documentation; Refer to the website for admission requirements for specific academic degree program. Prospective applicants should contact the Admissions Office for details or questions about the required materials or criteria. Applicants may apply online at website www.prescott.edu.

Computer Literacy Requirement
Applicants are expected to enter the College with a level of technology competency sufficient to function effectively in the program. Proficiency is defined as a knowledge of and proficiency using email, navigating the Internet, and basic word-processing skills. Students must be able to: use message boards and computer conferencing tools to communicate with others; download and upload files; and
attach files to email. Students are required to have full-time access to a computer that has a reliable Internet connection.

**Home-Schooled Applicants**
Home-schooled applicants will need to submit evidence of academic readiness through a portfolio. At minimum, the portfolio should be 5 to 10 pages and include: course titles, course descriptions, and bibliography.

**International Students**
Prescott College is authorized under Federal law to enroll nonimmigrant, i.e. international, students. International students must submit official transcripts translated into English to Admissions. International students are also required to have non-U.S. school transcripts evaluated by a professional credential evaluation service. The applicant is responsible for all costs associated with this service. Applicants will need to provide Admissions with a general report or basic statement of comparability.

Recommended credential evaluation service:
International Education Research Foundation (IERF)
PO Box 3665, Culver City, CA 90231 (310) 258-9451
http://www.ierf.org/SFstandard.asp

**Conditional Admission**
Applicants who have past academic records that are not satisfactory, or have other serious academic concerns in their application, may be admitted conditionally. Students who are admitted conditionally are required to register for and complete an academic support course in their first term at the College. Students who do not successfully complete this course may be subject to suspension or academic probation.

All applicants must submit official transcripts from all prior institutions attended. See Enrollment Status and Registration Section for the Transfer Credit Policy.

**Admissions Deadlines – Resident Bachelors**
*(Applicants may apply via the Common Application.)*

<table>
<thead>
<tr>
<th>Application Forms</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Decision Deadline Date</td>
<td>December 1</td>
<td>N/A</td>
</tr>
<tr>
<td>Freshman Priority Deadline Date</td>
<td>March 1</td>
<td>November 1</td>
</tr>
<tr>
<td>Transfer Priority Deadline Date</td>
<td>April 1</td>
<td>November 1</td>
</tr>
<tr>
<td>Last Date to apply for admission</td>
<td>August 15</td>
<td>December 15</td>
</tr>
</tbody>
</table>

**Admissions Deadlines – Resident Master of Arts: Social Justice and Human Rights**

<table>
<thead>
<tr>
<th>Application deadlines</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority due date</td>
<td>April 15</td>
<td>September 15</td>
</tr>
<tr>
<td>Final application due date</td>
<td>May 15</td>
<td>October 15</td>
</tr>
</tbody>
</table>
Admissions Deadlines – Limited-Residency Bachelors
Application deadlines  Fall   Spring   Summer
Priority due date    August 3  November 15  April 15
Final application due date  Sept. 3  December 15  May 15

Admissions Deadlines – Limited-Residency Masters
Application deadlines  Fall   Spring   Summer
Priority due date    April 15  September 15  April 1
Final application due date  May 15  October 15  May 1

Admissions Deadlines – Limited-Residency Ph.D.
Final date to apply February 15.

Procedure for Early Admission of PC Undergraduates into Masters Programs
Undergraduate students may cross-register for graduate courses with instructor approval. However, graduate courses taken while an undergraduate are not guaranteed to transfer in as a part of a graduate program unless the student has received formal early admission to a specific graduate program and is taking graduate courses specified as satisfying the requirements for that program. Additionally, graduate courses taken while enrolled as an undergraduate (and vice versa) must be included on the degree plan and/or meet degree requirements specified in the College Catalog for the current degree to receive financial aid for such courses.

The following procedures is used for students seeking early admissions into a graduate program:

1. The undergraduate student should consult both with their undergraduate faculty advisor as well as the chair of the graduate program (or designee(s)) well in advance of seeking early admission to ensure that planned graduate coursework will satisfy the graduation requirements for both the undergraduate and graduate programs. The student’s undergraduate degree plan must be revised and approved to include the graduate courses being taken as a part of the undergraduate degree requirements, prior to beginning the coursework.
2. Prior to the admissions deadline for the graduate program, the student should file a formal application for admissions to the graduate program.
3. The appropriate graduate faculty body will work with the admissions office to approve or deny the early admissions application.
4. Early applicants may apply for GTA-ships or other graduate scholarships but these will only be applied during graduate enrollment (i.e., they do not stack with existing undergraduate institutional aid; graduate financial aid is only applied after the completion of the bachelors).
5. The bachelors degree is awarded when the student has satisfied all graduation requirements for the bachelors degree.
6. Early admissions students are subject to all policies, deadlines and requirements of the undergraduate program in which they are enrolled.
7. Students must complete the bachelors degree according to the degree plan in order to be eligible to enroll as a graduate student and complete their masters degree.
8. If students do not receive credit for all graduate courses attempted as an undergraduate, maintain continuous enrollment, and enroll as a graduate student when planned, admissions to the graduate program is withdrawn.

9. Not all graduate programs participate in early admissions. Each graduate program specifies the curricular requirements for their program as well as the courses that may be taken by undergraduates with early admission to graduate study. The chair of each graduate program can establish admissions caps for early admissions with EVPAA approval.

10. Per HLC Assumed Practices language, the graduate courses taken while enrolled as an undergraduate may count as meeting both the undergraduate and graduate requirements (see excerpt from HLC Assumed Practices below).

**HLC Assumed Practices:**
The institution’s policy and practice assure that at least 50% of courses applied to a graduate program are courses designed for graduate work, rather than undergraduate courses credited toward a graduate degree. (An institution may allow well-prepared advanced students to substitute its graduate courses for required or elective courses in an undergraduate degree program and then subsequently count those same courses as fulfilling graduate requirements in a related graduate program that the institution offers. In “4+1” or “2+3” programs, at least 50% of the credits allocated for the master’s degree—usually 15 of 30—must be for courses designed for graduate work.)

**Financial Aid**
The Office of Financial Aid processes student financial assistance through financial aid which includes grants, loans, and student employment from a variety of sources. Students must re-file the Free Application for Federal Student Aid (FAFSA) every academic year (after January 1st) at www.fafsa.gov. The Office of Financial Aid can offer assistance throughout the application process.

The following types of financial aid are available to qualifying applicants:

**Federal and Institutional Grants**
Grants are need-based and do not have to be repaid. Students are automatically considered for federal and Prescott College need-based grant funds by completing the FAFSA.

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FESOG)
- Prescott College Grant
- Federal TEACH Grant

**Arizona State Grants**
Offered through the Arizona Commission for Postsecondary Education (ACPE):

- Arizona College Access Aid Program (ACAAP), funding permitting
- Leveraging Education Assistance Partnerships (LEAP), funding permitting

For application and eligibility information visit the ACPE website at www.azgrants.gov.
Federal Direct Loans
Loans are borrowed funds that must be repaid with interest. Students are automatically considered for federal student loans by completing the FAFSA. The College participates in the William D. Ford Federal Direct Loan Program. The following loans are offered through this program:

- Federal Direct Subsidized and Unsubsidized Loans
- Federal Direct Parent Loan for Undergraduate Students (PLUS) Loan
- Federal Direct Graduate PLUS loan

Private Loans for Education
A private/alternative loan is a credit-based educational loan. Terms and conditions are set by individual lenders. Students unable to qualify on their own may need to obtain a co-borrower/co-signer. Students may borrow up to their established Prescott College cost of attendance less any other financial aid funds and resources. For more information on private loan lenders, visit http://www.prescott.edu/apply/financial-aid/loans/private-loans-for-education.html.

Scholarships
The College offers a number of institutional scholarships each year. Many are renewable from year to year provided students maintain Satisfactory Academic Progress and continuous enrollment. For a full listing of scholarships offered by the College, visit http://www.prescott.edu/apply/financial-aid/scholarships/index.html. Students are also encouraged to do their own searches for external scholarships as well. Information is available at this same Website location above.

The College offers two types of employment opportunities for students:

- Federal Work Study
- Prescott College Student Employment Program


Financial Aid Satisfactory Academic Progress
Continued eligibility for financial aid is contingent on meeting and maintaining Satisfactory Academic Progress. See the “Academic Policies” section of this catalog for an explanation of the definitions, practices and policies for measuring Academic Standing and Satisfactory Academic Progress. A student who does not meet the minimum requirements will receive notification from the Registrar, and will also receive notification from the Office of Financial Aid.

In addition to measuring Academic Standing and Satisfactory Academic Progress by term, which checks qualitative progress, the Office of Financial Aid must also review the timely progression towards a student’s degree or certificate, which checks quantitative progress. This is called “Maximum Timeframe.” The maximum timeframe for the completion of a degree is limited by federal regulations to
150% of the published length of the degree or approved certificate program. Maximum timeframe is calculated as follows using semester credits:

The maximum number of credits includes all attempted credits at Prescott College and any transfer credits that apply to the student’s program of study.

**Grade Level and Financial Aid (undergraduates only)**

Grade level is used in determining eligibility and amounts for certain financial aid awards. The College uses the following scale, based on semester credits, to determine grade level:

- 0 to 29 credits = Freshman
- 30 to 59 credits = Sophomore
- 60 to 89 credits = Junior
- 90 credits or greater = Senior

**Proration of Grants & Scholarships**

Most institutionally awarded grants and scholarships may be prorated based on enrollment at less than full time. For financial aid purposes, enrollment status is evaluated as follows:

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time 12 or more credits</td>
<td>100%</td>
</tr>
<tr>
<td>Three Quarter Time 9 – 11 credits</td>
<td>75%</td>
</tr>
<tr>
<td>Half Time 6-8 credits</td>
<td>50%</td>
</tr>
</tbody>
</table>

With the exception of the Federal Pell Grant and Federal TEACH Grant, no financial aid is available to students enrolled in fewer than 6 credits during a payment period.

**Consortium Agreements**

Prescott College students may use an individually arranged Consortium Agreement when attending another accredited institution for a short period of time (i.e. one term or one year) provided:

**Student Eligibility Requirements:**

- Students must obtain approval of the transferability of coursework before the course is taken at another institution in order for the work to be applied toward a Prescott College degree.
- Students must provide a copy of the course description(s) from the college/university catalog or schedule for review, include a statement as to how it fits in your degree plan, and why it cannot be taken at Prescott College.
- If you wish to use financial aid while enrolled, you must be simultaneously enrolled for a minimum of six credits at Prescott College for the term in which you wish to receive financial aid.
- For study abroad courses/programs, students will not be required to be simultaneously enrolled at Prescott College.
- If you wish to receive financial aid through Prescott College, the host school of your choice must be regionally accredited and approved for Title IV Aid funding.
• Approval forms must be signed by the student’s faculty advisor/core faculty prior to students’ attendance at the host school. Relevant forms are available on the website or from the Financial Aid and Registrar’s offices.

Student Responsibilities:

• Student must be in, and maintain, Satisfactory Academic Progress (Good Standing) as outlined in the College Catalog for the relevant academic year. (See Academic Standing.)
• If using financial aid through a consortium agreement, you must be enrolled in the number of credit hours approved in the agreement at the time of financial aid disbursement.
• You must complete a Transcript Request form at the Host School. Be sure to check the option on the Transcript Request Form for “Hold for Current Grades” for the consortium term. Ultimately, it is the student’s responsibility to have official transcripts sent to Prescott College. Failure to do so will result in a hold being placed on your financial aid for the following term.

Failure to inform the Prescott College Financial Aid Office of any changes to this agreement may result in a cancellation of the Consortium Agreement. It may also lead to immediate repayment of any financial aid received and suspension of future financial aid.

Financial Aid Disbursement Authorization for Study Abroad Participants
Students must use the Disbursement Authorization form to provide financial aid and payment arrangement information between the home school (Prescott College) and the host school through which you are going on a study abroad program. This form must be used in conjunction with an approved consortium agreement and authorization to take courses off campus. Provided you meet all eligibility criteria, Prescott College may process any federal and/or state aid for which you may qualify while on the study abroad program. Prescott College resources, including Prescott College grants, scholarships and campus-based funds such as SEOG and Work Study, do not apply to other school’s programs. You must clearly identify where any financial aid payments should be mailed and you are responsible for ensuring that satisfactory payment arrangements are made with your host school.

Suspension of Financial Aid Eligibility for Drug-related Offenses
A student who has been convicted of any offense under any Federal or State law involving the possession or sale of a controlled substance shall not be eligible to receive any grant, loan, or work assistance under Title IV during the period beginning on the date of such conviction and ending after the interval specified in the following table:

• If convicted of an offense involving the possession of a controlled substance, the ineligibility period is:
  o First offense, 1 year
  o Second offense, 2 years
  o Third offense, Indefinite.
• If convicted for the sale of a controlled substance, the ineligibility period is:
  o First offense, 2 years
  o Second offense, Indefinite.
Notice after Loss of Eligibility
Prescott College shall provide written notice, in a timely manner, to any student who loses financial aid eligibility due to drug-related offenses. The notice will specify the loss of eligibility and advise the student of the ways in which the student can regain eligibility.

Rehabilitation
A student whose eligibility for financial aid has been suspended may resume eligibility before the end of the ineligibility period if one of the following occurs:

A. The student satisfactorily completes a drug rehabilitation program that
   i. complies with such criteria as the Secretary of Education shall prescribe in regulations for these purposes; and
   ii. includes two unannounced drug tests;
B. The student successfully passes two unannounced drug tests conducted by a drug rehabilitation program that complies with such criteria as the Secretary of Education shall prescribe in regulations for these purposes; or
C. The conviction is reversed, set aside, or otherwise rendered null.

Tuition is charged based on the number of credits enrolled for in an enrollment period. Refund dates are based on the enrollment period. Tuition and fees are established with the College budget each year and are not negotiable. The tuition and fees for each academic year are published each term in registration materials. See the College Calendar for tuition due dates for each program above.

Tuition and Fees
(Tuition and fees reflect semester costs for the 2014-2015 academic year)

Resident Undergraduate
Full-Time Tuition (12–16 credits per semester) $14,160
Per Credit Tuition $1,180
Graduation Fee (one-time fee – includes video services) $120
New Student Orientation Fees (one-time fee) $775
On Campus Housing: Campus Village Apartments - Single Occupancy Freshmen $3,800
On Campus Housing: Campus Village Apartments - Double Occupancy Freshmen $3,100
On Campus Housing: Tsegi Housing - Single Occupancy $2,500
On Campus Housing: Tsegi Housing - Double Occupancy $2,250
On Campus Housing: Cholla Housing - Single Occupancy $2,500
On Campus Housing: Cholla Housing - Double Occupancy $2,250
Meal Plan (Minimum for Freshmen in On-Campus Housing (Fall and Spring) $200
Housing Deposit (To be returned if no damage (true deposit)) $250
Student Activity/Student Union Fee $100
Recreation/Fitness Fee (estimated) $75
Course Fees varies by course
Health Insurance (fall semester—see registration materials)
Health Insurance (spring semester—see registration materials)

**Resident Master of Arts, Social Justice and Human Rights**

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<table>
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<tbody>
<tr>
<td>Full-time (12 credits per semester)</td>
<td>$9,420</td>
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<tr>
<td>Per Credit Tuition (below or above 12 credits)</td>
<td>$785</td>
</tr>
<tr>
<td>Application Fee (one-time fee)</td>
<td>$40</td>
</tr>
<tr>
<td>Orientation Fee (one-time fee or per orientation)</td>
<td>$180</td>
</tr>
<tr>
<td>Graduation Fee (one-time fee – includes video services)</td>
<td>$120</td>
</tr>
<tr>
<td>Health Insurance (fall semester—see registration materials)</td>
<td></td>
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<tr>
<td>Health Insurance (spring semester—see registration materials)</td>
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**Limited-Residency Undergraduate**

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<tbody>
<tr>
<td>Full-Time Tuition (12 credits per semester)</td>
<td>$6,600</td>
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<tr>
<td>Per Credit Tuition (below or above 12 credits)</td>
<td>$550</td>
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<tr>
<td>Orientation Fee (one-time fee or per orientation)</td>
<td>$150</td>
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<tr>
<td>Graduation Fee (one-time fee)</td>
<td>$120</td>
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**Limited-Residency Masters**

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<tr>
<td>Full-Time Tuition (12 credits per semester)</td>
<td>$9,180</td>
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<tr>
<td>Per Credit Tuition (below or above 12 credits)</td>
<td>$765</td>
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<td>Application Fee (one-time fee)</td>
<td>$40</td>
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<tr>
<td>Orientation Fee Non Counseling Students (one-time or per orientation)</td>
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<tr>
<td>Orientation Fee Counseling Students (one-time or per orientation)</td>
<td>$260</td>
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<tr>
<td>Graduation Fee (one-time fee – includes video services)</td>
<td>$120</td>
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* Professional Liability Insurance required only for Counseling students

**Limited-Residency Master of Education**

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<tbody>
<tr>
<td>Full-time (12 credits per semester)</td>
<td>$6,120</td>
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<tr>
<td>Per Credit Tuition (below or above 12 credits)</td>
<td>$510</td>
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<td>Application Fee (one-time fee)</td>
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<td>Orientation Fee (one-time fee or per orientation)</td>
<td>$75</td>
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<tr>
<td>Graduation Fee (one-time fee)</td>
<td>$120</td>
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**Limited-Residency Ph.D.**

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<tbody>
<tr>
<td>Full-Time Tuition (12 credits)</td>
<td>$11,940</td>
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<tr>
<td>Per Credit Tuition (below or above 12 credits)</td>
<td>$995</td>
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<td>Application Fee (one-time fee)</td>
<td>$50</td>
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<tr>
<td>Graduation Fee (one-time fee)</td>
<td>$120</td>
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**Fees Applied to All Programs**

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<tbody>
<tr>
<td>Sustainability Fee (per semester)</td>
<td>$50</td>
</tr>
<tr>
<td>Technology Fee (per semester)</td>
<td>$115</td>
</tr>
<tr>
<td>Late Registration Fee (if applicable)</td>
<td>$75</td>
</tr>
</tbody>
</table>
Late Payment Fee (if applicable - monthly) $25
Replacement Diploma Fee $10
Insurance (Optional) Contact Provider

**Payment of Tuition and Fees**
Payment of tuition and fees for all programs is due by the published tuition due dates for the term. If payment cannot be made in full by the published tuition due date, payment arrangements with the Business Office must be in place. Financial aid must be final and in place for it to count as payment. Student must have a payment plan in place if financial aid is not complete, is unavailable or will not cover the entire balance. Students waiting for financial aid will be required to make a down payment on their tuition and sign a promissory note to cover their costs until the financial aid is available. If a credit balance occurs upon the disbursement of financial aid, a refund check will be issued to the responsible party.

There is an online interest free payment plan through Tuition Management Systems. Visit: www.prescott.edu for the link to Tuition Management Systems and further details. The earlier a student sets up the online payment plan, the lower the down payment.

Statements sent by the Business Office will indicate a date payment is due. Delinquent payments are subject to monthly late fees of $25.

**Payment Options**
- Cash, Check, Money Order, Credit/Debit Card, Payment Plan, Third Party Payors and Financial Aid.
- For Credit Card payments visit www.prescott.afford.com.
- Payment Plans – See above.
- Financial Aid – Financial aid recipients must accept all Federal Direct Loan and/or PLUS awards AND complete Federal Direct Loan entrance counseling by the tuition due date. If awards are not sufficient to cover tuition and fees due, other payment arrangements (i.e. tuition payment plan) must be made to pay the balance. Balances not paid in full by the tuition due date are subject to late fees.
- Third Party Payor – See above.

**Three-Day Cancellation**
A student who provides written notice of cancellation within three days (excluding Saturday, Sunday and federal or state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 30 days after receiving the notice of cancellation, the College shall provide the 100% refund.

**Consequences of Non-Payment**
If, for any reason, a student’s account is not paid in full by the first day of enrollment, Prescott College has the following options:
1. If a student has a previous balance owing on the first day of a new enrollment period, the student may not be eligible to re-enroll.
2. Delinquent payments or unpaid balances will incur a late charge of $25.00 per month.
3. The student’s account may be turned over to a collection agency or attorney with all collection costs charged to the student or responsible party.
4. Transcripts will be withheld.
5. The student will not receive his or her diploma.
6. Institutional Recommendations for Teacher Certification will be withheld.

The College may use any or all of the above options to collect any debts owed. A $20.00 fee will be charged for all returned checks.

Refund Policy

Fees
Some courses require a non-refundable deposit at the time of registration. Course fees not eligible for a refund will be listed in the registration packet.

Resident and Limited-Residency Undergraduate students who attend New Student Orientation and do not enroll for the term are not entitled to a refund of the orientation fee. The transcript fee will be refunded in this instance.

Tuition
Students may be eligible to receive a tuition refund only when a decrease in credit hours changes the students’ number of enrolled credits. The effective date is when a written request (Drop/Add form or Leave of Absence/Withdrawal form) is received in the Office of the Registrar. All refunds are based on the date of the written request to drop credits, calculated as per the schedule below. There will be no refund for “withdrawn” credits/courses. (See also, Withdrawal from College for more information).

Resident Undergraduate and Graduate – Fall and Spring Semesters

<table>
<thead>
<tr>
<th>Week of term:</th>
<th>% of Paid Tuition Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through 2nd day of Block (End of Drop/Add)</td>
<td>100% refund</td>
</tr>
<tr>
<td>End of Week 6</td>
<td>50% refund</td>
</tr>
<tr>
<td>After Week 6</td>
<td>0% refund</td>
</tr>
</tbody>
</table>

Resident Undergraduate and Graduate – Summer Semester

<table>
<thead>
<tr>
<th>Week of term:</th>
<th>% of Paid Tuition Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday Prior to Start of Term</td>
<td>100% refund</td>
</tr>
<tr>
<td>2nd Day of Each Block Session</td>
<td>90% refund</td>
</tr>
<tr>
<td>3rd Day to the End of Each Block Session</td>
<td>0% refund</td>
</tr>
</tbody>
</table>

Limited-Residency Undergraduate, Masters and Ph.D.

<table>
<thead>
<tr>
<th>Week of term:</th>
<th>% of Paid Tuition Refunded</th>
</tr>
</thead>
</table>
Through End of Week 2 (Drop/Add) 100% refund
After Week 2 0% refund

**Books and Supplies**
Refunds for equipment, books, and supplies purchased by the student at the Prescott College Bookstore are governed by the policies of the bookstore and are posted at the bookstore.

Library Fines and Fees
Fines for overdue books or other library resources are governed by library policy and are posted in the Library and on the library’s homepage.

All refunds will be issued within 30 days of the date the College determines the student’s refund eligibility.

**Right to Appeal the Refund Policy**
Students who believe that individual circumstances warrant exceptions to this published refund policy may file a formal, written appeal with the Vice President of Finances/Chief Financial Officer. This appeal must be submitted within 60 days of the change of status that created the balance adjustment. The College reserves the right to refuse an appeal of the refund policy.

**Academic Policies**

**Academic Integrity**
Academic work is evaluated on the assumption that the work presented is the student’s own, unless designated otherwise. Anything less is unacceptable and is considered academically dishonest. Specific terms related to academic dishonesty are defined below:

- Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic work submitted for credit.
- Plagiarism: Submitting academic work for credit that includes material copied or paraphrased from published or unpublished works without documentation.
- Fabrication: Deliberately falsifying or inventing any information or citation in academic work.
- Facilitating Academic Dishonesty: Knowingly helping or attempting to help another violate the College’s policy on academic dishonesty.
- Falsifying qualifications: Deliberately misrepresenting oneself and/or one’s professional qualifications, credentials, or experiences.

If a faculty member, instructor, adjunct, or mentor suspects a student may be engaged in academic dishonesty, then the following process will be followed to determine what, if any, action should be taken:

1. The faculty member, instructor, adjunct, or mentor will meet with the student and discuss the situation in an effort to resolve the problem. If the meeting does not resolve the situation, a
follow-up letter will be sent by the faculty member, instructor, adjunct, or mentor to the appropriate dean reviewing the allegations, the student’s response, any pertinent documentation, and the outcome and recommendations.

2. If necessary, a second meeting will take place involving the student, the faculty member, instructor, adjunct, or mentor, and the dean. This meeting will review all of the documentation, allegations, and prior discussions to determine appropriate sanctions, if any.

3. A resolution, including any sanctions, will be conveyed to the student in writing by the dean. This decision ends the investigation.

4. In the event that the student believes that the investigation and/or the sanctions are unwarranted, he/she may submit an appeal to the EVPAA. This appeal must be filed in writing and received within 15 days of the dean’s ruling. No further appeals will be accepted and the EVPAA’s decision is final.

Sanctions: If it is determined that a student has violated the academic integrity code, possible sanctions include: no credit for the assignment; no credit for the course or the term; suspension from the College, revocation of an awarded degree.

**Academic Standing and Satisfactory Academic Progress**

Academic Standing is calculated at the end of each semester by dividing the cumulative number of credits earned at the College by the cumulative number of credits attempted at the College. Incomplete grades count as credits attempted but not earned. The Academic Standing categories include: Good Standing, Academic Warning, Academic Suspension, and Academic Probation. The definitions for each category follow. All documents pertaining to Academic Warning, Academic Probation, and Academic Suspension are filed with the Office of the Registrar.

**Good Standing**

Students who have successfully completed at least 65% of all credits attempted at the College have achieved Satisfactory Academic Progress and are considered in good academic standing.

**Academic Warning**

Students who have not successfully completed at least 65% of all credits attempted will be placed on Academic Warning. Students on Academic Warning are eligible to receive financial aid. Students on Academic Warning are in danger of being placed on Academic Suspension if they do not achieve Satisfactory Progress in the subsequent enrollment period. Students on Academic Warning are strongly encouraged to seek academic advisement, tutoring, or other services to assist with achieving academic success.

**Academic Suspension**

Students who have had two consecutive semesters of being on Academic Warning will be placed on Academic Suspension. A student on Academic Suspension may not enroll and, therefore, will be withdrawn from the College per the Continuous Enrollment policy, unless a probationary status is granted.

**Consequences of Academic Suspension:**

- Student may not enroll;
• Student is not eligible to receive financial aid;
• Student may not be employed in work-study position; and
• Student may not serve as a student representative in official positions at Prescott College (on academic or administrative committees).

**Academic Probation**
Academic Probation is granted by the appropriate dean and/or designated committee. A student who has been academically suspended must petition to be placed on Academic Probation in order to re-enroll. The petition must include the support of the student’s advisor/core faculty, and indicate a plan to return to academic good standing. Students requesting Academic Probation must also petition the Financial Aid office if they wish to receive aid during Academic Probation. A student who does not achieve Satisfactory Academic Progress in the term following the probationary term must petition again to continue on Probation. Failure to do so will result in Academic Suspension and the consequences outlined above.

**Reinstatement of Satisfactory Academic Progress**
In order to be removed from Academic Warning, Academic Suspension, or Academic Probation, a student must achieve Satisfactory Academic Progress, as defined above, by the end of each enrollment period.

**Academic Standing following Leaves of Absence**
Students on Academic Warning who take a leave of absence will remain on Academic Warning when they return, unless they have submitted coursework that returned them to good standing. Students cannot avoid Academic Warning or Suspension/Probation by taking a leave of absence.

**Academic Standing following Academic Suspension**
Students readmitted after being on Academic Suspension will be placed on Academic Probation for their first term back. Students must meet the standards of Satisfactory Academic Progress by the end of that term to be eligible to re-enroll and/or receive financial aid funding for a subsequent term. Students must also petition the Financial Aid office to determine financial aid eligibility.

**Learning and Evaluation**

**Credit Values**
Prescott College awards semester-hour credits. Credit may be earned through courses, independent studies, teaching assistantships, internships, or courses taken at other colleges.

**Narrative Evaluations**
Credit is earned (awarded) through narrative evaluations of course work. Narrative evaluations consist of a course description, student self-evaluation, and instructor or graduate advisor evaluation. Student self-evaluations are strongly encouraged. Narrative evaluations become a part of the student’s official permanent record, from which transcripts are issued, and should be written accordingly.
**Prior Learning Assessment / Life Experience Documentation**

To receive credit for college-level learning that occurs outside of the classroom, in professional work or in structured workshops, seminars, and training, qualified students may use the Life Experience Documentation process to complete a conversion portfolio, life experience portfolio, or practicum. Credit received becomes a part of the student’s transcript. See Limited-Residency Bachelor of Arts Program section for more details: [http://www.prescott.edu/learn/limited-residency-undergraduate/life-experience-documentation/index.html](http://www.prescott.edu/learn/limited-residency-undergraduate/life-experience-documentation/index.html).

**Grade Notations**

Graduate students in the limited residency MA and Ph.D. programs cannot request letter grades and grade point averages are not computed. Letter grades are awarded in the undergraduate programs and in the Resident Masters programs if requested by the student. Because these students have the option of either letter grades or credit (CR), the College does not automatically compute grade point averages. Grade point averages are calculated only when a student has requested and received letter grades for at least 90% of their Prescott College coursework. Where letter grades have been assigned, the College uses the following point values for computing grade point averages:

- A = 4.00 points
- A- = 3.75 points
- B+ = 3.25 points
- B = 3.00 points
- B- = 2.75 points
- C+ = 2.25 points
- C = 2.00 points

For limited residency graduate courses, CR equals “B” or better; CR with honors = “B+” or better.

For undergraduate courses, CR equals “C” or better.

**Credit/No Credit Awards**

**Undergraduate Programs**

The full amount of credit established for an undergraduate course will be awarded to each student who successfully completes the course requirements. No partial credit is awarded for undergraduate courses. Students who do not satisfy course requirements and who have not officially withdrawn from a course will receive a grade of no credit (NC) or an incomplete (I). [See Incomplete Policy for criteria.] Students who withdraw or are administratively withdrawn from a course after the student-initiated withdraw deadline will receive No Credit. Receiving no credit in a course lowers the number of credits earned in a given enrollment period, but the number of credits attempted remains the same. This may adversely affect a student’s academic standing. [See Satisfactory Progress.]

**Graduate Programs**

Unsatisfactory or incomplete work does not earn credit. A mentor or course instructor may choose to award No Credit or less than full credit for a single course or for the semester’s work. A graduate advisor and practicum supervisor may choose, in consultation with each other, to award No Credit or less than full credit for an attempted practicum. A thesis committee may decide to award No Credit or less than full credit for attempted thesis development work. Receiving No Credit for all or part of a
semester may require a graduate student to take additional course(s) to complete the minimum number of credits required for graduation. Also see Withdrawal from Course policy.

**Incomplete Policy**
When a student is unable to complete the work specified in the course or study contract within the span of a semester, the student may request an incomplete. The guidelines for incompletes are as follows:

1. The student must have completed 75 percent of the coursework to be eligible for the temporary incomplete grade.
2. The instructor or mentor must approve a student’s request for an incomplete by submitting an Incomplete Grade contract.
3. The maximum time frame to complete a course graded incomplete is the end of the next semester.
4. The mentor can set an earlier date, but cannot extend the incomplete period beyond the last day of the next semester.
5. Evaluation of the incomplete course submitted after the last day of the next semester will be graded No Credit.

**Evaluation and Grading of Mentored Studies**
For independent, mentored-study courses, the College encourages and, in many cases, requires the use of external “mentors” to support student learning. Mentors may be identified and proposed by students for credential verification by Academic Operations staff and approval by faculty advisors. Mentors are not employees of the College, but are paid a modest stipend as independent contractors to recognize their good work with our students. Mentors may write narrative evaluations of student learning and propose awards of credit/no-credit and/or grades; in all cases, narrative evaluations and awards of credit/no-credit and/or grades are reviewed and approved by faculty advisors.

**Change of Evaluation/Grade Change**
Undergraduate students may request an evaluation or grade change by petitioning the appropriate dean and the appropriate instructor or faculty advisor. If the dean and instructor (or faculty advisor) grant the request, the instructor must submit a signed change of evaluation form to the Office of the Registrar with a revised narrative evaluation if necessary. Requests for an evaluation change must be made within one term from the end of the course. A request after that time period will not be granted without approval of the exceptions committee.

Graduate students may request an evaluation change by petitioning the appropriate dean and the course instructor (for instructed course) or the appropriate dean and their graduate mentor and core faculty (for mentored courses). Requests for an evaluation change must be made within one term from the end of the course.
Transfer Credit Policy

Undergraduate students
Credits awarded by regionally accredited institutions for college-level courses that received a grade equivalent of “C” (2.00) or higher may be accepted by the College as transfer credit. Transfer classes taken for a pass/fail, credit/no credit, or satisfactory/unsatisfactory grade, and where “P”, “S”, or “CR” equals “C-” or better, may be accepted for credit. In some cases college-level credit from US colleges and universities that are not regionally accredited may be transferable via the College’s Conversion Portfolio process. Students desiring to transfer such credits work with faculty to determine how these transfer credits might apply to their degree plan. See Life Experience Documentation section: http://www.prescott.edu/learn/limited-residency-undergraduate/life-experience-documentation/index.html.

Advanced Placement (AP) and International Baccalaureate (IB) Credits
Prescott College awards 4 undergraduate college credits for each AP test score of 4 or 5, and for each IB “higher level” score of 5, 6, or 7, up to a maximum of 20 credits (5 tests). Credit is awarded on a course-by-course basis. AP scores must be sent directly from the College Board/Advanced Placement to the Office of the Registrar. IB scores must be sent directly from the International Baccalaureate North American office to the Office of the Registrar. AP and IB-awarded credits do not count towards the College’s residency requirements. AP and IB credit will not be awarded based on another institution’s prior evaluation.

CLEP
Prescott College accepts a full range of College-Level Examination Program (CLEP) tests, which measure mastery of college-level introductory course content in a wide range of disciplines. To receive credit for successful performance on a CLEP examination, an official transcript must be sent by the CLEP Transcript Service. Prescott College uses the American Council on Education’s (ACE) credit recommendations to determine transfer credit for CLEP exams. The College will not accept a transcript or score report submitted by the student, nor will credit be awarded based on another institution’s prior evaluation.

Military Transfer Credits
Prescott College awards transfer credits for U.S. military services training via the American Council on Education (ACE) endorsement transcripts: A.A.R.T. (Army ACE Registry Transcript) and S.M.A.R.T. (Sailors/Marines ACE Registry Transcript). The College also awards transfer credit for tests administered to military personnel by DANTES. AART and SMART transcripts and DANTES scores will be evaluated on a course-by-course basis with faculty input. Only those courses that pertain to a student’s degree program will be awarded transfer credit.

Graduate

M.A. Transfer Credit Policy
The Master of Arts Programs only accepts transfer credits on a case by case basis in limited, specified circumstances. Under such circumstances, credits awarded by regionally accredited institutions for
graduate-level courses that received a grade equivalent of “B” (3.00) or higher may be accepted as transfer credit. No more than 15 graduate-level transfer credits may be accepted towards the Master of Arts degree. Students must consult the appropriate Master of Arts faculty for the criteria pertaining to their specific degree program. Approval by the chair of the graduate program is required for transfer credits.

M.Ed. Transfer Credit Policy
The M.Ed. faculty chair approves all transfer credit requests based on the following criteria.

- Courses must be from a regionally accredited institution.
- Courses must be graduate level.
- Students must have earned a grade of “B” or better in the course(s) being considered.
- The number of credits transferred may not exceed 25% of the number of total minimum credits required for the master’s degree:
  - Elementary – maximum 12 credits
  - Secondary – maximum 10 credits
  - Educational Leadership, Principalship – maximum 10 credits
- Transfer credits must be earned within the last 6 years prior to acceptance into Prescott College.

Ph.D. Transfer Credit Policy
Beginning with the 2011 fall cohort, the Ph.D. program will accept up to 9 semester credits for transfer on a case-by-case basis as approved by the Chair. Approved transfer credits will be applied in Phase 2 of the Ph.D. program only. Transfer credits will not be awarded retroactively, i.e., in later phases of the program. Approved transfer credits must meet the following criteria to qualify:

- be beyond the master’s degree
- be related to a student’s field of study
- be completed with a B grade or higher
- originate from a United States-based, regionally accredited college or university doctoral program
- be completed within 3 years prior to admission to Prescott College’s doctoral program.

Doctoral credits from a foreign college or university will not be considered for transfer. Practicum credits are not eligible for transfer credit.

International Transfer Credits
International students are required to have non-U.S. school transcripts evaluated by a professional, foreign credential evaluation service. They produce an “official report” which is used for evaluation. Undergraduate students or applicants with transfer credits from a non-U.S. college or university will need to request a course-by-course equivalency evaluation; graduate students or applicants will need a statement of degree comparability. The student is responsible for all costs associated with this service. The Offices of Admissions and the Registrar can submit transcripts for evaluation on a student’s behalf. The evaluation process can take several weeks to complete.
Enrollment Status and Registration

Continuous Enrollment
Students must remain continuously enrolled once they matriculate. “Continuous enrollment” is defined as being (a) registered for credit(s), or (b) on an approved leave of absence. A student who fails to re-enroll in the next term, or fails to request and receive an approved leave of absence, or fails to re-enroll at the completion of an approved leave of absence, will be withdrawn from the College and must apply for readmission. Students who participate in an exchange program with one of the College’s educational partners do not have to apply for leaves of absence. [resident Bachelor of Arts Program, Resident Master of Arts, Limited-Residency graduate program students who do not enroll in summer courses are not required to apply for a leave of absence.]

Registration
Students register for classes/credits by submitting a signed enrollment agreement form each term. The Office of the Registrar provides the registration materials and enrollment agreement prior to the beginning of the next semester.

- The enrollment agreement and registration materials contain information regarding academic and administrative policies, including tuition, fees, deadlines, course prerequisites, etc. By signing the enrollment agreement, students acknowledge that they understand and will abide by these policies.
- Students may register for classes, independent studies, and other learning experiences only if they are free of all debts to the College, including accounts with the business office and the library.
- Failure to enroll: Students who fail to enroll or to apply for a leave of absence do not comply with the Continuous Enrollment policy and will be withdrawn from the College. Also see Leave of Absence policy and Withdraw from College policy.
- Late registration: Students registering after the enrollment grace period/drop-add period will be charged a late fee.
- See individual program sections for more details

Taking Courses at Other Colleges
Students may take courses at other colleges while enrolled at the College. However, such courses cannot be used to help fulfill a student’s registered course load. Students must arrange for official transcripts from the other colleges in order to count these credits towards a College degree. See Transfer Credit Policy. Students who wish to receive financial aid while enrolled at both the College and another college should consult the Financial Aid office about a Consortium Agreement.

Credit Load and Overload
Fulltime enrollment for undergraduate students consists of 12-16 semester credits. Fulltime enrollment for master’s and doctoral students consists of 12 semester credits. See individual program sections for details concerning half-time, less-than-half-time, and overload credits.
Entering Student Load Requirement
Resident Bachelor of Arts Program and Limited-Residency Ph.D. Program students must enroll full-time and complete a full-time load in their first enrollment period. Limited-Residency Bachelor of Arts Program and Master of Arts students may elect to enroll for full-time or half-time for their first enrollment period.

Decrease/Increase of Credits (Drop/Add)
A student wishing to increase/add or decrease/drop the amount of credits enrolled for the term must submit written notification to the Office of the Registrar. The effective date of the drop or add is the date that the written notice is received in the Office of the Registrar. Drop/Add forms can be found on the College’s website

Decrease of credits: Student may be entitled to a refund on the decreased portion of credits depending on the effective date of the dropped credits. See Refund Policy. NOTE: Decreasing credits may affect financial aid eligibility. Consult the Financial Aid Office.

Increase of credits: Requests to add courses or credits must be received in the Office of the Registrar or in the academic program office by the published drop/add deadline dates.

Overload credits: Students who enroll for more than fulltime credit loads, or who submit course contracts or evaluations for more credits than their original enrollment for the term, are obligated to pay tuition for the additional credit(s). See per credit charge for each academic program. NOTE: Overload credits will not be recorded until payment arrangements are made by the student.

Drop/Add
Students may drop and/or add credits during drop/add periods. See the Academic Calendar for specific dates for each term. Once the drop/add period ends, no credits may be added or dropped without the approval of the Exceptions Committee. Dropping or being administratively dropped from a course may affect financial aid eligibility. Students should consult with the Financial Aid Office before dropping courses. [Also see Refund Policy.]

“No Shows” / Participation / Non-participation in Courses

Students who are enrolled in classroom-based or Moodle (online) courses will be administratively dropped as “no shows” if they have not started to participate in the course(s) within the drop/add period, as defined by their degree program. For online courses, “participation” means logging into Moodle at least once during the drop/add period.

The course instructor (for classroom, field or Moodle-based courses) or the faculty advisor (for independent or mentored studies courses) must indicate if a student has stopped participating in the course by completing the attendance module for the course on My Prescott. If a student has stopped participating in a course or mentored study, the course instructor must indicate “not participating” in
the drop down menu and also enter the “last date of attendance.” If a student stops participating at any point in the course, it is the responsibility of the course instructor or faculty advisor to indicate such on the My Prescott attendance module for the course and to specify a date of last attendance. Students who are listed on My Prescott by course instructor or by faculty advisor as not attending will be administratively dropped, withdrawn or given a grade of No Credit depending on the actual last day of participation.

Withdrawal from Courses
Students may elect to withdraw themselves from a course by the published student-initiated withdrawal date for a given semester. See Academic Calendar for specific dates for each term. There will be no refund for “withdrawn” credits/courses. To withdraw from a course, students must complete the Drop/Add/Withdraw form available on the website or from the Office of the Registrar. After the student-initiated withdraw date, students will receive their earned grade per the instructor (credit/letter grade, no credit), or be withdrawn. For options regarding incomplete see Incomplete Policy.

Withdrawing or being administratively withdrawn from a course may affect academic standing.

Leave of Absence (LOA)/Withdrawing from a Term
Students wishing to take a break from their studies or to further educational or personal goals may request a leave of absence (LOA). Students wishing a LOA must submit a written, signed notification (Application for Leave of Absence) to the Office of the Registrar, and comply with all required procedures stated on the form. The effective date of the LOA is the date that the written notice is received in the Registrar’s Office. A LOA extends for one term. A student may request and be approved for an additional term, for a maximum of two consecutive terms of LOA. No more than two consecutive LOAs will be permitted.

Students requesting a LOA after the term in which they are currently enrolled has started but before the term has ended, are considered to be “withdrawing from the term.” The effective date of LOA/term withdrawal will determine whether or not a student is entitled to a refund of “refundable/not-attempted” credits. [See Refund Policies.]

Military personnel who leave the College in order to perform military service may take a LOA for up to five years; the student must reapply. Please see Readmission to the College.

Forms for Leave of Absence/Withdrawal can be found on the College’s website.

Withdrawal from the College
Students wishing to withdraw from the College must submit a written notification to the Office of the Registrar. The effective date of the withdrawal is the date that the written notice is received in the Office of the Registrar. The effective date of withdrawal will determine whether or not a student is entitled to a refund. See refund policy for appropriate percentage of refundable tuition.
A student will be determined to be withdrawn from the College if she/he has not been continuously enrolled. See Continuous Enrollment Policy.

New students have until the end of New Student Orientation to give written notice of their intent to withdraw. Application and orientation materials fees will not be refunded.

Financial aid recipients who stop attending and/or participating in their coursework must officially withdraw. The Financial Aid Office is required by federal regulation to calculate the amount of funding the student received compared to what the student actually “earned” based on the portion of the enrollment period the student completed. This calculation may result in a financial obligation for the student. Such financial obligations may include immediate repayment of student loan funds to their lender, a balance owed to the College, and/or a debt owed to the U.S. Department of Education.

Forms for Leave of Absence/Withdrawal can be found on the College’s website.

**Readmission to the College**

Students must apply for readmission to the College if their matriculation is terminated for any reason. (Also see Continuous Enrollment.) An application for readmission must be submitted to the Admissions Office, accompanied by applicable fees, and other documentation supporting the application. Contact the Admissions Office for complete application instructions.

Students who are readmitted to the College must adhere to the policies, procedures, and guidelines that are in place during the first enrollment period of re-admittance.

Veterans who reapply for admission within five years of their last enrollment at the College and who left in order to perform military service will be readmitted with the same academic status as when last in attendance. Exceptions may be made in cases of veterans with other than honorable discharge.

**Assessment of Learning**

The following statements on assessment of learning describes the general education learning outcomes that the College faculty intend to develop in learners across all programs of study, deliveries, and degree levels. These learning outcomes shape each student’s individual program of study that is developed with their faculty advisor(s) during the course of their studies at the College. Each student selects artifacts that demonstrate their learning in the areas described below for their e-portfolio or other formative and capstone requirements (e.g., thesis, dissertation, etc). Faculty assess these artifacts for purposes of formative, authentic assessment of student learning and for program evaluation and improvement.

**Prescott College Assessment of Undergraduate Education**

A strong foundation in the Liberal Arts prepares students to be lifelong learners, critical thinkers, and creative problem-solvers by engaging them in a broad, interwoven range of models of inquiry. This foundation of knowledge and skills allows students to understand societies and their histories, cultures, arts, aspirations, and challenges. It prepares students to find, evaluate and analyze information, as well
as integrate and synthesize the practical and theoretical aspects of their learning. They develop an understanding of their obligation to respond to the needs of the greater community of humans and the natural world.

**Competence within the Specific Field(s) of Study**
Competence is shown through demonstrated ability in the content and methodology of the chosen field, including knowledge of the basic history, the important individuals and their work, the major current theories and their application, and demonstrated capacity to use the critical research techniques, scholarly methods, leadership skills, artistic modes of expression, etc., employed in that area. The demonstration of competence requires personalization, interconnection, and application of learning.

**Humanities and Arts Knowledge**
An appreciation of literature, language, and the arts provides the foundational knowledge needed to pursue critical and creative approaches to reading, writing, problem-solving, communication, performance, and the making of art. A well-rounded understanding of the humanities and the arts supports the development of an informed aesthetic, effective communication and performance skills, and insight into different cultural and artistic sensibilities, forms, contexts, and histories.

**Global Cultural Literacy**
Global cultural literacy involves both an academic and a personal understanding of the depth of our interdependence as human beings and communities. It involves an awareness of the challenges that we face and must address as a global community. It requires the ability to critically analyze the ways that power is distributed within regions and societies and to trace the historical roots and current reality of social, political and economic inequality. It involves knowing about diverse cultures of the world, about differences of gender and sexuality, race, religion and ethnicity, and developing a relationship with oneself and one's own position within larger systems of privilege. To be literate in this area is to learn to listen, share and reciprocate, to reach across borders of unequal power with critical awareness, humility and commitment.

**Civic Engagement**
Civic engagement requires a combination of knowledge, skills, and motivation that are applied with the intention of creating positive social change in communities ranging from local to global. It may involve political or non-political activities of individual or collective concern that demonstrate personalization of learning, ethical reasoning, and social action of potential benefit to the community.

**Ecological Literacy**
Ecological literacy is based on an understanding of unperturbed natural systems and an examination of human impact on the integrity of those systems and the diversity of life. Ecological literacy involves exploring humanity's historic and current relationship with the natural world and the processes that sustain all life. It ultimately fosters healthy relationships between human communities and the natural world.
**Skills for Inquiry, Analysis, and Synthesis**
Inquiry is a systematic process of exploring issues, facts, or works through the collection and analysis of evidence that result in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them; synthesis is the dynamic assembly of discrete elements into new wholes or systems. Skills for inquiry, analysis, and synthesis include the capacity to use research techniques, mathematics, and other qualitative and quantitative scholarly methods as tools for learning in the competence and the breadths.

**Skills for Self-Direction and Lifelong Learning**
The skills and dispositions involved in lifelong learning are curiosity, transfer, independence, initiative, and reflection. Lifelong learning depends on the ability to be a self-directed learner who integrates and applies these skills and abilities to improve her or his knowledge, skills and competence to meet new challenges throughout life.

**Prescott College Assessment of Masters-level Learning Outcomes**
Faculty members expect students graduating from M.A., M.S., and M.Ed. programs to meet the following degree outcomes at the masters-level of competency. Development and demonstration of competence will occur in the course signature assignments, qualifying paper, thesis plan, thesis and/or capstone projects and will be assessed by departmental faculty for program improvement. Masters-level learning outcomes:

- a mastery of contemporary and foundational knowledge and theory in the student's field of study;
- the ability to integrate theoretical and practical aspects of the field;
- a mastery of modes of practice and professional ethics in the student's field of study;
- an understanding and appreciation of the social context in which the field is practiced;
- the ability to demonstrate written communication skills that are informed, scholarly, and effective;
- the ability to demonstrate oral communication skills that are informed, scholarly, and effective;
- the ability to collect, analyze, and interpret information, and to conduct a literature search, in the student's field.
- familiarity with research methods (qualitative, quantitative, textual, heuristic, action-based, participative, field based, etc.), and the ability to design and carry out research projects in the student's field of study;
- the development of social literacies, including an understanding and appreciation of the ways humans relate to their own and other cultures, and the impact this relationship has on the student's field of study and professional practice.

**Prescott College Assessment of Doctoral-level Learning Outcomes**
Faculty members expect students graduating from Ph.D. programs to meet the following degree outcomes at the doctoral-level of competency. Development and demonstration of competence will occur in the course assignments, qualifying paper, dissertation/project proposal, thesis, presentations
and dissertation and will be assessed by departmental faculty for program improvement. Doctoral-level learning outcomes:

- Ability to see research and practice as socially situated;
- Substantive knowledge of theory and modes of practice in the field;
- Theoretical maturity and critical thinking skills;
- Ability to frame fruitful and relevant research questions and problems;
- Skills to design research by approaching researchable problems with appropriate methods of inquiry;
- Skill in program design and delivery;
- Ability to collect, analyze, and interpret data;
- Skill in oral and written communication for various audiences.

**Institutional Review Board (IRB)**

The living subjects protection research proposal review is conducted by the student’s Individual Graduation Committee, Doctoral Committee, Curriculum Committee or equivalent. The IRB Proposal Review Form is submitted with the Senior Project, Thesis Plan, Dissertation/Project Proposal or equivalent. All research involving human subjects, and all other activities, which in part involve such research, regardless of sponsorship, must be reviewed and approved via this process.

Please note:

1. No intervention or interaction with human subjects in research, including advertising, recruitment and/or screening, may begin until the IRB review is been complete and the proposed project has been approved.
2. It is the responsibility of the IRB Chairperson, her/his designee or the full IRB Committee to determine what activities constitute “research” involving “human subjects” as defined by the Federal regulations.
3. All students/faculty involved in conducting or reviewing research activities must provide documentation of completion of an approved online course on conducting research with human subjects.

Please see detailed information on the IRB process is available on the IRB webpage on the college website.

**Graduation Requirements**

For specific requirements of the graduation processes, see the sections on the specific programs.

**Bachelors degrees**

Graduation is based on three criteria: 1) Competence in an area of study; 2) Breadth of knowledge across areas of study; and 3) Evidence of self-directed learning. A minimum of 120-128 semester credits are required to complete a B.A. degree. (See Limited-Residency and Resident bachelors sections for more details).
Masters degrees
Graduation requirements include: 1) Theory – Demonstrating a sound understanding of existing theory and relevant research methods; 2) Practicum – Demonstrating praxis through research, internships, or other means; 3) Demonstrating appropriate social and ecological literacies; 4) A minimum of 36-61 semester credits are required to complete a M.A. degree, depending on the degree. A thesis that joins theory with practice may or may not be required depending on the degree. (See Limited-Residency M.A., M.Ed., and Resident M.A. sections for more details).

Doctoral degrees
Graduation requirements include: 1) Participation in collaborative, foundational, core courses, and Resident colloquia/symposia; 2) Development and pursuit of individualized studies and research ordered around the central theme of sustainability education; 3) Demonstration of competence and depth of knowledge through comprehensive assessments, an applied practicum, and a dissertation/project that includes a socially significant application. A minimum of 96 semester credits are required to complete a Ph.D. degree. (See Ph.D. section for more details).

Professional Preparation Programs
Completion of state-required coursework and passing scores on applicable state exams. (See teacher and counselor preparation programs for specific details).

Minimum Enrollment Requirements
Students earning a degree from Prescott College must satisfy minimum enrollment requirements as follows:

- All students are required to attend a new student orientation in Prescott at the beginning of their first term.
- Resident Bachelor of Arts Program: Equivalent of two years (four semesters) of full-time enrollment.
- Limited-Residency Bachelor of Arts Program: Equivalent of one year (two semesters) of full-time enrollment.
- Limited-Residency Master of Arts Program: Minimum equivalent of one year (two semesters) of full-time enrollment, and attend a certain number of days in residency. The minimum requirements are higher for students seeking certification or licensure in counseling or education. (See Limited-Residency Master of Arts Program section for more details.)
- Limited-Residency Ph.D. Program: Equivalent of four years (eight semesters) of full-time enrollment, and attend colloquia (residency) each semester of enrollment.
- Certificates: See individual sections for specific requirements.

Graduation Requirements: Liberal Arts Area and Breadth Area elective coursework during Degree Plan development
Instructed or mentored courses that undergraduate or graduate students elect to take prior to the completion and approval of their Degree Plan will count towards satisfying their graduation requirements: i.e., total required number of credits and/or liberal arts requirements and/or breadth
requirements. Students must complete all the specific curricular degree requirements for formal competence areas as listed in the relevant advising documents.

**Time limits for completing degree or program requirements**
Pending graduates or program completers will be held to the Incomplete Policy. See Incomplete Policy for eligibility and timeframes. Pending graduates or program completers may petition for a maximum of one additional semester with approval/support of course instructor(s). Uncompleted courses become No Credit after these deadlines. Students must then be readmitted and enroll for a minimum of 1 credit in order to complete their Prescott College degree. The exact enrollment requirement will be based on what the student needs to complete degree requirements.

For other requirements not related to coursework (e.g. research paper, thesis publication, updated transcripts, etc.), pending graduates or program completers will be granted a maximum of 12 months from intended grad date to complete the requirement(s). After that deadline, student must be readmitted to the College and enroll for a minimum of 1 credit in order to complete their Prescott College degree. The exact enrollment requirement will be based on what the student needs to complete degree requirements.

These time limits do not override other policies applying to completing degree or program requirements nor do they override policies for financial aid eligibility.

**Changes to Degree Requirements**
Students who are enrolled continuously follow the degree or program completion requirements in effect during their first term of enrollment, as outlined in the College Catalog. Students may choose to change to a later catalog’s requirements, pending approval of their graduation committee/curriculum committee/thesis-dissertation committees. However, if they do so, they may not later revert to the earlier requirements. To change to a later catalog’s degree or program requirements, consult your faculty advisor/core faculty about how to revise your degree or program plan.

Students who are readmitted to a degree or other program are required to follow the requirements in effect upon readmission. See Readmission to the College.

**Graduate School and Career Outcomes by Study Area**
Prescott College graduates from our bachelors, masters and doctoral programs are sought after by graduate schools and by employers for their highly effective mix of practical skills and theoretical knowledge that has been integrated, applied and demonstrated through experiential, professionally-relevant capstone projects. In their coursework, internships and capstone projects, students develop networks of mentors within and outside of the College that directly support their career success.

Graduates of our undergraduate programs often go on to complete graduate degrees. Our interdisciplinary approach to the liberal arts and professional programs at all degree levels create broad career opportunities for our graduates.
Sample Careers by Areas of Study:

| Adventure Education                      | Outdoor Program Administration  |
|                                         | Outfitter                        |
|                                         | Guide                            |
|                                         | Coach                            |
|                                         | Leadership Development Consultant |
| Education                               | Teacher                          |
|                                         | School Principle                 |
|                                         | Guidance Counselor               |
|                                         | Environmental Educator           |
|                                         | Educational Administrator        |
|                                         | College faculty                  |
| Environmental Studies / Sustainable     | Conservation Biologist           |
| Community Development                   | Forest Service Researcher        |
|                                         | Environmental Management         |
|                                         | Regional Planner                 |
|                                         | Environmental Lawyer             |
| Humanities / Arts & Letters             | Writer / Journalist              |
|                                         | Film-maker                       |
|                                         | Museum Curator                   |
|                                         | Studio / Performing Artist       |
|                                         | Teacher                          |
| Human Development / Counseling          | Marriage and Family Therapist    |
|                                         | Counselor                        |
|                                         | Social Worker                    |
| Cultural & Regional Studies / Social    | Non-profit organization leader   |
| Justice                                 | Media Strategist                 |
|                                         | Labor Organizer                  |
|                                         | Activist                         |
|                                         | Public Interest Lawyer           |
| Management                              | Entrepreneur                     |
|                                         | Manager                          |
|                                         | Sustainability Director          |
|                                         | Public Administration            |
|                                         | Organizational Development      |
|                                         | Consultant                       |

Exceptions to Policy

Students who seek an exception to published policies or deadlines must file a formal written appeal to the Exceptions Committee. The Request for Exception to Policy form is available on the College website, or Registrar’s Office. The exceptions committee notifies students regarding the status of their appeal at the student’s College email address.
**Academic Transcripts**

The Prescott College transcript is a student’s academic record. An official transcript includes a summary page listing all credits attempted and awarded, letter grades if requested during enrollment in the courses, degrees awarded and a key describing the College academic system. A set of narrative evaluations for each course credited may also be requested.

- Requests must be made in writing to the Office of the Registrar. Transcript request forms may be obtained in the Office of the Registrar or online at www.prescott.edu. Refer to the web site for details.
- No transcript will be issued for any student or former student whose financial obligations to the College have not been satisfied.
- The College cannot send out copies of transcripts from other schools. Students must request transcript copies directly from that school.
- In compliance with the Family Educational Rights and Privacy Act of 1974, transcripts may be issued only at the written request of the student. Parents may request a student’s transcripts only if they can demonstrate with federal income tax documents that the student was their legal dependent for the most recent tax year.

**Family Educational Rights and Privacy Act (FERPA)**

**Prescott College Policy on Disclosure of Student Records**

Prescott College strives to comply fully with the Family Educational Rights and Privacy Act of 1974 (as amended). This federal law was designated to protect the privacy of education records, to establish the right of students to inspect and review their education records, to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings, and to submit an explanatory statement for inclusion in the education record if the outcome of the hearing is unsatisfactory.

**Protection and Disclosure of Student Records**

Prescott College accords all the rights under the Act to students who are declared independent. No one outside the College shall have access to, nor will the institution disclose any information from, a student’s records without the prior written consent of the student, except: to persons or organizations providing student financial aid; to accrediting agencies carrying out their accreditation function; to persons in compliance with a judicial order; and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

Education records do not include employment records (except where an enrolled student is employed as a result of his or her status as a student), alumni records, student health records, or records of instructional, administrative, and other personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute.

Within the Prescott College community, only those members, individually or collectively acting in the students’ educational interest, are allowed access to student educational records. These include personnel in the Financial Aid, Business, Admissions, and Registrar’s offices, as well as Academic Deans,
Executive Vice President for Academic Affairs, advisors, and faculty, within the limitations of their need to know.

Directory Information: At its discretion, the College may provide Directory Information in accordance with the provisions of the Act to include:

- student name
- home and local addresses
- email and web site addresses
- all phone numbers
- date and place of birth
- photographs
- fields of study, including competence, breadth, and primary degree/program area
- dates of attendance and full-time/part-time status
- all degrees earned and awards received
- anticipated graduation/completion date
- advisor(s) name(s)
- recently attended previous educational institution(s)
- participation in officially recognized activities.

Students may request to withhold Directory Information (“Directory Hold”) by notifying the Office of the Registrar in writing. Directory Holds will be removed from students’ records when they graduate or withdraw from the College.

**Right to View and/or Amend Records**
Prescott College students have unrestricted access to their own records, and may have copies made of their records at their own expense, except for the following: in cases of outstanding debt to the College; or copies of transcripts from previously attended institutions.

Students who believe that their education records contain information that is inaccurate or misleading, or otherwise in violation of their privacy or other rights, may discuss their concerns informally with the Registrar and/or with the academic personnel involved. If the decisions are in agreement with the student's request, the appropriate records will be amended. If not, students will be informed by the Registrar of their right to file an “academic grievance” which will serve as a formal hearing. See Student Grievance Procedures for details on that process.

**Right to File a Complaint**
Notification
Prescott College informs students about the Family Educational Rights and Privacy Act in each semester’s enrollment materials.

Nondiscrimination Policy
The College is committed to equal opportunity for students and applicants for admission, without discrimination on the basis of race, color, creed, national or ethnic origin, sex or sexual orientation, age, disability, marital or parental status, status with respect to public assistance, or veteran’s status. This policy applies to the administration of the College’s educational policies, financial aid program, or any other programs generally accorded or made available to students. The Human Resources office is available to discuss and investigate matters concerning discrimination.

Access and Disability Support Services

Policies and Procedures for the Americans with Disability Act (ADA)
Prescott College is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Prescott College prohibits and actively discourages discrimination against individuals with disabilities.

The College is committed to make services available for any student who can document a disability under Section 504 or the ADA. College policy calls for reasonable accommodations to be made for students with disabilities on an individualized and flexible basis. It is the responsibility of students with disabilities to request available assistance.

Academic Standards and ADA Accommodation Statement
Prescott College has an institutional commitment to provide equal educational opportunities and access for qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Under the ADA, students requesting ADA accommodations must be able to perform the “essential academic and technical standards of the program”; providing ADA accommodations must not fundamentally alter the program or compromise the essential elements of a course or curriculum, nor does it weaken the academic standards or integrity of a course. Accommodations are an alternative way to accomplish the course requirements by eliminating or reducing disability-related barriers; accommodations “level the playing field”, they do not provide an unfair advantage.

Documentation of disabilities as well as advocacy for reasonable accommodations is handled through the Library and Learning Commons. Reasonable accommodations offered are based on the nature of the disability and the academic environment. Prescott College promotes the development of academic and personal growth, life-long learning, academic integrity, as well as equal access to all programs, services, activities and courses for students. Rich Lewis (928-350-1301), Library Director, is the lead for ADA accommodations and all questions and concerns should be directed to him as the ADA coordinator.
Accommodation Process for Students with Disabilities

- Students with disabilities who require accommodations to access College courses, programs, services, activities, and facilities must provide documentation of disability to appropriate personnel in a timely manner.
- Disability-related documents are kept confidential and shared with College personnel on a limited and need-to-know basis.
- Based on the submitted disability documentation, the ADA coordinator will determine if the student is eligible for reasonable accommodations.
- If the student is eligible for reasonable accommodations, the interaction between the disability and the academic environment will be explored to determine possible reasonable accommodations. Consultation with faculty, staff, and outside professionals regarding essential elements and reasonable accommodations will occur as needed.
- The student requesting accommodations will be notified of the process for the provision of reasonable accommodations and all relevant activity will be documented in the student’s confidential file.
- Since the responsibility for provision of accommodations often involves instructors and students, instructors can contact the ADA coordinator with concerns or questions about reasonable accommodations. Instructors are not expected to compromise or alter essential elements of their course or evaluation standards.
- Students with disabilities are responsible for contacting the ADA coordinator if reasonable accommodations are not implemented in an effective or timely way. The ADA coordinator works with College personnel and students requesting ADA-related accommodations to resolve disagreements regarding recommended accommodations. When needed, the ADA Officer is available to assist with resolution of disagreement and to assure institutional compliance with the ADA.
- Students with disabilities who believe they have been discriminated against on the basis of their disability may contact the ADA coordinator.
- Each student bears the responsibility to submit requests for accommodations, auxiliary aids and/or services in a timely manner.

Temporary Disabilities
Services are available to students with temporary disabilities to provide access to campus academic programs and services. Assistance cannot be provided for tasks of a personal nature such as, but not limited to, assisting with health care issues. Students must submit appropriate documentation of their condition to the ADA coordinator.

Contacts for ADA-Related Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Services, Auxiliary Aids &amp; Temporary Disabilities</td>
<td>Rich Lewis, ADA coordinator</td>
<td>(928) 350-1301</td>
</tr>
<tr>
<td>Mental Health Services</td>
<td>Talk One2One (24/7 service)</td>
<td>1(855)760-5654</td>
</tr>
<tr>
<td>Housing</td>
<td>Bill Barton, Coordinator, Residential Life</td>
<td>(928) 350-1006</td>
</tr>
</tbody>
</table>
Missing Student Notification Policy
In accordance with the Higher Education Act, Section 485(j), Prescott College has established the following procedures regarding missing students. This policy applies only to students residing in campus housing.

If College officials determine that a student for whom a missing person report has been filed has been missing for more than 24 hours, then within the next 24 hours the College will:

1. Notify the individual identified by the student to be contacted in this circumstance;
2. If the student is under 18 years old, notify a parent or guardian; and
3. In cases where the student is over 18 and has not identified a person to be contacted, notify appropriate law enforcement officials

Students residing in campus housing are informed of this policy and given the option to provide confidential contact information for a person to be notified in the event the student is officially reported as missing.

Residential Life at Prescott College
Mission and Vision
It is our hope that the residential experience will be an opportunity for students to fully experience the mission of Prescott College. We believe that student participation is a necessary part of a successful and active housing program. We strive for a community that realizes the value and necessity of each individual member. This mutual respect makes it possible to have safe and open dialogue where residents can share concerns, express and appreciate differing points of view, and hold themselves and others accountable for actions that may have negative consequences in the community. We encourage students to take ownership of their residential area and larger community and challenge themselves to act in a way that is sensitive to how their actions may affect their peers. We recognize students who learn to take responsibility for their actions within the confines of this community will become positive role models and just leaders in the Prescott College community and beyond.

Statement of Non-Discrimination
The Residential Life Program at Prescott College does not discriminate against any student with respect to eligibility for housing on the basis of sex, race, color, creed, religion, national origin, ethnicity, sexual orientation, gender identity or expression, veteran status, or learning exceptionalities.

Housing Options
Prescott College’s on-campus housing consists of 13 townhouses housing up to 98 residents, and 8 cottages housing up to 16 residents. Each townhouse, consisting of 5 bedrooms and 3 baths along with community living space and a kitchen, houses up to 8 residents. Rates (per term) will be set each spring for the upcoming academic year.
**Prescott College Liability Policy**

Prescott College is not responsible for the injury of person(s) or loss or damage of any property of the resident or their guests caused by water, rain, fire, steam or sewer pipes, plumbing, stoves, refrigerators, laundry machines, dryers, or anything else that is beyond its control. Liability for such risks is expressly assumed by the resident. Residents are encouraged to obtain the appropriate insurance for personal property and keep a record of their belongings.

**Residential Life Policies**

**Rights and Responsibilities of Community Participants**

It is the responsibility of the student to know and abide by all community standards, policies of Prescott College and the Office of Residence Life & Housing. Each Resident is provided a copy of the Resident Housing Handbook upon move-in. This handbook contains policies and community standards by which residents are expected to abide. Residents are responsible, to the best of their ability, for the safety and wellbeing of their community. A student that witnesses an injustice or a situation where community standards are not met must report such behavior. Any resident who does not report such behavior encourages the tolerance of injustice and disrespect and therefore assumes partial responsibility for these actions. A community member whose actions or inactions are found to be the direct cause of injury to persons or damage to Prescott College property or student personal property will be held financially and otherwise responsible.

**Student Grievance Procedures**

Students may file a grievance in response to any perceived infringement of their rights, whether the perceived infringement is of their rights according to federal law, their rights as students according to College policies, or simply their personal rights to fair and humane treatment. Prescott College is committed to handling all grievances in a prompt and equitable manner. Conflicts occur every day and many conflicts are resolved through effective and respectful communication. Prescott College encourages all community members to make a reasonable effort to resolve conflicts informally before filing a formal grievance. If a student needs assistance in resolving an academic or non-academic conflict, they should contact Heather Knowles, Coordinator of Student Academic Success, who can refer the student to the person best-suited to be of assistance.

Grievances fall into two categories: academic and nonacademic.

- **Academic grievances** might include conflicts over course evaluations, learning contracts, or grades, but could concern any academic matter in which a student believes he/she has been treated unfairly or unreasonably. Students who believe they have grounds for an academic grievance should contact the Dean of the Limited-Residency Programs.
- **Nonacademic grievances** might concern any instance of perceived mistreatment. Examples include, but are not limited to, sexual harassment or discrimination based on race, age, disability, sexual preference, or any other unprofessional and/or illegal conduct on the part of a College community member. Students who believe they have grounds for a nonacademic grievance should contact the Dean of Resident Degree Programs.
**Academic Grievance Procedures**

A student who believes his/her academic efforts have not been justly evaluated has the right to be heard. The problem may be the result of exchanges with the instructor, occurrences within the class, or the content of a written evaluation. All grievances should be initiated within the semester the alleged violation occurred. The following are the steps to take:

1) A student who is unsure whether his/her grievance falls under this description should consult with the Coordinator of Student Academic Success.

2) Once it is determined that the grievance is academic in nature, every effort should be made to resolve the problem informally. To accomplish this, the student is encouraged to talk directly with the faculty member or mentor. (In exceptional circumstances where a dispute cannot or should not be addressed informally, this step may be omitted.)

3) If the student cannot resolve the issue with the instructor, they should then explain the situation to the Program Coordinator of that area of study and ask for their assistance in working with the instructor to resolve the issue. If that does not successfully resolve the issue, the student has the option to file an academic grievance.

4) If informal efforts are unsatisfactory or unsuccessful, a formal grievance may be filed with the Dean of Limited Residency Programs. The grievance should be in writing and should include the name of the respondent and a description of the specific incident(s) forming the basis of the grievance, an outline of the informal steps taken to resolve the matter, and reference to the desired outcome(s) if appropriate. The formal grievance should be presented no later than 30 days after the student has knowledge of the problem.

5) The complainant has a right to present witnesses or testimony if they so choose.

6) The Dean will investigate and decide how the problem should be resolved, and will render a decision in a written summary to the student and the relevant faculty member or mentor.

7) The Dean’s decision may be appealed in writing to Paul Burkhardt, the Executive Vice-President of Academic Affairs, who will make a ruling within 30 days of receipt of the appeal.

8) If the complaint cannot be resolved after exhausting the institution’s grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1400 W. Washington Street, Room 260, Phoenix, AZ 85007, phone # 602-542-5709, website address: www.azppse.gov

**Nonacademic Grievance Procedures**

Non-academic grievances fall into 2 categories:

I) general non-academic grievances, and

II) sexual harassment grievances, which include sexual violence. Title IX regulations cover sexual harassment/sexual violence (see below).

1) A student who is unsure whether his/her grievance falls under the non-academic description should consult with the Dean of Resident Degree Programs. For issues dealing with sexual harassment, the student should follow the Sexual Harassment Grievance procedure. Once it is determined the grievance is nonacademic in nature, every effort should be made to resolve the
problem informally. (If for any reason a dispute cannot or should not be addressed informally, this step may be omitted.)

2) If informal efforts are unsatisfactory or inappropriate, a formal grievance can be filed with Dean of Resident Degree Programs. The grievance must be in writing and must include the name of the respondent and a description of the specific incident(s) concerning the grievance, an outline of the informal steps taken to resolve the matter, and reference to the desired outcome(s), if appropriate. The formal grievance should be filed within 30 days after the student has knowledge of the problem.

3) The Dean or another appropriate College official(s) will determine if an investigation is appropriate.

4) Any investigation will be conducted by the Dean of Resident Degree Programs; who may include other relevant College officials in the process.

5) The complainant has a right to present witnesses or testimony if they so choose.

6) Based on the investigation, Dean of Resident Degree Programs will render a decision in a written summary sent to both parties.

7) The student may appeal this decision to the college President, who will make a ruling within 30 days of receipt of the appeal. This ends the College appeals process.

8) If the complaint cannot be resolved after exhausting the institution’s grievance procedure, the student may file a complaint with the United States Department of Education: Office for Civil Rights (OCR), 400 Maryland Avenue, SW, Washington, DC 20202-1100, Customer Service Hotline #: (800) 421-3481, Email: OCR@ed.gov

STUDENT CONDUCT POLICY

SECTION I. GUIDING PRINCIPLES
Prescott College recognizes its students as responsible and dedicated people who are preparing to be global citizens. As members of the College community, students have responsibilities and duties commensurate with their rights and privileges. In this policy, Prescott College provides guidance to students regarding those standards of student conduct and behavior that it considers essential to its educational mission. This policy also provides guidance regarding the types of conduct that infringe upon the fulfillment of the College’s educational mission.

SECTION II. SCOPE
This Student Conduct Policy applies to all students and student organizations at Prescott College.

SECTION III. REACH
The Student Conduct Policy shall apply to student conduct that occurs on College premises including online platforms (including online classes, social media, e-mail and telephone communication), at College-sponsored activities, student organization sponsored events or in College Housing. At the discretion of the Conduct Officer (Dean of Resident Degree Programs or a delegate as appointed by the President of Prescott College), the Policy also shall apply to off-campus student conduct (off-campus conduct should demonstrate concern for the health, safety, and welfare of community members and
reflect students’ fitness to be a member of the local community); when the conduct, as alleged, adversely affects a substantial college interest and potentially violates a campus policy.

Coordinator of Housing & Student Activities. The Conduct Officer delegates to the Coordinator of Housing & Student Activities, of Residence Life & Housing, the authority to develop and enforce rules and procedures to address the unique needs and management of College premises under the control of the Coordinator of Housing & Student Activities. Such rules and procedures shall be complementary to this Code.

SECTION IV. RESPONSIBILITIES OF DUAL MEMBERSHIP
Students are both members of the College community, as well as citizens of the state and the larger community. As citizens, students are responsible to the community of which they are a part, and, as students, they are responsible to the academic community of the College and to other individuals who make up the community. By upholding its Student Conduct Policy, the College neither substitutes for nor interferes with other civil or criminal legal processes. When a student is charged in both jurisdictions, the College will decide on the basis of its interests, the interests of affected students, and the interests of the community whether to proceed with its disciplinary process or to defer action.

SECTION V. DISCIPLINARY OFFENSES
The offenses listed below are given as examples only. Prescott College may sanction other conduct not specifically included on this list.

1. Scholastic Dishonesty
   a) Plagiarism;
   b) Cheating on assignments or examinations;
   c) Engaging in unauthorized collaboration on academic work;
   d) Taking, acquiring or using test materials without faculty permission;
   e) Submitting false or incomplete records of academic achievement;
   f) Altering, forging or misusing a College academic record;
   g) Fabricating or falsifying data, research procedures, or data analysis;
   h) Deceiving the College and/or its officials.

2. Illegal or Unauthorized Possession or Use of Weapons
   Possession or use of firearms, explosives, dangerous chemicals, or other weapons, or likenesses of weapons, on college property, at school-sponsored housing or at college-sponsored functions, except where possession is required by law.

3. Sexual Assault or Nonconsensual Contact/Sexual Harassment
   a) Any form of unwanted sexual attention or unwanted sexual contact.
   b) Sexual Harassment Policy

   Prescott College prohibits and will not tolerate sexual harassment* of, and/or sexual violence towards, our employees or students by members of our community (employees, students, supervisors, administrators, etc.), vendors, suppliers, consultants, contractors, or other persons
or organizations that work with our College. Sexual harassment undermines the quality and integrity of the academic and work environment by violating the mutual trust and respect that lie at the heart of our learning community and characterize the relationships that students have with their teachers and mentors, and colleagues have with each other. The College is committed to providing a learning and working environment that is free from all forms of discrimination. Sexual harassment is illegal under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

Inquiries concerning Title IX can be directed to the Title IX Coordinator: Christine Loftin, Director of Human Resources, 220 Grove Ave, Prescott, AZ 86301. (928) 350-4204, Christine.loftin@prescott.edu. Title IX inquiries may also be directed to the Office for Civil Rights: http://www.hhs.gov/ocr/

*“Sexual harassment” throughout this document includes sexual violence unless otherwise noted.

DEFINITIONS:

Sexual Discrimination and Sexual Harassment

Sexual harassment is one of many forms of illegal discrimination prohibited by the federal laws cited above. It arises out of an unfair use of power or authority by one person over another and/or from a lack of respect for others. Sexual harassment can involve persons in authority such as instructors, mentors, or staff; or, it can involve colleagues or peers. Under Title IX, discrimination on the basis of sex includes sexual harassment and sexual violence, e.g., rape, sexual assault, sexual battery, and sexual coercion.

- Sexual harassment is unwanted sexual attention of a persistent or offensive nature made by a person who knows, or reasonably should know, that such attention is unwanted.
- Sexual harassment includes sexually oriented conduct that is sufficiently pervasive or severe to unreasonably interfere with an employee’s job or student’s academic performance, or creates an intimidating, hostile, or offensive working or learning environment, even if the harassment occurs outside of the school’s program.
- Sexual harassment encompasses a wide range of conduct and behaviors and can be physical and/or psychological in nature. An aggregation of a series of incidents can constitute sexual harassment even if one of the incidents considered on its own would not be harassing.
- Sexual harassment can involve males or females being harassed by members of either sex.
- Sexual harassment can be based on one’s sexual orientation.
Violations of Sexual Harassment Policy
Though not a comprehensive list, it shall be considered a violation of the College’s sexual harassment policy for any member of the community to:

- Make sexual advances or request sexual favors if submission to or rejection of such conduct is made, either explicitly or implicitly, a term or condition of an individual’s employment, education, performance or academic evaluation, or participation in College-affiliated activities.
- Make sexual advances or request sexual favors if submission to or rejection of such conduct by an individual is used as the basis for decisions related to that individual’s employment, education, performance or academic evaluation, or participation in College-affiliated activities.
- Make sexual advances, request sexual favors, or otherwise discriminate on the basis of gender in a manner that has the effect of unlawfully creating an intimidating, hostile, offensive, or demeaning academic or work environment.
- Engage in any sexual contact with an individual who has not given consent, or commit any act of sexual assault, public sexual indecency, or sexual abuse against an individual who has not given consent on College property or in connection with any College-affiliated event or activity. Employees and students of Prescott College are prohibited from harassing other employees/students whether or not the incidents of harassment occur on College premises and whether or not the incidents occur during working hours. In addition, a person who is under the influence of drugs or alcohol will be considered unable to give valid consent if they cannot fully understand the details of a sexual interaction and/or they lack the capacity to reasonably understand the situation.
- Act, recommend action, or refuse to take action in a supervisory position in return for sexual favors or as a reprisal against an individual who has reported, filed a complaint regarding, or been the object of sexual harassment.
- Disregard, fail to investigate, or delay an investigation of allegations of sexual harassment when it is appropriate (or required) by one’s supervisory position.

Consensual Relationships between Employees and Students
The College does not condone consensual romantic and/or physically intimate relationships between employees and students (regardless of the duration). An apparently consensual romantic relationship may lead to sexual harassment or compromise other professional obligations, particularly if one of the individuals in the relationship has a professional responsibility toward or is in a position of power or authority with respect to the other.

Members of the community who are involved with another member of the community for whom they have supervisory or evaluative responsibilities are expected to immediately report their relationship to their supervisor, and must remove themselves from any decision-making processes involving their partner. Relationships that are not reported per this policy are not considered consensual and are considered to be in violation of this policy, and employees will be subject to appropriate sanctions, up to and including the possibility of termination.
Reporting
A member of the community who believes that he or she may have been the victim of sexual harassment or sexual violence should consult with, or file a complaint with Christine Loftin, the Title IX Coordinator, or one of the sexual harassment deputy coordinators (listed below). The College will respond to any report or complaint, formal or informal, of sexual harassment in a prompt and equitable manner. Allegations of sexual harassment must be made in good faith.

- Risk Management Officer(s)
- Housing Coordinator
- Coordinator of Student Academic Success
- Dean of Resident Degree Programs

Rights of Complainant
Every complainant of sexual harassment has the following rights:

- The right to a prompt and equitable resolution
- The right to present his or her case.
- The right to have a reliable and impartial investigation of complaints.
- The right to file a criminal complaint.
- The right not to be retaliated against for bringing forward a complaint.
- The right for the complaint to be decided using a preponderance of the evidence standard (i.e., it is more likely than not that sexual harassment or violence occurred).
- The right to end any informal process at any time and begin the formal stage of the complaint process. Mediation is not appropriate in cases involving allegations of sexual assault.
- The right to be notified, in writing, of the outcome of the complaint. The Clery Act requires that both parties be informed of the outcome, including sanction information, of any institutional proceeding alleging a sex offense.
- The right to appeal the verdict. Appeals will be directed to the President of the College.
- Individuals with complaints of this nature also always have the right to file a formal complaint with the United States Department of Education: Office for Civil Rights (OCR), 400 Maryland Avenue, SW, Washington, DC 20202-1100, Customer Service Hotline #: (800) 421-3481, e-mail: OCR@ed.gov

Rights of Accused
Anyone accused of sexual misconduct will have the following rights:

- The right to a prompt and equitable resolution.
- The right to present his or her case in response to the accusations.
- The right to have a reliable and impartial investigation of complaints
- The right for the complaint to be decided using a preponderance of evidence.
- The right to be notified, in writing, of the outcome of the complaint. The Clery Act requires that both parties be informed of the outcome, including sanction information of any institutional proceeding alleging a sex offense.
The right to appeal the verdict directly to the President of the College.

SEXUAL HARRASSMENT DISCIPLINARY PROCEDURES:
In the case of a sexual harassment, sexual assault, harassment, stalking or bullying formal complaint, a report will be generated when the issue has been reported. The victim will be asked to provide a written account of the incident. The alleged will also need to provide a written statement.

1) An Investigator will be appointed to the complaint to conduct an impartial investigation and interview with all parties involved. The investigation will be completed promptly and without unreasonable delay in the process.
2) Identify which policies may have been violated.
3) At the completion of the investigation all collected facts and interviews will be used by the Dean of Resident Degree Programs to make a decision based on the evidence collected.
4) The decision will be presented to both the victim and the accused in writing.
5) Both Parties have the right to file an appeal to the President of Prescott College.
6) The President has the final decision making authority. No additional appeals can be made.

Certain information concerning sexual harassment will need to be disclosed to be in compliance with The Clery Act and Title IX. Nevertheless, the College shall protect the confidentiality of the identities of and statements made by individuals (parties and witnesses) involved in a report of sexual harassment to the extent permitted by law and to the extent that continued protection does not interfere with the College’s ability to fully investigate allegations of misconduct brought to its attention and to take corrective action. Information will be disclosed strictly on a need-to-know basis to select employees.

4. Threatening, Violent or Aggressive Conduct
   a) Assault, battery, or any other form of physical abuse of a student or college employee.
   b) Fighting or physical altercation.
   c) Conveyance of threats by any means of communication including, but not limited to, threats of physical abuse and threats to damage or destroy college property or the property of other students or college employees.
   d) Any conduct that threatens the health or safety of another individual one’s own self or another individual. Threats to commit self-harm and/or actual incidents of self-harm by any student.

5. Theft, Property Damage, and Vandalism
   a) Theft, attempted theft, vandalism/damage, or defacing of college property, college-controlled property, or the property of another student, faculty, staff member or guest.
   b) Extortion.
   c) Setting fires, tampering with fire safety and/or firefighting equipment.

6. Disruptive or Disorderly Conduct
Disruptive Behavior, such as, interference with the normal operations of the college (i.e., disruption of teaching and administrative functions, disciplinary procedures, pedestrian or vehicular traffic, or other college activities)
a. Disruptive Classroom Conduct, such as,
   i. Engaging in behavior that substantially or repeatedly interrupts either the instructor’s ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities, or
   ii. Use of cell phones, MP3 players during scheduled classroom times.

b. Disorderly Conduct in person or within e-learning platforms.
   i. Breach of peace on college property, within college courses, or at any college-sponsored or supervised program.
   ii. Any in-school, online, or off-campus act considered inappropriate or as an example of misconduct that adversely affects the interests of Prescott College and/or its reputation (off-campus conduct should demonstrate concern for the health, safety, and welfare of community members and reflect students’ fitness to be a member of the local community).

7. Illegal or Unauthorized Possession or Use of Drugs or Alcohol
   a) Use, sale, possession, or distribution of illegal or controlled substances, drug, alcohol or drug or alcohol paraphernalia on college property or at any function sponsored or supervised by the college.
   b) Being under the influence of illegal or controlled substances on college property, or at any college function.
   c) Use, sale, possession, or distribution of alcoholic beverages on college property or at any function sponsored or supervised by the college.
   d) Being under the influence of alcohol on college property or at any college function is also prohibited.
   e) No exception will be made for the use of medical marijuana, regardless of whether the student has a medical marijuana registry card. Knowingly being in the presence of others violating this rule is also prohibited.

8. Verbal Assault, Defamation and Harassment
   a) Verbal abuse of a student or college employee, or community members.
   b) Harassment by any means of any individual, including coercion and personal abuse. Harassment includes but is not limited to, written or verbal acts or uses of technology, which have the effect of harassing or intimidating a person.
   c) Harassment based on sex, race, color, national origin, religion, sexual orientation, age, disability, or any other criteria protected by state, federal, or local law.

9. Hazing and Anti-bullying
   b) Any form of “hazing” and any act that endangers the safety of a student, or that destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. “Hazing” includes any method of initiation or pre-initiation into a student club or any pastime or amusement engaged in with respect to such a student group or student organization that causes, or is likely to cause,
bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending the college.

c) It is the policy of the College that bullying behavior by or against any member of the College community, whether student, employee, faculty or guest, will not be tolerated. Violation of the anti-bullying policy can result in discipline, up to and including expulsion for students. While each circumstance is different, bullying is inappropriate, unwelcome behavior (which can be through verbal or other communication, or physical contact) that targets an individual or group because of a characteristic of the individual or group, whether protected by anti-discrimination laws or not. Prohibited bullying may be the result of repeated behavior or, if sufficiently severe, a single incident; can be direct or indirect; and can be effectuated through verbal, physical, electronic, or other means.

Conduct constitutes prohibited bullying when a reasonable person in the circumstances would find the conduct sufficiently severe, based on its nature and frequency, to create an environment which is hostile or intimidating and which unreasonably interferes with the work, educational or college opportunity, or is intended to cause or is reasonably foreseeable to cause physical, emotional, or psychological harm. Prohibited bullying behavior can take a variety of forms, and may include, but is not limited to, the following examples:

- Verbal abuse, such as the use of derogatory remarks, insults, and epithets; slandering, ridiculing, or maligning a person or his/her family; persistent name calling; using an individual or group as the butt of jokes;
- Verbal or physical conduct of a threatening, intimidating, or humiliating nature;
- Sabotaging or undermining an individual or group’s work performance or education experience; inappropriate physical contact, such as pushing, shoving, kicking, poking, tripping, assault, or the threat of such conduct, or damage to a person’s work area or property; and inappropriate electronic communication, such as the use of electronic mail, text messaging, voice mail, pagers, websites, or online chat rooms in a threatening, intimidating, or humiliating manner.

Bullying behavior violates the College’s Student Conduct Policy and its expectation that students will respect the rights of others and help create a positive environment where diversity of people and ideas is valued and tolerated.

10. Falsification
   a) Willfully providing college officials with false, misleading, or incomplete information.
   b) Forgery, falsification, alteration, or misuse of college documents, records, or identification with the intent to injure, defraud, or misinform.

11. Abuse of Prescott College disciplinary system, including but not limited to:
   a) Failure to obey the summons of a disciplinary body or college official.
   b) Falsification, distortion, or misrepresentation of information before a disciplinary body or college official.
   c) Disruption or interference with the orderly conduct of a disciplinary proceeding.
d) Attempting to influence the impartiality of a member of a disciplinary body prior to and/or during the course of the disciplinary proceeding.

e) Verbal or physical harassment and/or intimidation of a member of a disciplinary body prior to, during, and/or after the disciplinary proceeding.

f) Failure to comply with the sanction(s) imposed under the student conduct policy.

g) Influencing or attempting to influence another person to commit an abuse of the disciplinary system.

12. Unauthorized Use or Misuse of College Facilities
Unauthorized entry into, unauthorized use of, or misuse of college property, including computers and data and voice communication networks.

13. Violation of Federal or State Laws
Violation of federal, state, or local laws and college rules and regulations on college property or at college-sanctioned or college-sponsored functions.

14. Insubordination
   a) Persistent or gross acts of willful disobedience or defiance toward college personnel or security officers.
   b) Failure to comply with direction of college officials, faculty, staff, who are acting in the performance of their duties.
   c) Failure to exit during fire drill or other evacuation drills.
   d) Failure to identify oneself when on college property or at college-sponsored or supervised functions, upon request of college official or security officer acting in the performance of his/her duties.

15. Violations of College Rules
   a) Violations by guest of a student on college property. Students are responsible for the actions of their guests.
   b) Violation of school safety regulations, including but not limited to: setting fires, tampering with fire safety and/or firefighting equipment, failure to exit during fire drill, turning in false fire alarms and/or bomb threats.
   c) Smoking in classrooms or other college buildings or areas unless designated as a smoking area.
   d) Any violation of the student housing agreement, rules and regulations and/or the college housing student handbook.
   e) Any violation of the institution’s policies on the responsible use of technology, including but not limited to
      i. The theft or abuse of computer, email, Internet or Intranet resources.
      ii. Unauthorized entry into a file to use, read, or change the contents of, or for any other purpose.
      iii. Unauthorized transfer of a file.
      iv. Unauthorized downloading of copyrighted materials in violation of law.
      v. Unauthorized use of another individual's identification and/or password.
vi. Use of computing facilities to interfere with the work of another student, faculty member, or school official.

vii. Use of computing facilities to send obscene or abusive messages (including but not limited to e-mail, social media, online classrooms).

viii. Use of computing facilities to interfere with normal operation of the school's computing system.

ix. Cyber bullying.

f) Failure to satisfy school financial obligations

The above list is illustrative only, and Prescott College may sanction other conduct not specifically included on this list.

SECTION VI. SANCTIONS

Prescott College may impose sanctions for violations of the Student Conduct Policy. The type of sanction imposed may vary depending upon the seriousness of the violation(s). Prescott College reserves the right to immediately impose the most severe sanction if circumstances merit.

Although not exhaustive, the following list represents the types of sanctions that may be imposed upon any student or student organization found to have violated the student conduct policy:

1) **Warning**: A notice in writing that a student has failed to meet some aspect of the school's standards and expectations.

2) **Probation**: Probation is used for repeated violations or a specific violation of a serious nature as a first course of action. The Conduct Officer or his/her delegate defines the terms of probation.

3) **Discretionary Sanctions**: The student will be required to complete an educational service, attend counseling, or have restricted privileges.

4) **Seizure of Violating Materials / Removal from Social Media or other Electronic Platforms**: Contraband, objects, materials, social media posts or other digital content in violation of the student conduct policy may be seized or removed; student access may be removed.

5) **Removal from Housing**: The student will be immediately dismissed from school housing. The student will be required to vacate the premises according to the terms of the sanction.

6) **Suspension**: Separation of the student from the school for a pre-determined period of time. The student may be able to return to school once specified conditions for readmission are met. The student may not attend classes, visit college housing, use school facilities, participate in or attend college activities, or be employed by the school during his/her suspension.

7) **Expulsion**: The student will be expelled from Prescott College immediately. The student will not be permitted to continue his or her studies at the college and may not return to the college or to college-sponsored housing or activities at any time or for any reason.

8) **Restitution**: Compensation for loss or damage to property leased, owned, or controlled by the school. This may take the form of monetary or material replacement.

The above list is only a general guideline. Some sanctions may be omitted, and other sanctions not listed above may be used.
**Search of Students’ Property**

Students have no expectation of privacy in their personal property while on campus. Prescott College reserves the right to search the contents of students' personal property or belongings at any time, when there is reasonable suspicion on the part of the College’s staff, that a risk to the health, safety, or welfare of students and/or the school community exists, including searches pursuant to an investigation of potential wrongdoing. This includes but is not limited to: vehicles brought onto property leased, owned or controlled by the school; backpacks; and clothing. This policy also applies to student property in school housing, as well as student e-mail and/or computers.

**SECTION VII. DISCIPLINARY PROCEDURES:**

**Complaint**

Any member of the Prescott College community may file a complaint against any student for misconduct or for otherwise being in violation of College policies.

1) The complaint shall be prepared in writing or in an incident report and directed to the Dean of the Resident Degree Program or his/her delegate.

2) The written complaint or incident report should include the nature of the offense, date, approximate time and location of incident. The name of the victim(s), offender(s), and any witness(es) may be included.

3) Complaints or incident reports should be submitted within 48 hours after the alleged violation occurred unless there are extenuating circumstances requiring a longer timeframe.

The Dean of Resident Degree Programs or a delegate may review and investigate the complaint, and uphold due process, to determine if the allegations have factual merit, to identify violations of the student conduct policy, and to impose sanctions for such violations.

In most situations, the accused will be given the opportunity to tell his or her account of the situation and to provide this information, in writing, unless Prescott College determines that the circumstances do not warrant disclosure of some or all of the facts.

**Notification and Determination of violations that warrant Disciplinary Meeting**

1) The Dean of Resident Degree Programs or a delegate will choose to conduct a disciplinary meeting. Potential attendees include a student or students, and others who may have relevant information. The Student should receive advance notice, in writing, of the allegations and the reason for the meeting.

2) After the meeting, the Dean of Resident Degree Programs or his/her delegate will determine whether it is more likely than not that a violation occurred, and will render and communicate the decision to the student in writing, which shall describe the violation and the sanctions imposed, if any, and the student’s right to appeal. If the Dean determines that there was no violation, that decision will be documented in writing to the student as well.

3) If a student fails to appear for the meeting, the Dean of Resident Degree Programs or his/her delegate may make a determination of violations of Prescott College policies on the basis of the information available, and impose sanctions for such violations.
**Notification and Determination of violations that warrant Disciplinary Hearing by Panel**

In some cases involving serious violations (including Sexual Harassment), the Dean of Resident Degree Programs or delegate, hereby referred to as “Hearing Officer”, in his or her sole discretion, may choose to assemble a disciplinary panel to adjudicate the process.

1) The Hearing Officer may immediately (before a hearing takes place) remove the student from the campus community pursuant to an Interim Suspension until the Disciplinary Panel is convened. (See Interim Suspension).

2) The Student should receive advance notice, in writing, of the allegations and the reason for the meeting. A student may forego attendance at the hearing and a determination of the sanction will be made by the Disciplinary Panel.

3) Hearings normally shall be conducted in private. The Disciplinary Hearing is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the hearing.

4) The Student may be accompanied by one person (family member, friend, etc.) to provide support. This person cannot ask questions directly or speak during the meeting. The committee may prohibit from attending or remove any person who disrupts the proceedings of the committee.

5) In Hearings involving more than one Student, the Hearing Officer, at his or her discretion, may permit the hearing concerning each student to be conducted separately.

6) The Disciplinary Panel may hear from any person who may have relevant information, and the Panel may review any documents presented to them.

7) Pertinent records, documents, and written statements may be considered by the Hearing Officer at his/her discretion.

8) The Disciplinary Panel may ask questions and may seek information not provided to it previously.

9) The Disciplinary Panel may determine whether it is more likely than not that a violation occurred. The Panel should communicate to the Hearing Officer its decision and its recommended sanction, if any.

10) After the Hearing, the Hearing Officer will issue a written decision to the accused Student, which identifies the accusations and the panel’s conclusions, any sanctions, and the student’s right of appeal.

11) In general, the accused should have access to the documentation reviewed by the panel; however, identifying names and information may be removed from the documentation when necessary to protect other students’ privacy rights.

**Disciplinary Panel**

A Disciplinary Panel will consist of members of the college Administration, Campus Staff, Faculty or Student Body. When students are permitted on the panel, the accused student should sign a form granting permission to release his/her educational records to a student serving on the panel. Failure to sign the permission constitutes an agreement to have no student on the panel.

**Administrative Interim Suspension**

Students may be administratively suspended on an interim basis when:
1) Serious allegations are being investigated.
2) Serious allegations are pending before a disciplinary panel.
3) In advance of a disciplinary panel hearing; or
4) When a student potentially poses a threat of harm to himself, to others, or to property of the college or a member of the college community.

During the interim suspension, students are denied access to college housing and/or to the school (including classes, labs, library) and/or all other school activities or privileges for which the student might otherwise be eligible, as the Dean of Resident Degree Programs or designee may determine to be appropriate. This interim suspension period should last no longer than three business days, and the Dean of Resident Degree Programs or delegate may make reasonable provisions to provide for accommodations of a student in school housing.

The interim suspension is not to be considered disciplinary; it is a tool to separate potential adversaries until a reasoned decision can be made.

SECTION VIII. APPEAL PROCEDURES
Students have a right to appeal disciplinary actions when they believe they have extenuating circumstances or believe they have been treated in an arbitrary or biased fashion or without adherence to Prescott College policies and procedures.

• During an appeal, the student should continue to obey the terms of the decision, e.g., a student who has been suspended from school may not be on school property; a student dismissed from school housing must leave in accordance with the directions indicated in the decision.
• The student must write a letter of appeal in the student’s own words, addressed to the President of Prescott College or his/her delegate. This letter must clearly state the extenuating circumstances or the grounds for believing the decision was arbitrary or biased or that it was without adherence to Prescott College policies and procedures, and provide any supporting documentation. It must be delivered to the President or his/her delegate within seven calendar days following the student’s receipt of the decision.
• Students should provide documentation to support the allegations of the appeal.
• The President or his/her delegate may appoint an ad hoc committee to review appeals and make a recommendation regarding disposition of the appeal within 30 days of the date of receipt of the appeal. This committee will be composed of faculty or staff members not involved in making the initial disciplinary decision.
• The President and/or the committee may (or may not) decide to convene an appeal hearing. The student will be notified in writing of the date and time of the appeal. The student is expected to attend the meeting, and failure to do so, for other than documented emergencies, may be considered forfeiture of the right to present further information regarding the appeal.
• The student making the appeal may be provided an opportunity to address the committee in person. The student may be accompanied by one person (family member, friend, etc.) as an observer. The committee may prohibit from attending or remove any person who disrupts the proceedings of the committee.
The Appeal meeting is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the meeting.

Audio recording of the academic hearing is not permitted. Minutes of the meeting are confidential.

Following appropriate review and deliberation, the committee will report back to the President or his/her delegate with its recommendation regarding its review of the appeal. The President or his/her delegate will render a written decision on the appeal within thirty calendar days from receipt of the appeal. The decision will be final.

**DRUG-FREE WORKPLACE AND CAMPUS POLICY**

The use of illegal drugs and the abuse of alcohol on Prescott College properties or in facilities controlled by Prescott College are prohibited by college regulations and are incompatible with Prescott College’s goal of providing a healthy educational environment for students, faculty, staff, and guests. The following information is provided in compliance with the Drug-Free Schools and Communities Act Amendments of 1989.

**SOURCES:** ARIZONA REVISED STATUTES §§ 4–101 TO –312; ARIZONA ADMINISTRATIVE CODE TITLE 19

**EFFECTS OF DRUGS AND ALCOHOL**

Although individuals often use drugs and alcohol to achieve a variety of effects on mind and body that are found to be temporarily useful or pleasurable, drugs can be highly addictive and injurious. A person can pay a price in terms of his or her physical, emotional, and social health.

This can lead to risk taking behavior in regards to sexual health, the incidence of unwanted or unprotected sex when one is under the influence of drugs or alcohol is significantly raised, and drugs can be the trigger for violent crime. Economic and legal problems usually result when one tries to support a drug habit by resorting to crime. The dependence, illness, loss of job, and loss of family or friends that can result from drug or alcohol use and abuse can be tragic. In keeping with the mission of Prescott College and the requirements of state and federal law, Prescott College has adopted this program to ensure a drug-free campus and workplace and to prevent the use of controlled substances and the abuse of alcohol.

**HEALTH RISKS ASSOCIATED WITH THE USE OF ALCOHOL**

**Short Term Risks**

- Increased risks of accidents and injuries
- Alcohol-related traffic accidents (the leading cause of death for teens)
- Alcohol slows reaction time, decreases muscle coordination, and impairs vision.
- Fatal overdose
- Unconsciousness or blackout
- Death by aspiration of vomit
- Nausea
- Gastritis
Long-Term Risks
- Increased blood pressure
- Increased risk of heart attack
- Brain damage resulting in permanent psychosis
- Cancer of the mouth, esophagus or stomach
- Liver damage (cirrhosis, alcohol hepatitis, cancer)
- Ulcers and Gastritis
- Pancreatitis
- Birth defects
- In males – testicular atrophy and breast enlargement
- In females – increased risk of breast cancer
- Prolonged, excessive drinking can shorten life span by ten to twelve years.

HEALTH RISKS ASSOCIATED WITH THE USE OF DRUGS
Amphetamines (Crystal Meth, Speed, Uppers)
- Malnutrition
- Hallucinations
- Dependence, psychological and sometimes physical

Deliriants (Aerosols, Lighter Fluid, Paint Thinner)
- Permanent damage to lungs, brain, liver, bone marrow
- Loss of coordination, confusion, hallucinations
- Overdose causing convulsions, death

Depressants (Vicodin, Barbiturates, Tranquilizers, Methaqualone)
- Confusion, depression, loss of coordination
- Dependence, physical and psychological
- Coma, death (caused by overdose)
- Can be lethal when combined with alcohol

Hallucinogens (LSD, PCP, DMT, STP, Mescaline)
- Hallucinations, panic, irrational behaviors (which can lead to increased risk of accidents, injuries)
- Tolerance overdose leading to convulsions, coma, death
- Possible birth defects in children of LSD users

Intravenous Drug Use
- Places one at risk for HIV infection (the virus causing AIDS) when needles are shared

Marijuana and Hashish
• Chronic bronchitis
• Decreased vital capacity
• Increased risk of lung cancer
• In men – lower levels of testosterone and increase in abnormal sperm count

Stimulants (Cocaine, Adderall, Ketamine)
• Painful nosebleeds and nasal erosion
• Intense "downs" that result in physical and/or emotional discomfort
• Tolerance and physical dependence can develop

Narcotics (Heroin, Morphine, Codeine, Opium)
• Malnutrition
• Hepatitis
• Loss of judgment and self-control leading to increased risk of accidents, injuries
• Dependence
• Overdose leading to convulsions, coma, and death

Alcohol Use at the College
While the College’s alcohol policy reflects current interpretations of federal, state and local laws governing the possession, distribution, and use of alcohol, it also expresses the College’s commitment to responsible drinking and behavior. The following regulations apply to all functions sponsored by College groups on and off campus. Non-College groups that use College facilities may not serve alcohol unless approved by the College.

College Functions
For the purposes of this policy, “function” is defined as a gathering sponsored by Prescott College, or any of its constituent groups, at which alcohol is served. The presence of alcohol at these functions creates a need to manage the activity with care and to be more concerned with the conduct of those present. Those who plan to choose to attend functions where alcoholic beverages will be served and consumed must assume responsibility for the consequences of their actions.

Off-Campus College Functions
• College functions that take place off-campus at establishments licensed to sell alcohol are not governed by the College’s alcohol policy.
• College functions that take place off-campus at locations not licensed to sell alcohol are governed by the College’s alcohol policy.
• Federal, state, and local laws (and not the College’s alcohol policy) govern off-campus employee sponsored functions, such as class parties and field trips; however, sponsors have the right to prohibit alcohol consumption.
• The Kino Center, Tucson Center, and field trips are considered on-campus and are governed by the College’s alcohol policy.
Risk-Management Guidelines

- Inform the group advisor or other sponsor of both planned activities and the person(s) responsible for the event at least 72 hours in advance of the event.
- Focus on a theme rather than on alcohol.
- When alcohol is served, encourage mature and responsible use. A general guideline is one keg per 55 legal drinkers or one 12-ounce can of beer per hour, per person.
- Designate officers or members who will not drink alcohol during the functions.
- Sponsor activities that do not require driving afterwards if alcohol is served.
- Help guests find escorts or transportation home if needed.
- Call Security for assistance with on-campus emergencies.
- Observe proper fire and building codes with respect to maximum occupancy.

Alcohol—State Laws and Regulations

All use and distribution of alcohol is subject to state laws and regulations, which include the following duties and prohibitions:

1) No person or organization may sell, furnish, or give alcoholic beverages to any person under the age of 21, except as otherwise permitted by law.
2) No person under the age of 21 is allowed to consume or possess alcoholic beverages, except as otherwise permitted by law.
3) No person authorized to sell or serve alcoholic beverages may consume such beverages while they are so engaged or employed.
4) No person or organization may serve or sell alcoholic beverages to any intoxicated or disorderly person, and such intoxicated persons shall not be allowed to remain on or about premises in which alcoholic beverages are furnished for more than 30 minutes after the state of intoxication is known or should be known to a person selling or serving alcoholic beverages.
5) Any person or organization authorized to serve alcoholic beverages who has reason to question whether the person ordering or attempting to order alcoholic beverages is under the age of 21 shall require that person to show an identification card, which includes a photograph, proving that the individual is at least 21 years of age.
6) No person under the legal drinking age may misrepresent his or her age with the intent to induce another to sell or serve alcohol contrary to law.
7) No person may solicit another person to purchase, sell, or serve alcohol contrary to law.

SANCTIONS

Prescott College, in all actions, will seek to uphold local, state, and federal laws. Insofar as permitted by these laws, Prescott College will apply sanctions that could lead to a student being fined, suspended, or expelled, or an employee being disciplined, suspended, or dismissed for violation of Prescott College’s standards of conduct. Students and employees may also be referred for prosecution. Disciplinary sanctions may include the completion of an appropriate rehabilitation program, at the student’s or employee’s expense, if necessary.
STATE AND FEDERAL SANCTIONS
Federal penalties and sanctions for illegal possession of a controlled substance include the following:

1) First conviction: up to 1 year in prison, fine of $1,000 to $100,000, or both
2) Second conviction: at least 15 days and up to 2 years imprisonment, $5,000 to $250,000 fine, or both
3) After two drug convictions: at least 90 days and up to 3 years in prison, $5,000 to $250,000 fine, or both. Special federal sentencing provisions for possession of crack cocaine include a mandatory prison term of at least 5 years and up to 20 years, fine of up to $250,000, or both, for a first conviction if the amount of crack exceeds 5 grams, for a second conviction if amount exceeds 3 grams, and for a third or subsequent conviction if the amount exceeds 1 gram.

Additional federal sanctions may also apply, including forfeiture of vehicles used to transport controlled substances; denial of federal benefits including student loans, grants, and contracts; and denial or revocation of certain federal licenses and benefits.

CONVICTIONS FOR DRUG-RELATED OFFENSES
Any student convicted of any drug-related criminal offense must notify the Director of Financial Aid, in writing, no later than five (5) days after such conviction, regardless of where the offense occurred. This is because under federal and state laws, any student convicted of a drug-related felony offense must be denied all federal and state assistance, including Pell Grants. However, a criminal conviction shall not be necessary to find that a student has violated these standards of conduct, and Prescott College need not, and ordinarily will not, defer their own actions and sanctions pending the outcome of any criminal proceeding.

DANGER SIGNALS INDICATING A DRUG OR ALCOHOL PROBLEM
Following is a listing of classic danger signals that may indicate the presence of a drug or alcohol problem:

- Abrupt changes in mood or attitude.
- Decreased efficiency at work or at school.
- Frequent absences, tardiness, and/or early departures.
- Relationship problems with family, friends, and co-workers.
- Unusual outbursts of anger and hostility.
- Social withdrawal.

COUNSELING
If you observe any of these changes in yourself or another student, you are encouraged to talk with a counselor through the Talk One2One service, available 24/7 at 1-855-760-5654.

In accordance with Clery Act regulations, College “Pastoral Counselors” and College “Professional Counselors,” when acting as such, are not considered to be a campus security authority and are not required to report crimes for inclusion into the annual disclosure of crime statistics. As a matter of policy, the counselors are encouraged, if and when they deem it appropriate, to inform persons being
counseled of the procedures to report crimes on a voluntary, confidential basis for inclusion into the annual crime statistics.

Abuse of alcohol or drugs can lead to dependency and addiction, with serious consequences for personal health and overall quality of life. There are drug and alcohol counseling, treatment, and rehabilitation facilities available in the Prescott area where students and employees may seek advice and treatment.

ARIZONA AREA RESOURCES
There are also organizations that may be contacted for help. The Alcoholism and Drug Abuse Hotline (1-877-437-8422) and the Cocaine Hotline (1-866-535-7046) are open 24 hours a day. The National Institute on Treatment Referral Hotline (1-800-662-4357) is available from 8:00 a.m. to 2:00 a.m., Monday through Friday and from 11:00 a.m. to 2:00 a.m. on weekends.

Policies Relating to Emergency Response and Evacuation Procedures
Prescott College has established an Emergency Response Plan designed to effectively coordinate the use of college and community resources to protect life and property in the event of an emergency. The procedures in the Emergency Response Manual are implemented when an emergency affecting the campus cannot be controlled through normal channels and provide protocol for students, faculty, and staff. The primary emergencies may be, but are not limited to the following: chemical spills, bomb threats, civil disturbances, fire, severe weather, flooding, utility failure, and violent or criminal behavior.

For details on policies and procedures, refer to the Prescott College Emergency Procedures Manual, located at the following offices:

President’s Office at 220 Grove Prescott, AZ 86301

For assistance contact:
Greg Lazzell – Director of Facilities (928) 308-3557
Campus Security (928) 350-2222
Steve Pace -Director of Risk Management for Field Activities (928) 350-2243
Media: Ashley Mains – Coordinator, Advancement Communications (982) 350-4506

Computing and Communications: Acceptable and Responsible Use Policy
This policy establishes the boundaries and acceptable and responsible use of College’s computing and communication resources, including computers, networks, electronic data, electronic mail services, electronic information services, electronic mail services, voice mail, telephone services, and other related computing facilities. This policy intends to reflect the College’s desire to promote free exchange of information between and among students, faculty, staff, and the global information community while respecting the principles of free speech and compliance to applicable communication laws. College-owned computing equipment, networks, services, and resources are provided for the purpose of conducting College-related activities and are therefore considered College property. The College, as owner of such property, has the right to access information on the system stored, sent, created, or
received by students, alumni, faculty, or staff including electronic mail, as it deems necessary and appropriate. As such, these individuals should not expect individual privacy in the system.

Users are obligated to protect College computing systems from illegal or damaging actions, either knowingly or unknowingly. This policy provides description of unacceptable uses of College computing resources and how to report violations; however, the College may at any time make determinations that particular uses are and are not appropriate.

1. Using information technology resources for purposes other than research or instructional purposes. Computing resources may not be used for commercial purposes or personal gain. Use of computer services for any commercial purpose, partisan political purpose or for any unlawful purpose is prohibited.

2. Records containing information directly related to a student are confidential and protected from public disclosure by the Family Education Rights and Privacy Act. Employees may not access any such records or disclose or distribute their contents in a manner inconsistent with federal and state law and College regulations.

3. Making, distributing, or using unauthorized duplicated of copyrighted material, including software applications, proprietary date, and information technology resources. This includes illegal file sharing of entertainment (e.g. music, movies, and video games) files in violation of copyright laws.

4. Intentionally or recklessly abusing or misusing computing resources so as to cause damage, system interruptions, or harassment to other persons.

5. Repeatedly or purposefully engaging in activities which can reasonably expect to, or do, unreasonably tax computing resources or go beyond their intended or acceptable use.

6. Borrowing, lending, falsifying, allowing, or facilitating the unauthorized access to use of College computing resources by a third party.

7. Obtaining user IDs and/or password(s) of other persons in order to use College or College-related computing resources, or impersonating another person on a computing resource.

8. Using electronic media to harass or threaten other persons, or to display, design, copy, store, draw, print, or publish obscene language or graphics.

9. Using College computing resources to gain or attempt to gain unauthorized access to computing resources either inside or outside of the College.

10. Intercepting or attempting to intercept or otherwise monitor any communications not explicitly intended or him or her without authorization.

11. Copying, reading, accessing, using, misappropriating, altering, publishing, or destroying computer files, data, documents, or other files of another individual or attempts to do so, without the permission of that individual or authorized administrator.

12. Violating the terms and conditions of software license agreements for software distributed by the College by giving, lending, selling, or leasing such media or software to others for their own use.

13. Interfering with the operation of the College’s information technology resources by deliberately attempting to degrade or disrupt resource performance, security, or administration operation
including, but not limited to, intentionally introduction any computer virus or similar disruptive force into any computer resource.

14. Attempting to alter or connect any computing or networking components (including, but not limited to, bridges, routers, DHCP servers, wireless access points, and hubs) on the College network without approval.

15. Installation or alteration of writing, including attempts to create network connections, or any extension or retransmission of any computer network services without approval.

16. Violations of this policy should be reported immediately to one of the Deans, the Human Resources office, or the Office of the Executive Vice President for Academic Affairs. Violations of this policy will result in appropriate disciplinary action, which may include loss of computing privileges, suspension, termination, or expulsion from the College, and legal action.

Residential Networking and Computing: Acceptable and Responsible Use Policy

In addition to the Computer Equipment, Applications, and Information Services Acceptable and Responsible Use restrictions for the general College community, resident students have a responsibility to properly use computing resources in residential housing.

The College provides wireless network connections and support to students in support of College curricular and co-curricular missions. It is the responsibility of every student to use these resources appropriately and in compliance with all College, local, state, and federal laws and regulations.

Students are personally responsible for all use of their personal computer and network connections and will be held accountable for any violations that occur in connection with their use. Students should allow their computers to be used by others only with full understanding of the potential consequences of such action.

This policy provides description of unacceptable uses of College computing resources in resident housing and how to report violations; however, the College may at any time make determinations that particular uses are and are not appropriate.

1. Altering or extending residential networking services, equipment, wiring and/or jacks beyond the location of their intended use.
2. Attaching or attempting to attach a server to the College network.
3. Using illegal file sharing (peer-to-peer) software programs such as Limewire, BitTorrent, and others which violate anti-piracy efforts and legislation.
4. Violations of this policy should be reported immediately to Housing, Human Resources, or the Office of the Executive Vice President. Violations of this policy will result in appropriate disciplinary action, which may include loss of computing privileges, suspension, termination, or expulsion from the College, and legal action.
Faculty
The members of the faculty at the College are teachers/scholars dedicated to the mission of the College with a special focus on the liberal arts, the environment, and social justice. They strive to create a balanced learning environment for students through theory and application of theory in an authentic setting. Their professional development time is often used to expand and update knowledge in their respective fields of study. Faculty members at the College consider their own learning process an ongoing experience. The College faculty members serve as advisors and mentors to students and seek to establish supportive relationships to facilitate mutual academic growth. A full list of the Prescott College faculty members along with their profiles is available on the website: http://www.prescott.edu/connect/faculty/index.php.

College Resources

Sustainability Program
Prescott College is committed to creating environmentally responsible and socially just practices in our operational and academic activities. This is part of our core values, with a triple bottom line sense of sustainability that places priority on the health and integrity of people, the planet, and prosperity. Our sustainability commitment can be seen in our new buildings, land management, food services, energy and water efficiency, and waste management; as well as our governance, human resource practices, and initiatives to improve diversity and inclusion. The College strives to improve its sustainable policies and practices through the Sustainability Department and cross-college Sustainability Council. Student participation in sustainability initiatives is encouraged and supported through hands-on involvement in applied project-based learning, in many cases as student-directed projects with funding awards from the Sustainability Fee.

Academic Operations
The Academic Operations department supports all processes pertaining to the development and management of courses for all college programs. They work with instructors and Deans to determine course schedules, to plan classroom use, course budgets, etc. The Academic Operations department also works with Program Chairs and the Deans to organize and facilitate all Limited Residency orientations and all Graduate program colloquia and symposiums. They provide administrative faculty support on many levels, across all programs and platforms. This department also provides support for degree requirements to students in all Limited Residency programs.

Bookstore
The bookstore is now partnering with Follett Virtual Bookstores to provide textbooks to our students, starting with Fall Semester 2014. The online textbook store allows students to take advantage of the services and convenience Follett brings to over 1,500 bookstores and their customers across North America. The virtual bookstore will offer new and used textbooks, textbook rental programs, and digital textbooks on the website when available.

The physical Prescott College general store will continue to be open on campus to offer logo merchandise, school supplies, art supplies, trail and field gear, snacks, gifts, student craft consignment
and convenience items. Practicing our sustainable purchasing philosophy, many of our products are made from renewable, recycled materials and are responsibly manufactured. Because of our non-profit status, we are always tax-free. Business hours are posted on the door and vary seasonally. Phone orders are welcomed as we continue to place more items available for online purchasing. Major credit cards are accepted. Bookstore, 350-4309 or bookstore@prescott.edu

Service Center
The Service Center is responsible for providing mail and copy services to members of the Prescott College community. It houses and maintains student mailboxes; offers a variety of fax and shipping services to students, faculty and staff; and provides quick and convenient copy solutions in color and black-and-white. The Service Center is open year round, Monday – Friday: 8 a.m. – 5 p.m., except on days the College is closed. For more information regarding services, contact: (928) 776-5105 or servicecenter@prescott.edu

Conference Services
Conference Services personnel handle reservations and planning programs in the Crossroads Center, including lectures, banquets, workshops, and conferences. All events can be catered to by the Crossroads Café. Conference Services coordinates use of student housing during the summer months and the guest house for short term visits. For more information, contact: Conference Services 731 Garden Street; phone: 928-350-2201

Business Office
The Business Office houses Student Billing, Payroll, Accounts Payable, Purchasing, Grant and Restricted Account Administration, General Ledger Functions and Financial Statement Preparation.

Students’ Accounts facilitates tuition payments, payment plans and provides students’ account information. Students can pick up financial aid refund and work-study checks in this location or have them mailed. The Business Office helps facilitate Student Union Projects by advancing students funds as awarded by the Student Advisory Council and assists in reconciling these allocations.

The Business Office acts as an advisory unit to the campus regarding budgets and financial resources. This office also facilitates the receipt and spending of restricted funds and provides information and reporting on all accounts and programs.

Crossroads Café
The Crossroads Café serves organic or pesticide-free food purchased from local farmers. The café supports the College’s ongoing commitment to respecting the environment and furthering the practice of sustainability. It is an ideal place for students to enjoy tasty and wholesome meals while meeting each other. The café is a gathering place for the entire community, hosting musical performances, lectures, slide shows, video presentations, and study groups. Students can purchase meal cards to buy items at the Café when open. Meal cards are valid for the academic year in which they are issued. Payment can be included with tuition.
Financial Aid Office
The Financial Aid office processes student financial assistance through federal financial aid which includes grants, loans, and student employment. Students must re-file the FAFSA every academic year (after January 1st). Students should file online at www.fafsa.ed.gov. The Financial Aid office can offer assistance throughout the application process. See Financial Aid section for the types of financial aid available to qualified applicants.

Learning Technology
The Learning Technology department supports distance and on campus students, faculty and staff with all e-learning and instructional technology solutions. Prescott College uses Moodle for our Learning Management System, Digication for an Eportfolio platform, and Google Apps for Education, which includes the College email system, PCMail. In addition to managing and supporting these tools, the Learning Technology department manages the Audio/Visual and computer short term loan program, as well as classroom computers and e-forms solutions. This department maintains and supports the ITV classroom on the Prescott Campus.

Library
The library’s collection is designed to support and supplement the College’s curriculum. The library staff is dedicated to providing professional reference and instructional assistance to students. A full range of services is offered, including individual instruction sessions, classroom sessions, library orientations, and workshops. Instructional and informational hand-outs, many available online, help students navigate the library and its resources. Online access to the Library catalog, journal databases, and other instructional/informational resources are available at www.prescott.edu/library, or contact the Library at 928-350-1300 or circdesk@prescott.edu.

Learning Commons
Housed in the Library, the Learning Commons offers professional and peer-tutoring services of the Writing Centers, the College’s World Languages Initiatives and Study Abroad offerings. http://www.prescott.edu/library/learning-commons/index.html

Mental Health Services
Short-term, confidential counseling and referral services are available at no charge to all students. Talk One2One offers 24/7 counseling support for all of our resident and limited residency students. Students can call 1(855)760-5654 to reach Prescott College Mental Health Services any time. Three counseling sessions are provided free of charge, with referral services provided to local counselors who accept student health insurance. In addition, staff and faculty can call the same number for unlimited consultations on any student issue. Rich Lewis (928-350-1301) is the liaison to Talk One2One.

Lost and Found
The library is the central location for lost and found on the Prescott Campus. Any items of significance found on the Prescott Campus should be brought to the library. The library’s front desk staff will make every effort to contact the owner of an item if it is clearly marked with name or contact information. Other items will be retained in hopes the owner will come by and claim the item. Twice a year (generally around graduation) the library will send out a campus-wide email reminding the PC community to check
the library for any items they may have lost. Unclaimed items may be given away to the PC community (on the stipulation that if someone recognizes the item as theirs, it should be returned to them) or donated to local charitable organizations. If items arrive near the end of the term, they will be held through the next term.

Some examples:

- Food and drink will be discarded immediately.
- Clothing will be tagged with date found.
- Computer accessories (cables, jump drives, chargers, etc.) without owner ID, will be tagged with date found. The circulation supervisor will access any jump drives to see if ownership can be identified.
- Books, papers, notebooks, costume jewelry, etc. without owner ID will be placed on lost and found shelf at front desk.
- College ID cards, driver’s licenses, credit cards, passports, etc. – the library will call and/or send email to student and place item in a secure location.
- Items of monetary value such as cash, jewelry (not costume jewelry), computers, cameras, iPods, keys, backpacks, wallets, purses, cell phones, etc. will be tagged with date found, and stored. Patrons must describe their missing item before receiving it. For very valuable items, a campus-wide email may be sent out. Library staff may contact someone in a cell phone’s contacts to attempt to discover the owner.

People looking for lost items may also leave their name, contact information, and a description of the missing item with the library so they can be notified if and when the item is found. The Library is not responsible for lost items being returned, or for items claimed by other than the rightful owner.

Office of the Registrar
The Office of the Registrar houses an accurate history of students’ academic careers at the College. Students register for classes and apply for narrative transcripts in this location. The Registrar certifies graduation, issues diplomas, and sets and upholds academic policy.

Student Accident and Sickness Insurance
All Resident Bachelor of Arts Program students are required to have insurance coverage. ADGP students have the option to purchase coverage. A brochure describing the College’s group insurance benefits, procedures and exclusions is available on the College website. Billing questions can be directed to the Business Office at (928) 350-4000. For information on providers, claims and prescriptions, refer to the Healthcare and Insurance link on the College’s web page.

Housing Services and Residential Life
The College offers on campus housing options for first year students and a limited number of upper-class students. For questions or application information, visit oncampushousing@prescott.edu.
Tucson Center
The Tucson Center operates as a satellite office of the College that provides students residing in the Tucson area and surrounding southern Arizona communities with administrative and academic support, opportunities for interaction with students in similar areas of study, and immediate access to Limited-Residency Bachelor of Arts Program faculty and admissions counselors. Open information sessions about the College’s Tucson Center programs are offered regularly. The Tucson Center provides space and opportunity for seminars, discussion groups, and other activities.

Warehouse
The equipment warehouse is a 2,800 square-foot storage facility which houses the College’s field equipment and provides a staging area for Resident Bachelor of Arts Program field courses. Students, faculty, and staff can rent state-of-the-art equipment for camping, backpacking, rock climbing, mountain climbing, ski touring, avalanche forecasting, white-water kayaking and rafting, sea kayaking, and canoeing.

Resident Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science
See the College-wide Policy and Information Section above for information pertaining to: admissions; enrollment and registration; tuition and fees; academic policies; evaluation; academic calendar; student grievances; and student code of conduct.

Mission
The Resident Bachelor of Arts, Bachelor of Fine Arts and Bachelor of Science Program is a residential program located in Prescott, Arizona. The educational philosophy emphasizes self-direction and individualized attention. Theoretically every student’s journey is unique, yet all students must deal with common issues. It’s important that they understand that the College is foremost, “for the liberal arts, the environment and social justice.” Everything the College does and plans and dreams is embodied in that phrase. The College is not a vocational school. The best stewards of the Earth and the most effective agents of change are liberally educated citizens. Students are expected to have some experience with and appreciation for various modes of understanding the world: historical, literary, artistic, scientific, social, physical, and spiritual. They are expected to cultivate political, cultural, and ecological awareness, as well as communication and mathematical skills. A liberal arts education emphasizes process as much as content. At its best, experiential learning animates theory and engages the whole person.

The College is competence-driven. Students don’t just accumulate credits and graduate. Students are expected to be literate in their fields of study, to have mastered the methodologies of a discipline, to have applied and integrated and personalized their learning, and to have demonstrated competence through the design and execution of a senior project. Students define, describe, and demonstrate how
their particular courses, independent studies, and experiences create a coherent academic plan. Every student is an honor student in that the demonstration of competence requires a capstone experience. An Individual Graduation Committee – a team consisting of the student, the advisor, a second faculty member, and a fellow student – helps students clarify and achieve their personal aspirations. Students are expected to grapple with the larger philosophical issues of their education.

Overview and Components
At the College, self-direction is considered the manifestation of motivation, the ability to direct oneself (but not to the exclusion of involvement with other people), self-knowledge, and a willingness to ask for help when necessary. A self-directed person demonstrates the ability to set goals and objectives, take individual responsibility, initiate and carry out projects with little or no outside inducement, and form value judgments independently.

While many students are self-directed by nature, they often need coaching and practical skills in the art of self-direction. Many of the learning processes and tools – the seminar-style structure of the classrooms, course contracts, learning portfolios, self-evaluations, practicum requirements, independent studies, Degree Plans, Senior Project Applications – help students learn to see themselves as the primary architects of their education and help them not only take advantage of the privileges but also to accept the responsibilities of self-direction. Student success at the College and in life is important to the College. Students should see their educational journey, and the tools they use to navigate that journey, as metaphors for navigating the difficult terrain of their post-collegiate careers.

A student’s first year at the College is the time for building a solid academic foundation. New students usually participate in introductory classes or structured field projects, working closely with faculty members and advisors. New students generally develop their schedules from the published schedule of courses. After building a solid academic foundation, students move on to advanced work. They assume increased responsibilities and pursue a broader range of learning experiences, including independent studies, internships, and other off-campus projects. Students also have the opportunity to work with faculty in tutorial relationships, often serving as teaching assistants, co-researchers, or expedition leaders.

First Year Experience
The First Year Experience, designed for first-time college students in the Resident Bachelor of Arts, Fine Arts and Science degree programs, includes themed housing, courses, and weekly co-curricular programming sessions called Community in Common. Through this living-learning environment, students develop close relationships with their classmates and the Prescott College Community. This program is offered for students who start in the fall enrollment period.

Advising
Each new student is assigned an advisor upon admission to the College. The primary function of the advisor is to provide academic guidance as the student begins to plan and implement a program of study. It is also common for advisors to offer their advisees personal and academic support, general
advice, and a mentor experience. The advisor must sign each student’s registration form each enrollment period indicating that the advisor has seen the intended course of study and has discussed with the student how selected course work fits into a comprehensive plan. The advisor also conducts periodic academic reviews. The student shares responsibility for maintaining contact with her/his advisor. It is important that a student’s advisor is a person with whom the student can communicate easily. Advising needs include academic progress, career goals, personal feelings, living skills, individual learning methods, etc. The advisor automatically serves as the chair of the advisee’s Individual Graduation Committee.

Students are welcome to change advisors when their academic interests evolve. A student may change advisors by completing a change of advisor form (available in the Office of the Registrar) and obtaining the signatures of both the former advisor and the new one.

**Advising Fair**
An advising fair is held for students each term prior to registration to help students plan their courses for the next enrollment period. Faculty advisors, financial aid staff, and Registrar staff are available to answer questions.

**Advising Documents**
There are six interdisciplinary curricular areas in the Resident Bachelor of Arts and Bachelor of Fine Arts Program: Adventure Education, Arts and Letters, Cultural and Regional Studies, Education, Environmental Studies, and Human Development. There is one curricular area in the Bachelor of Science Program: Environmental Studies. Each program maintains an advising document. The purpose of these documents is to guide students in the selection of appropriate courses for their competence and breadth areas. These documents can be found on the College’s website.

**Orientation**
Orientation has been a Prescott College tradition for more than 30 years and is the common thread shared by all Resident Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science Program students. Groups, experiences, and routes are available and designed for all abilities, experience levels, and comfort zones. For most students, Orientation consists of an extended three-week wilderness hiking expedition to an area such as the Grand Canyon or Southwestern mountains and canyons for back-packing and camping. Groups travel with the highest regard for safety and with an awareness of the experience as a true expedition. All group members share in the teaching of basic ecological concepts of local flora, fauna, landscapes, and the peoples inhabiting the area, both past and present. A comparable “group immersion” experience in a base camp at the College’s Walnut Creek Field Station is available for people with limiting factors that prevent them from hiking in remote settings. All Orientation groups have an “immersion” experience in common and live together in a group for three weeks.

Based on the rite of passage model, Orientation provides students the opportunity to cross over from being non-students to students or from high school to college students, and incorporates a three-day solo with a fasting option. The mission is to welcome new students to the College, guiding them through
the philosophies and processes of the College by using experiential education, community building, and self-direction in the remote natural environment of the Southwest. Academics are a key element of Orientation. During the course, each student is required to give two presentations to the group. Along the way, students also learn about how to keep portfolios and construct a learning contract. They learn about natural history and how to live and travel comfortably and safely in the backcountry, and they are prepared for the College academic process. Orientation also encourages the development of pertinent skills, such as self-direction, which can be applied to all course work at the College. Prescott College’s Orientation experience is uniquely memorable and exciting.

During the three-week program, students:

- Experience the Southwest in a deep and direct way
- Are introduced to the Prescott College method of education, which emphasizes collaboration and teamwork, self-direction, and experiential (learning by doing) education
- Meet a small group of other new students who often become life-long friends
- Better understand the College commitment to environmental ethics, reverence for nature, and responsibility to the planet
- Learn and review basic outdoor techniques and skills, compass navigation, first aid, and environmentally sound, low impact camping
- Share in the teaching of basic ecological concepts of local flora, fauna, landscapes, and the peoples inhabiting the area, both past and present.

All of the orientation courses focus on teamwork, self-transformation, and empathy, as well as on personal attributes such as self-reliance, cooperation, self-motivation, integrity, and perseverance. These characteristics are necessary to fulfill the College’s central philosophy of experiential education and self-directed learning.

**Orientation as a Graduation Requirement and Prerequisite for Field Courses**
Completion of Orientation is required for graduation from Prescott College. Whether a student completes Wilderness, Health Based Practices, or Community Based Orientation, the credit earned satisfies this graduation requirement. If a student does not complete Orientation in his or her first term at the College, he or she will have one year to repeat Orientation. If a student fulfills the intention of Orientation through a different course during their tenure at Prescott College, it is within the jurisdiction of the Individual Graduation Committee (IGC) to waive the requirement. Completion of Wilderness Orientation is a prerequisite for field course participation. Students who complete Community Based Orientation will not complete this prerequisite and must receive permission from the program coordinator or instructor of the specific course to register for field-based courses.

**Competence, Breadth, and Liberal Arts**
Prescott College is a four-year liberal arts college that prepares students to be life-long learners and critical thinkers in a broad, interwoven range of models of inquiry: literary, scientific, artistic, social, spiritual, and physical. Interdisciplinary connections are emphasized rather than the distinctions
between these ways of understanding the world. The College is unique in its approach to the liberal arts in that direct experience is emphasized; the process of learning is just as important as the content. At the College, “competence” is the term for major, and “breadth” is the term for minor. Consisting of a minimum of 12–16 courses, a student’s competence(s) must address these five qualitative criteria: (1) literacy in the field, (2) mastery of methodology, (3) interconnections between the competence and other areas of study, (4) application of learning, and (5) personalization of learning. Consisting of 6–8 courses, a student’s breadth(s) also address(es) these five criteria but in less depth than a competence.

In the Resident Bachelor of Arts and Bachelor of Science Program, the liberal arts fostered in every course students take, just as the criteria for competence – literacy, methodology, application, interconnection, and personalization – is a guiding principles of each course. This means that the College has only a limited number of core or general education requirements that are the same for each student. Students must complete College Algebra or equivalent and must meet rigorous writing-across-the-curriculum requirements to demonstrate critical writing and research skills. Other than that, students must work closely with their Individual Graduation Committees to make sure that they have a well-rounded liberal arts education, and that they are able to articulate the components and benefits of that education.

**Course Delivery**

Students in the Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science Program have a variety of options for completing their coursework. These include courses created and taught by faculty and/or instructors at the College; independent studies created by the student in consultation with their faculty advisor and course mentor; and courses presented by the College’s educational partners. Key elements of these course delivery options are described below.

**Course Contracts**

Students have the opportunity to personalize their learning in most courses through the use of course contracts (also known as learning contracts). A course description that has been approved by the Program Council is provided by the instructor and is used as a basis for writing a learning contract. The contract should include a statement about the educational goals and objectives relative to that particular study, as well as a set of activities. The goals and objectives are to be viewed as the learning outcomes to which the student and instructor agree. Activities are the experiences and processes by which the goals and objectives are reached. Evaluative criteria include the specific requirements used for evaluation.

Course contracts are completed for each course at the start of every block or semester. Completed copies are submitted to the instructor and the student keeps a copy.

- Contracts emphasize and encourage the process of learning.
- Contracts allow students to adapt educational experiences to their own needs and previous learning.
- Contracts clarify what learning is to take place and illuminate a path to follow.
• Contracts clearly communicate faculty expectations.
• Contracts prompt students to take responsibility for their own learning and become self-directed.
• Contracts encourage accountability on the part of students and instructors.

Capstone Graduation Eportfolio
Students begin writing and collecting materials for their Capstone Graduation Eportfolio in the First Year Experience Course. Instructions for creating and writing the graduation eportfolio are covered as part of that course. Students are expected to develop and enhance their eportfolios throughout their degree program.

Course Portfolio
The course portfolio, also called a learning journal, is usually presented in written form. It provides the method by which a student organizes personal and academic experiences coherently. The material contained in the portfolio provides a basis for evaluation and feedback to the student from others.

The portfolio is primarily a teaching and learning tool, as well as a means of documenting the learning process. Consequently, many faculty members require students to maintain a “working” portfolio for each course. The content and nature of course portfolios vary considerably. The individual course portfolio and other materials, such as personal journals, statements of learning goals and objectives, essays, exams, photographs, drawings, letters, awards, etc., become part of the student’s overall cumulative portfolio.

The portfolio may vary from student to student, so it should be far more than a mere scrapbook or collection of lecture notes. The portfolio should express the student’s independent thought and development as experienced through each activity. The document should also reflect an integration of learning, experience, and personal perspective in ways that effectively communicate the student’s growth to others. The portfolio is retained by the student and serves as an interactive channel between the student and the academic community to show evidence of growth and experience, and academic achievement.

Narrative Evaluation Process (Also see Common Section-Learning and Evaluation)
Letter grades are optional at Prescott College. Every student receives a narrative evaluation from the instructor of each course, whether they have elected to also receive a letter grade or not. Each narrative evaluation includes the following:

1. A course description that thoroughly explains to any reader the material covered, the expectations regarding student performance, the time involved, the methods used, and the evaluation process for the course. Explanation of the course description may determine how
comparable it is to another institution’s course offerings. The course description submitted with the contract can be used for credit transfer purposes.

2. The student provides a personal assessment of the work completed. This should be a summation of the ongoing self-evaluation contained in the student’s portfolio. The student should arrange to meet with instructors at the end of the enrollment period so they may assess the outcome of the work done. The student evaluation should explicitly state what the student accomplished and how well it was accomplished. The evaluation must be submitted electronically using the Narrative Evaluation form available online.

3. The instructor formally reports the extent and quality of the student’s learning via a faculty evaluation. This evaluation indicates specific work the student did while participating in the course, the quality of the student’s work (especially as related to the student’s personal goals), and suggested areas for improvement or direction. An upper-or lower-division credit designation is also assigned. Instructors may award no credit if a student has not submitted sufficient material for evaluation or has not participated in the course.

4. For Writing Emphasis courses, the instructor will comment on writing proficiency in the narrative evaluation.

**Electronic Narrative Evaluation Deadlines**

Instructors electronically submit narrative evaluations to the Office of the Registrar. Student self-evaluations are accepted only if approved and submitted electronically by the instructor. Once posted, narrative evaluations are emailed to the students’ Prescott College email addresses.

**Independent Study**

**Designing Independent Studies**

Students are encouraged to take an active role in the design and implementation of their learning. Independent studies are courses of study designed largely by the student, with the mentoring of one or more faculty members. An independent study should be an intense academic undertaking involving the student deeply in the subject matter. It is designed as carefully as a regular course and involves responsible participation from the student and the course mentor. This type of study is limited only by the imagination and expertise of the participants. Independent studies can be individual, or group, involving several students in a seminar, a research project, or a community service effort.

Students are involved in directing and individualizing their learning through writing a contract for each independent study. Students and mentors negotiate objectives, activities, and criteria for evaluation. The contract writing process is integral to the College’s educational philosophy for a number of reasons. Contracts enable advisors to monitor independent study and activities. In addition, sections of the contract become part of the student’s permanent transcript; therefore, it is important that all contracts be well planned and clearly written. Independent study contract forms are available on the college’s website. Detailed information about independent study approval guidelines can be found in the student handbook. A handbook for mentors of independent studies is available on the college’s website and students are required to provide it to mentors who are not affiliated with Prescott College.
Risk Management for Independent Study
The College assesses the potential risk to students and legal risk (vulnerability) to the College of certain types of independent studies. Off-campus independent studies and senior projects that require review are commonly approved only if they meet specific criteria.

Projects requiring review can be divided into the following types, each carrying varying levels of potential risk:

1. International/Intercultural studies
2. Human services studies
3. Field-based studies

A risk management form for each of these types of study is provided on the college’s website. The student handbook and the risk management forms provide detailed information about each category of risk, to assist students in arranging studies that meet approval criteria. Forms to be reviewed by the Risk Management officer must be submitted to the Risk Manager before the independent study deadline (see calendar). Although the Risk Manager can review and approve study plans, it is impossible to guarantee a student’s safety during an independent study. Students are directly accountable for their own actions and accept whatever uncontrollable risks accompany an independent study.

Field Stations and Educational Exchange Partners
Prescott College’s curriculum is enhanced by the use of off-site field stations, and extended through exchange partnerships with other domestic and international institutions with similar missions.

Field Stations

Kino Bay Center for Cultural and Ecological Studies in Bahía de Kino, Sonora, Mexico
Located on the coast of the Gulf of California, the Kino Bay Center sits amid the diverse Sonoran Desert on the coast of the Midriff Island region of the Gulf of California, an area rich in marine habitats, seabirds, marine mammals, fish, mangrove estuaries, and other coastal flora and fauna. Through its relationships with the local Mexican fishing community and the Seri Indian village, Prescott College is able to explore a variety of marine environments, study human interactions with the sea, and participate in cooperative marine conservation research projects.

Walnut Creek Center for Education and Research
Walnut Creek Station is run through a collaborative partnership between the College, Yavapai College, Sharlot Hall Museum, Northern Arizona University, and the Prescott National Forest. The 250-acre site, located in the national forest approximately 15 miles north of Prescott, is used for classes, meetings, and a variety of long- and short-term research projects.

Jenner Farm and Prescott College Gardens
The College’s experimental farm is dedicated to education, demonstration, and research in agroecology. In addition to farm-scale studies at Jenner Farm, the College campus has numerous garden plots used for agroecology and plant breeding courses, and for food production for the College’s Crossroads Café.
Academic Partners
Prescott College has developed exchange opportunities and partnerships with nearly 20 colleges, universities, and other organizations locally and throughout the world that complement and enhance the College’s mission. Many of these programs operate through funding provided from their programmatic and research activities, while at the same time connecting to and facilitating the learning and service mission of the College. These opportunities allow students to experience ecological and cultural diversity and explore areas of study that enhance and extend what is available to them at Prescott College.

The Eco-League
The Eco League, a five-college consortium of schools that includes Alaska Pacific University, Green Mountain College, Northland College, and College of the Atlantic, was created in 2003. All the colleges share similar missions and value systems based on environmental responsibility, social change, and educating students to build a sustainable future. Among its many functions, the Eco League provides for student and faculty exchanges and serves as a medium for cooperative environmental education and activism.

Eco-League Certificate in Water Resources Management
Students attending an Eco-League school could qualify for a certificate in Water Resources Management. This is a cross-disciplinary, skill-based program that embeds learning about the physical properties and ecological processes related to water into study of the local and global social, cultural, and political contexts of water resources and their management. The Water Resources Management Certificate program is structured as follows:

1. Students in the Water Resources Management Certificate program choose a minimum of six courses, from a list of qualified courses at each participating institution*, which must include at least one course in each of the following four core areas:
   - Geographic Information Systems
   - Physical Properties of Water
   - Ecological Relationships Associated with Water
   - Management and Fair Distribution of Water Resources
   (Note: Many of the courses have prerequisites and students should plan accordingly.)

2. Core area courses may all be taken at the student’s home college, but the Water Resources Management Certificate candidate must take Water Resources Management courses from at least two Eco League institutions: i.e. student must participate in at least one Eco-League exchange.

3. Learning must be applied in a professional context; for example, through an internship or independent study. The professional experience does not need to be credit-bearing.

4. Each student’s program is approved by the Eco League Steering Committee in consultation with faculty at the student’s home school.
Learning Outcomes
Students will have a working knowledge of Geographical information Systems with potential application to water resources.

Students will have a working knowledge of the physical, chemical, and biological processes that shape water resources and the management of water resources.

Students will have a working knowledge of social, political, and cultural factors as applied to water resource management.

Students will choose and articulate an emphasis within water resources (e.g., amphibians; cultural studies; or water resource management) and will take courses that support that specialization.

*The courses that are considered applicable to the Water Resources Management Certificate are identified at each school by its members in the Water Resources Management Certificate Planning Group and approved by the Eco League Water Resources Management Certificate Coordinating Committee. Consult your faculty advisor for details.

Consortium for Innovative Environments in Learning
Prescott College also is a member of the Consortium for Innovative Environments in Learning (CIEL), an eleven-college consortium of so-called “alternative” colleges and universities: Alverno College, Berea College, Daemen College, The Evergreen State College, Fairhaven College at Western Washington University, Gallatin School of Individualized Study at New York University, Hampshire College (a member of the five-college consortium, which includes Amherst College, Smith College, Mt. Holyoke College, and the University of Massachusetts–Amherst), Johnson C. Smith University, New College of Florida, Richard Stockton College, and Pitzer College (a member of the Claremont Colleges, a college consortium located in Southern California that also includes Pomona College, Claremont Graduate University, Scripps College, Claremont McKenna College, Harvey Mudd College, and The Keck Graduate Institute).

Telemark College
The exchange program with Telemark University College in Norway gives Prescott College students the chance to undertake detailed work in Adventure Education and Environmental Studies for a study-abroad semester.

Graduation Requirements

Key Graduation Requirements
The minimum number of credits required to earn a Bachelor of Arts, Bachelor of Fine Arts or Bachelor of Science degree from the Resident Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science Program is 120-128 semester credits. The following is a list of graduation requirements common to all degree areas in the Resident Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science:
Math and Writing Certification

Math and writing are basic learning skills and, as such, are part of the degree requirements at the College. Before new students arrive, the Registrar reviews every student’s transcripts to determine if they have fulfilled the math certification and/or writing certification part I based upon the criteria set forth below.

Math Certification

Math certification must be completed prior to enrolling for the senior year. Students may satisfy the Math certification requirement in one of four ways:

1. Successful completion of any mathematics course at Prescott College. [Exception: Math Skills Review and Statistics for Research do not satisfy the requirement.]
2. Successful completion (“C” or better) of a college-level (College Algebra or equivalent) mathematics course taken at another regionally accredited college or university. Other college-level mathematics courses may satisfy the math certification requirement pending review of course descriptions.
3. Successful completion (“C” or better) within five (5) years of entering the College of a Precalculus or Calculus course taken in high school.
4. A qualifying score of four (4) or better on the Advanced Placement (AP) Exam in Calculus.

Writing Certification I: Basic College-level Writing Proficiency

Students may satisfy the Writing Certification I requirement by completing Writing Workshop at Prescott College; by transferring in an equivalent course from another accredited institution (with a grade of C or better); or by achieving a score of 3 or higher in AP English. In rare instances, a Prescott College faculty member may nominate a student who possesses exceptional writing skills to take a certification exam.

Writing Certification II: Three Courses Designated “Writing Emphasis” (WE)

Writing Certification II is satisfied by the completion of three courses designated Writing Emphasis. At least one of these courses must be in the competence. WE courses may be Lower Division or Upper Division. Writing Certification I is a prerequisite or co-requisite for a WE course.

A maximum of two courses from another accredited institution could potentially be transferred in, based on successful completion (B or better) and review of course description to document that formal writing was a significant component of the course. The course must be sophomore level or higher;
English 102 or equivalent first-year seminar or course would not meet this requirement. If the course is obviously a literature course or a discipline-specific writing course, the Registrar may record the credit before the student enrolls. If additional consultation is required, the writing certification task force has the authority to review and approve these transfer courses.

**Explanation of Writing Emphasis (WE)**
The goal of writing emphasis classes is to train students to write well and appreciate good literature and writing within their fields.

The objectives of Writing Certification II are:

- Students will practice the skill of analyzing the technical merit of disciplinary literature in multiple disciplines.
- Students will practice writing skills appropriate to multiple disciplines, as determined by faculty member(s).
- Students will develop their writing skills through multi-draft writing assignments (peer reviewing is encouraged as a means for students to develop editing skills and improve their own writing).
- Students will receive feedback about their writing from faculty throughout the course and in the final evaluation.

A given WE class may not meet all of the WCII objectives.

**Guidelines for WE courses:**

- Faculty evaluation in any writing emphasis course includes an evaluation of the student’s writing and feedback on writing throughout the course.
- Designated courses incorporate multi-draft writing assignments.
- It is up to the advisor and student to work together to ensure a balance of literature and technical writing skills within the competence area.
- Ideally, 33% of the campus-based classes within each program will be WE.
- Faculty teaching WE classes will be given the freedom to design their classes in ways that achieve the WE objectives; a recommendation, not a requirement, is a minimum of two writing assignments per course and a minimum of 15 pages of formal writing [i.e. polished writing in the style of a particular discipline(s)].
- WE classes must be taught by appropriate faculty member or instructor.
- Peer review work is suggested.
- Faculty may require WCI as a prerequisite for any WE course.

**Writing Certification III: Upper Division Research Paper**
Writing Certification III consists of a research paper, written in an Upper Division course or independent study in the competence or breadth area. The WCIII can be written in the context of one of the three WE courses or the WCIII can be negotiated in a different course or IS contract with a faculty member or approved instructor. The WCIII must be completed before beginning the senior project.
The following requirements and guidelines apply to the writing certification III research paper, which is included in each student’s permanent file. Further details can be found in the Student Handbook’s “Writing Certification: Questions and Answers” section.

Minimum Requirements

Type of Writing: The paper must be a thesis-driven research paper.

Upper Division: The paper must be written in the context of an upper-division Prescott College Writing Emphasis (WE) course or independent study in the student’s competence or breadth area.

Research/Documentation: The paper should reflect the correct documentation style (e.g., MLA, APA, Chicago Style, etc.), as well as the appropriate research methods for the content area. The student should consult with their faculty mentor with questions. Typically, formal research requires the student to use and evaluate a variety of reliable sources, including juried periodicals, books, and juried internet sites (e.g., using journal databases like EBSCOHOST). Most faculty members will ask the student to include an annotated bibliography or appendix, indicating the sources consulted and research methods.

Faculty Evaluation: The paper must be evaluated by a member of the PC Faculty, an Instructor, or a Visiting Instructor. In some cases, when the content area is appropriate, a Prescott College librarian may serve as the mentor. Adjunct faculty members are not responsible for the WE courses or for Writing Cert III papers.

Length: The paper must be at least 2500 words in length, excluding bibliography, appendices, and works cited pages.

Cover Sheet/Where Final Draft Goes: The appropriate Writing Certification III cover sheet (in Registrar’s Office) signed by the faculty mentor, must be attached to a final copy of the paper. The paper must be turned in to the Registrar, where it will then be placed in the student’s permanent file.

Deadline: The paper must be approved and on file before the student submits the Senior Project Application.

Designing a Study/Graduation Program

Choosing courses and independent studies (IS)

When students first enroll at Prescott College, they work with their advisor in planning their program of study. Students have the opportunity to explore different areas of interest and to design their own competence (major) and breadth (minor) areas, within the parameters outlined in this guide, and with the help and approval of their advisor.

Each program provides advising documents, available on the College Web site, which outline requirements for competence and breadth areas. Some program areas grant considerable latitude in
formulating degree plans that fulfill individual needs and interests. Other highly specialized program areas have more prescriptive competence and breadth requirements. Students may also choose to pursue studies that are not outlined in the advising documents.

Selecting a Graduation Area
A period of exploration is encouraged for first-time college students. It is important for students to select their tentative competence and breadth* areas by the end of the second year. Students with two or more years of transfer credit are strongly encouraged to select competence and breadth* areas as soon as possible. Advising documents assist students in developing competence and breadth* areas. Many single discipline and interdisciplinary competence and breadth areas are clearly described in these documents. Other interdisciplinary competence and breadth* areas may be created. In these instances, students create a new interdisciplinary field, which combines two or more disciplines through a unique synthesis. This is the most challenging option. Students must define a new area of study, by seeking the advice of faculty members who are interested in the issues being addressed.

A competence has to have coherence and structure. It must contain the elements and sequence of learning needed for a student to become competent at the B.A. level. Breadth* areas, though less substantial, must also have coherence and structure. To guide students in developing effective competence and breadth areas, the faculty members have approved format options, as well as qualitative and quantitative standards. Students must be enrolled a minimum of two years at Prescott College (16 four-credit courses) to fulfill the residency requirement.

*Breadth is the default option, but under special circumstances, a student may work with his/her advisor to have no breadth if his/her courses, outside the competence, demonstrate a broad and strong liberal arts education. A student with no breadth must complete a minimum of 10 UD courses in the degree.

The purpose of the following timeline and checklist for graduation is to aid students and advisors in seeing the whole graduation process at a glance.

Timeline and Checklist for Graduation
This timeline and checklist is designed to help students plan a realistic schedule/calendar and to make their individual graduation committee (IGC) aware of the steps necessary for graduation. (Note for students who entered Prescott College prior to Fall 2014: The Senior Project Application or SPA has been streamlined into what is now referred to as the Capstone Packet, described below.)

STEP 1. Read “How to Graduate from Prescott College” (section 8). It is very important to start planning early — upon arrival at Prescott College, if possible. Graduation programs require good planning.

STEP 2. Meet with advisor. Choose tentative competence and breadth areas, review the relevant advising documents, and consult with a faculty advisor. Pick up study log at the Office of the Registrar.
STEP 3. Select IGC members. Recruit members for the individual graduation committee (IGC), which includes a student’s advisor and a second faculty member in one’s competence or breadth area. It is recommended, but not required, that another student serve on the IGC.

STEP 4. Writing Certification I. Complete writing certification I prior to submitting degree plan.

STEP 5. Capstone ePortfolio. Students begin creating their electronic portfolios as soon as they begin taking courses at Prescott College. This ePortfolio needs to be continuously updated to document the student’s educational outcomes and mastery of the Undergraduate Learning Goals. Advisor review and sign off on the ePortfolio happens at the same time as the final degree plan, essay and senior project contract (known collectively as the Capstone Packet) are reviewed and approved.

STEP 6. Complete a degree plan (DP). Before beginning this document, students are required to attend the degree plan workshop, hosted by the dean’s office. With the IGC, write the degree plan and submit it to your advisor for review by programs. Considerations—See the College’s academic calendar for appropriate deadlines. It is often necessary to revise and resubmit the degree plan to your advisor until approved. Attach a current study log. You must complete a degree plan 18 months prior to your intended graduation date.

STEP 7. Submit Degree plan. Your advisor will file your approved degree plan with the dean’s office. The dean’s office will send an approved copy to you and your advisor and will file the degree plan with the Office of the Registrar. Writing Certification I must be completed prior to submission.

STEP 8. Writing Certification II consists of three writing emphasis (WE) courses that students must complete before they graduate, and ideally before they begin their senior project.

STEP 9: Writing Certification III. The writing certification III research paper, usually written in an upper-division WE course in the competence or breadth area must be completed, approved, and on file before students submit their capstone packet. (See complete writing certification guidelines in Section 5.)

STEP 10. Finish math requirement. Complete math certification prior to final term. Students will be enrolled in a math certification course their final term if they have not completed this requirement by this deadline.

STEP 11. Complete Capstone Packet (CP), and final degree plan. Before beginning this document attend a CP/Senior Project Planning workshop, hosted by the RUP dean’s office. With IGC, develop CP. Secure IGC approval. Begin this process a term in advance of the deadline, as this is a multi-draft document. Attach a final degree plan.

STEP 12: Final Degree Plan. The CP includes a “revised” degree plan. Students must have their IGC approve any amendments to their original degree plan and submit these amendments with the Capstone Packet.
STEP 13. Submit CP to appropriate advisor for approval. Refer to the College’s academic calendar for appropriate deadline. Generally, students register for their senior project in their last term. The writing certification III research paper must be on file before students can turn in their Capstone Packet.

STEP 14. Complete any remaining requirements. Senior projects may not count toward WE requirements.

STEP 15. Complete senior project and self-evaluation.

STEP 16. Graduate. File a graduation petition with the Office of the Registrar the enrollment period prior to graduation.

Time Limits for Completing Degree or Program Requirements

- For incomplete coursework: Pending graduates or program completers will be held to the Incomplete Policy. See Incomplete Policy for eligibility and time frames. Pending graduates or program completers may petition for a maximum of one additional semester with approval/support of course instructor(s). Uncompleted courses become No Credit after these deadlines. Students must then be readmitted and enroll for a minimum of 1 credit in order to complete their Prescott College degree. The exact enrollment requirement will be based on what the student needs to complete degree requirements.

- For other requirements not related to coursework (e.g. research paper, thesis publication, updated transcripts, etc.): Pending graduates or program completers will be granted a maximum of 12 months from intended grad date to complete the requirement(s). After that deadline, student must be readmitted to the College and enroll for a minimum of 1 credit in order to complete their Prescott College degree. The exact enrollment requirement will be based on what the student needs to complete degree requirements.

- These time limits do not override other policies applying to completing degree or program requirements.

Changes to Degree Requirements

Students who are enrolled continuously follow the degree or program completion requirements in effect during their first term of enrollment, as outlined in the All College Catalog. Students may choose to upgrade to a later catalog’s requirements, pending approval of their graduation committee/curriculum committee/thesis-dissertation committees. However, if they do so, they may not later revert to the earlier requirements. To upgrade to a later catalog’s degree or program requirements, consult your faculty advisor/core faculty about how to revise your degree or program plan.

Students who are readmitted to a degree or other program are required to follow the requirements in effect upon readmission. See Readmission to the College.
Awarding of Double Undergraduate Degree
A double degree refers to the awarding of two different degrees (e.g. B.A., B.F.A.) for concurrent study by a student in two degree areas. A double degree is different from a double competence, which is awarded to a student engaged in two areas of study within one degree.

Minimum Requirements for Double Undergraduate Degree
Overall, a double degree will require more coursework than a single degree. At a minimum, students will complete 150 semester hours for a double degree. A maximum of 8 courses may be used to count towards competence requirements of both degrees. Students pursuing a double degree are required to complete one breadth area, in addition to any program specific requirements for the liberal arts. General degree requirements (e.g. writing, math) still are required but need only be satisfied once. The requirements for a double degree will, in general, be determined by the student’s graduation committee.

Degree Plan

Developing a degree plan and submitting it for evaluation
At this stage, students will:

1) Recruit their individual graduation committee (IGC).
2) Meet with their IGC to produce the degree plan.
3) Submit their IGC-approved degree plan to their advisor who forwards the plan for program evaluation.
4) The advisor will file the approved plan with the dean’s office. Plans must meet certain qualitative and quantitative standards, which are explained in this section and in program advising documents (available online). Most importantly, plans should reflect students’ interests and needs.

The purposes of the degree plan are to allow individualization of graduation programs, to encourage planning, to provide feedback needed to improve quality, and to help students fulfill graduation requirements. Since each student designs a degree program, the College provides this quality control process to assure that each student’s program meets competence-based and liberal arts standards. Since changes often occur after a degree plan is filed, a process is available to approve subsequent changes.

Students’ degree plans must be approved and filed 18 months (three terms) before their intended date of graduation. The degree plan helps faculty guide students in choosing classes for their last three terms. Consult the College’s academic calendar for deadlines.

It takes time for students to put together their plan and have it approved by their IGC and the program faculty. Students should form their IGC at least two and one-half years before their intended graduation date (two years for transfer students). Graduation will be delayed if the plan is not filed by the deadline for the intended graduation date.
**Degree Plan Workshop**

Students are required to attend a degree plan workshop, hosted by the RUP dean’s office, before they begin serious work on their plan. This workshop serves several functions: It orients students to the intentions/purpose of a degree plan, aids students in identifying appropriate IGC members, directs students to advising documents on the Web site, and helps students begin their first draft of the plan so that their conferences with the IGC will be more efficient and constructive.

**Forming an Individual Graduation Committee (IGC)**

An IGC consists of the student, the student’s advisor, and another full-time faculty member. It is the student’s job to recruit the members. Students are encouraged, but not required to include a peer on the committee. Students should exercise judgment in these choices since the IGC has an important role in advising, giving preliminary approval to all graduation documents, and supporting the student if problems arise. Students should choose members who have the academic interests and experience to help them with the competence and breadth areas they have decided to pursue. Students may not select persons with whom a conflict of interest through a dual relationship might exist (e.g., partner, best friend, relative, etc.). Advisors have final authority in approving all individual graduation committees.

**Designing a Degree Plan: Competence and Breadth Areas**

It is students’ responsibility to design competence and breadth areas to meet their interests and needs. However, over the years, as students and advisors have worked to produce effective programs, advising documents have been developed. They are intended to aid in creating quality programs. Students who design a unique program must define their graduation area and effectively document their proposed coursework. Preliminary approval of the degree plan rests with the IGC; final approval rests with the advisor.

**Qualitative Standards**

In the competence area, the plan must contain courses and independent studies that prepare the student to demonstrate competence in that particular area. Whether the competence area is in a traditional field, is interdisciplinary, or is in an original field developed by the student, each one will have a mix of theory, applied work, field study, studio work, and a senior project.

The degree plan must list courses and independent studies that prepare the student to demonstrate literacy, methodology, application, interconnection, and personalization of learning in his/her field of study. As students design their degree plan and write their brief competence description, they should carefully examine the criteria that they will be asked to address in their Capstone Packet (formerly known as the senior project application). (See Senior Project section)

The breadth area(s) may support the competence area(s). In no case, however, should the competence and breadth areas be so closely related as to contradict the concept of a liberal arts education. If the competence area is not of an interdisciplinary nature, then the breadth area(s) should demonstrate the student’s ability to do interdisciplinary work.
**Liberal Arts and the Undergraduate Learning Goals**

Students must remember that the degree plan should reflect not just competence and breadth, but also, in both its content and methodology, a sound liberal arts education. A strong foundation in the Liberal Arts prepares students to be lifelong learners, critical thinkers, and creative problem-solvers by engaging them in a broad, interwoven range of models of inquiry. This foundation of knowledge and skills allows students to understand societies and their histories, cultures, arts, aspirations, and challenges. It prepares students to find, evaluate, and analyze information, as well as integrate and synthesize the practical and theoretical aspects of their learning. They develop an understanding of their obligation to respond to the needs of the greater community of humans and the natural world.

**Determining Full-course Equivalents and Lower- and Upper-Division Transfer Credits**

A Prescott College course of 4-semester credits is counted as one full-course equivalent. A three-credit course from a college or university using the semester system will be counted as a full-course equivalent. A five-credit course from a college or university using the quarter system will be counted as a full-course equivalent. Lower-division credit is freshman- and sophomore-level coursework (100 to 200 level, as well as all community or junior college work). Upper-division credit is junior- and senior-level coursework (300 to 400 level). The Office of the Registrar is responsible for calculating transfer credits.

**Format Options**

Prescott College has four approved formats for presenting competence(s) and breadth(s). With the approval of the IGC, students may devise a different option. Please note that all competences and breadths have minimum requirements; IGC faculty members or individual programs may require additional courses beyond the minimum to ensure competence. Degree plan templates are available on the Web site for the three formats described below.

**Format I — Competence/Breadth**

- One Competence
  - 16 courses (eight upper-division, including senior project)
- One Breadth
  - Eight courses (two to three upper-division)
- Additional studies in liberal arts
  - Five to eight courses (flexible if overall qualitative and quantitative requirements are met)

**Minimum Total Full-course Equivalents**

- 32 full-course equivalents for all students

**Minimum Total Credits**

- 120-128 semester credits or equivalent quarter credits
Format II — Competence/Double Breadth
(Note: For some graduation areas, only 16-course minimums are allowed. Consult program advising documents and IGC.)

- One Competence
  - 12 courses (six upper-division, including senior project)
- Two Breadths
  - Six courses each (two upper-division per breadth)
- Additional studies in liberal arts
  - Five to eight courses (flexible if overall qualitative and quantitative requirements are met)

Minimum Total Full-course Equivalents

- 32 course equivalents for all students

Minimum Total Credits

- 120-128 semester credits or equivalent quarter credits

Format III — Double Competence
(Note: For some graduation areas, only 16-course minimums are allowed. Consult program advising documents and IGC.)

- Two Competences
  - 12 courses each (six upper-division per competence, including one senior project per competence) Note: you may have a combined 8-credit senior project rather than two separate ones.
- One Breadth and/or additional liberal arts
  - Five to eight courses (flexible if overall qualitative and quantitative requirements are met)

Minimum Total Full-course Equivalents

- 32 course equivalents for all students

Minimum Total Credits

- 120-128 semester credits or equivalent quarter credits

Bachelor of Fine Arts (BFA) and Bachelor of Science (BS) Degrees

The Bachelor of Fine Arts (BFA) and Bachelor of Science (BS) degree options use variations on the single competence and double competence formats, but have their own requirements. Please see the related advising documents online for specific guidance for these options.
Degree plan standards
As students build their plan, it is important to realize that the quantitative standards do not stand by themselves; rather, they are related to the quality of the program. Students demonstrate competence by completing an appropriate and sufficient array of courses. A strong program contains:

1) a sufficient number of foundation courses (lower-division) that cover the theory, history, skills, and ethics necessary for the competence and
2) a sufficient number and balance of advanced courses. Half of the minimum courses in a competence should consist of advanced level work (upper-division). Double competences require a minimum of one four-credit, upper-division senior project for each competence. Students with interdisciplinary double competences may, with approval, design an integrated 8-credit, upper-division senior project.

As a guideline, approximately two or three courses in each breadth area should consist of advanced level work (upper-division). Otherwise, it would be hard to justify the claim of a breadth of knowledge at a B.A. level. In special instances, however, and with the approval of the IGC and breadth-area faculty, a student may have a breadth that compensates for lack of upper-division coursework with additional lower-division coursework.

Simply completing 12 to 16 courses does not produce a good competence, nor does completing six to eight courses guarantee a strong breadth. A weak program may result from one or some combination of the following:

1) Lack of foundation coverage.
2) Too many introductory-level, and too few applied and advanced courses.
3) Several overlapping courses with very similar content.
4) A “smattering” of courses that do not work together to build a coherent competence or breadth.
5) Too few courses altogether. If courses are listed in more than one section of a degree plan, they will be marked as cross-listed and the credit and full course equivalents will be counted only once.

In general, programs with less than the appropriate minimum requirements, which constitute four years of college work, lack quality and depth. At the same time, programs with more than minimum requirements may be weak for other reasons. Proposed degree plans exhibiting any of the weaknesses listed above will be questioned by evaluating committees. Approval is not automatic simply because the plan meets minimum quantitative standards; the IGC and program faculty may require coursework beyond minimum quantitative standards. Degree Plans are formally reviewed once in the Fall semester and once in the Spring semester.

Exceptions to Standards
A student’s IGC may consider exceptions to any of these minimum standards based on compelling evidence that the candidate has demonstrated an exceptional level of accomplishment in all of the qualitative standards and other criteria for graduation. Exceptions must be explicitly requested by the
IGC within the degree plan and/or degree plan amendment document. Such requests will be reviewed and must be approved by the Exceptions Committee. The request for exception must be signed by all IGC members and must address the following:

1) What standard has not been or will not be met.
2) Why it has not been (or will not be) met.
3) What rationale accounts for the lowered standard.

Degree Plan Guide
Students should produce their degree plan in one of the formats listed above or a template available on the Web site presenting the degree plan in a uniform format that allows it to be easily understood by those who will evaluate it. Upon completing the template, attach the degree plan cover sheet available on-line. The student and the IGC should edit the document to ensure that it is clear, neat, and free of errors. Also attach the most recent study log (available from the Office of the Registrar).

1) Student should include his/her name, date the plan was produced, and intended date of graduation.
2) Students should indicate the titles of their competence and breadth areas and the format they will use in describing their program of study and summarize the total credits they will earn in college. Include a numerical summary of the plan. Indicate the total number of:
   a. Full-course equivalents that will be completed.
   b. Writing emphasis (WE) courses that will or have been completed.
3) Describe each of the competence or breadth areas that are being proposed. Provide a paragraph description to help the evaluating program(s) understand the rationale, structure, and content of the plan. For a well-defined and prescribed area (like wilderness leadership) a short narrative explanation is necessary. Students should describe and justify a unique, self-designed, interdisciplinary competence or breadth. Students should include whatever information explains the rationale for their program and demonstrates that the program will lead to competence and breadth of learning in the chosen area(s). These descriptions should concisely address the following: literacy in the field, mastery of methodology, interconnection, application, and personalization of learning.
4) List all credit-bearing work that has been completed or will be completed for each competence and breadth area. Include all courses, independent studies, internships, practica, etc. For each course indicate:
   a. Accurate titles.
   b. Date completed or anticipated date of completion.
   c. Where courses were taken.
   d. Credits — converted to full course equivalents.
   e. Whether cross-listed (only count credit and Upper/Lower division in one place).
   f. Whether introductory (lower-division) or advanced (upper-division).
   g. All writing emphasis (WE) courses, including the WE course in which the student plans to write his/her writing certification III research paper. For transfer courses only include
those in which a grade of “C” or above, “pass” or “credit” were received. List courses in chronological order.

Students should not include on the plan any work in which they have less than a C or other marks indicating unsatisfactory or failing work. Remember that while writing certification I and math certification may be completed at another college or through testing, all WE courses must be completed at Prescott College unless formally approved by the writing certification task force. The IGC assists students with the numerical analysis. A copy of the student’s study log, showing all credits received, is available from the Office of the Registrar.

5) List any supporting life or work experiences that contributed directly to the competence or breadth of education. Typical examples of this kind of experience would be living in another culture, supervised work that brought about significant college-level learning, and art or shows to which the student contributed. Such work can be documented by letters from employers, portfolios and journals, printed programs, published articles, or any other verifiable proof and evaluation of the work claimed. This work may complement but not substitute for coursework.

6) Describe the intended senior project. Provide a paragraph description of the proposed senior project. We are aware that senior project plans are preliminary at this point. The purpose here is simply to provide the program(s) that will be evaluating the plan with as much information as is feasible at this point and to get the student thinking early about what they will do for their senior project. High quality senior projects which are capstone experiences that demonstrate a student’s competence require thoughtful preparation in advance.

7) Append additional information that might help the program(s) to understand the degree plan. For example, if the plan varies in some respect from the guidelines of minimum standards given, the IGC and the student must provide a justification. However, this should be brief and the plan should be as simple and easy to evaluate as possible. Remember:
   a. Degree Plans are reviewed two times per academic year.
   b. Prior to submitting a degree plan for evaluation, students must have fulfilled the writing certification I requirement.
   c. While students may not have fully developed their senior project at the time the degree plan is being designed, they must provide a narrative describing their tentative plans.
   d. A copy of the degree plan will be placed permanently in the student’s graduation file. Students will be required to file formal amendments to the degree plan with their Capstone Packet (formerly, the Senior Project Application).

Graduation ePortfolio

Students begin writing and collecting materials for their Graduation ePortfolio in the First Year Experience Course. Instructions for creating and writing the graduation ePortfolio are covered as part of that course. Students are expected to develop and enhance their ePortfolios throughout their degree program. Advisor review and sign off on the ePortfolio happens at the same time as the final degree plan, essay and senior project contract (known collectively as the Capstone Packet) are reviewed and approved.
Graduation ePortfolio Process Guide

Students start the ePortfolio during their first enrollment period at Prescott College. The Undergraduate Learning Goals are organized in Tabs on the ePortfolio template. Students are required to upload instructor-approved artifacts from courses or significant life experience and link them to the appropriate Undergraduate Learning Goal. The Undergraduate Learning Goals are listed with definitions on the ePortfolio template.

- **Introduction to ePortfolios**: Students will be introduced to the ePortfolio and Undergraduate Learning Goals in their first semester at Prescott College. First Year students will be introduced to the process within the context of Community in Common and Transfer students will be introduced to ePortfolios during Academic Orientation.
- **Courses**: Undergraduate Learning Goals are associated with each Prescott College course. Students and instructors work together to identify artifacts from each class and link them to the ePortfolio in demonstration of specific graduation attributes.
- **Faculty/Instructors**: It is the course instructor’s responsibility to review the submission of artifacts to the ePortfolio that are completed within his/her course.
- **Life Experience**: Artifacts from an individual's life experience may be uploaded and linked to the appropriate attributes identified by the individual. Some acceptable examples of experience include: documentation of Peace Corps, AmeriCorps, volunteer opportunities and civic engagement; military service; internships; significant coursework from other institutions; art exhibitions; literary accomplishments. Consult your advisor for more ideas or assistance.
- **Artifacts**: These artifacts represent the individual’s work and may include: videos, images, research papers, fiction, essays, and poetry.

As a student progresses toward graduation, they upload an artifact for each Liberal Arts Attribute. If a more recent and better artifact is created, the lesser artifact is replaced with the better one.

Students periodically present their ePortfolio to their advisor. A final check is done by the IGC at the same time as Final Degree Plans are reviewed.

Capstone Packet: Designing, Approving, and Completing the Senior Project

(Note for students who entered Prescott College prior to Fall 2014: The Senior Project Application or SPA has been streamlined into what is now referred to as the Capstone Packet, described below.)

The senior project is the culmination of a student’s undergraduate college education. Through the Capstone Packet (CP), students:

1) Write a full narrative definition of their competence(s).
2) Fill out a senior project contract and cover sheet. The contract contains a detailed description of their senior project that demonstrates competence.
3) Formally amend the degree plan if alterations have occurred. The CP is a multi-draft document that must be approved by the IGC.
The senior project must be completed through the College as an independent study, and students must earn a minimum of four upper-division credits per competence. Therefore, the CP fulfills two purposes:

1) It is a planning document that the student and his/her IGC use to design and approve the substance of the senior project.

2) It serves as a special independent study contract that is submitted to the Office of the Registrar when the student registers for his/her senior project as a credit-bearing study. Students may not begin their senior project without an approved CP and a writing certification III research paper completed, approved, and on file in the Office of the Registrar. Students will be dropped from their senior project if they do not meet this deadline.

Timelines
Students should begin writing their CP in the semester prior to registering for their senior project. Most students register for the senior project during their last academic year. The project should be completed by the date indicated on the contract.

NOTE: The Capstone Packet, including the senior project contract and cover sheet, is available online.

Capstone Packet
The Capstone Packet must be submitted by the CP due dates posted in the RUP calendar. Senior Project-related materials (Capstone Packets) are submitted to advisors. Students should keep a copy for their records. (See How to Graduate from Prescott College for more CP details.)

Capstone Packet/Senior Project Planning Workshop
Students should attend a CP/SP Planning Workshop, hosted by the RUP dean’s office, before beginning serious work on their CP. This workshop orientes students more specifically to the intentions of the CP and provides models and strategies for writing these narratives so that the initial draft, which is presented to the IGC, requires fewer revision loops.

Writing the Narratives
The CP narratives provide an opportunity for students to convince the faculty of their competence in a given area or areas and to articulate how their senior project is a culmination of competence. The Capstone ePortfolio allows students to demonstrate how their overall plan of study embodies a liberal arts education and shows mastery of the Undergraduate Learning Goals. The narrative essays should be organized, persuasive, and specific. The competence description narrative section should be approximately 1,000 to 1,500 words.

I. Competence Description Narrative
Students must define, describe, and document their competence in a narrative format addressing qualitative standards. All candidates for graduation must give evidence of their competence by demonstrating:

1) Literacy in the content of chosen areas such as:
   a. A working knowledge of the basic history of the field(s).
   b. Important individuals and their work.
c. Major theories and their applications as found in the important books and articles.
d. Research.

2) Mastery of the methodology of the area(s) including:
   a. A demonstrated capacity to use the research techniques, scholarly methods, leadership
      skills, and artistic modes of expression that are commonly employed in the area(s).

3) Interconnection and application of learning including:
   a. An ability to see relationships among the components of your education and a
      demonstrated ability to do work in the competence area(s).

4) Personalization of learning:
   a. To include meaningful and original creative work.

5) Demonstration of learning through the senior project:
   a. The senior project is a culmination of the student’s undergraduate studies. As a
      capstone experience, the senior project is intended to demonstrate competence.

II. Senior Project Description
Within the senior project contract form, describe the senior project in detail. Students have many
options in creating their project:

1) An independent research project designed to address a particular hypothesis, issue, or question.
2) A major essay or research paper that demonstrates the student’s grasp of the essential
   knowledge-base of his/her competence area and his/her original thinking about it.
3) A play, film script, novel, photographic essay, cycle of poems, art exhibition, professional
   workshop, etc., in which relevant skills and competence are brought to bear.
4) Expert certification acknowledging that a B.A. level of skills has been demonstrated in an
   internship, student teaching, or job.
5) Any other means of demonstration proposed by the candidate and approved by the IGC.

These examples illustrate that the senior project is a major undertaking, demonstrating the student’s
competence in his/her field(s) of study.

When writing this contract, students should consider not only the description of the project, but also the
goals and objectives, their preparation to do this work, and the way the project is a culmination of their
competence as well as a bridge to the work they hope to do after graduation (e.g., graduate school,
employment, service, artistry, activism, etc.).

Instructions for Using the ePortfolio to Document Mastery of Undergraduate Learning Goals
A strong foundation in the Liberal Arts prepares students to be lifelong learners, critical thinkers, and
creative problem-solvers by engaging them in a broad, interwoven range of models of inquiry. This
foundation of knowledge and skills allows students to understand societies and their histories, cultures,
arts, aspirations, and challenges. It prepares students to find, evaluate, and analyze information, as well
as integrate and synthesize the practical and theoretical aspects of their learning. They develop an
understanding of their obligation to respond to the needs of the greater community of humans and the natural world.

In your personal ePortfolio, please link exemplary assignments (artifacts) to the page entitled with the appropriate Liberal Arts Learning Goal listed below. Use your best judgment to determine which artifact addresses each goal. You may link multiple artifacts for each goal.

This process should be repeated at the end of each enrollment period.

**Competence within the Specific Field(s) of Study**
Competence is shown through demonstrated ability in the content and methodology of the chosen field, including knowledge of the basic history, the important individuals and their work, the major current theories and their application, and demonstrated capacity to use the critical research techniques, scholarly methods, leadership skills, artistic modes of expression, etc., employed in that area. Demonstration of competence requires personalization, interconnection, and application of learning.

**Humanities and Arts Knowledge**
An appreciation of literature, language, and the arts provides the foundational knowledge needed to pursue critical and creative approaches to reading, writing, problem-solving, communication, performance, and the making of art. A well-rounded understanding of the humanities and the arts supports the development of an informed aesthetic, effective communication and performance skills, and insight into different cultural and artistic sensibilities, forms, contexts, and histories.

**Global Cultural Literacy**
Global cultural literacy involves both an academic and a personal understanding of the depth of our interdependence as human beings and communities. It involves an awareness of the challenges that we face – and must address – as a global community. It requires the ability to critically analyze the ways that power is distributed within regions and societies, and to trace the historical roots and current reality of social, political, and economic inequality. It involves knowing about diverse cultures of the world, about differences of gender and sexuality, race, religion, and ethnicity, and developing a relationship with oneself and one's own position within larger systems of privilege. To be literate in this area is to learn to listen, share and reciprocate, and to reach across borders of unequal power with critical awareness, humility, and commitment.

**Civic Engagement**
Civic engagement requires a combination of knowledge, skills, and motivation that are applied with the intention of creating positive social change in communities ranging from local to global. It may involve political or non-political activities of individual or collective concern that demonstrate personalization of learning, ethical reasoning, and social action of potential benefit to the community.

**Ecological Literacy**
Ecological literacy is based on an understanding of unperturbed natural systems, and an examination of human impact on the integrity of those systems and the diversity of life. Ecological literacy involves exploring humanity's historic and current relationship with the natural world and the processes that
sustain all life. It ultimately fosters healthy relationships between human communities and the natural world.

**Skills for Inquiry, Analysis, and Synthesis**

Inquiry is a systematic process of exploring issues, facts, or works, through the collection and analysis of evidence that result in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them; synthesis is the dynamic assembly of discrete elements into new wholes or systems. Skills for inquiry, analysis, and synthesis include the capacity to use research techniques, mathematics, and other qualitative and quantitative scholarly methods as tools for learning in the competence(s) and the breadth(s).

**Skills for Self-direction and Lifelong Learning**

The skills and dispositions involved in lifelong learning are curiosity, transfer, independence, initiative, and reflection. Lifelong learning depends on the ability to be a self-directed learner who integrates and applies these skills and abilities to improve her or his knowledge, skills, and competence to meet new challenges throughout life.

**Carrying Out a Senior Project**

Students complete their senior project like any Independent Study, under the direction of a faculty mentor. In rare instances where the senior project is supervised by an adjunct faculty, a full-time faculty member must also evaluate the senior project. Although senior projects vary greatly, all result in some written documentation. For research studies and scholarly projects, this may take the form of a formal research paper or substantive essay. For service projects, there may be reports of activities and evaluations by outside supervisors. For fine arts and performing arts projects, there may be expert evaluations or juries. With the approval and recommendation of the supervising faculty, the formal written portion of the senior project may be submitted to the library for consideration as an addition to the College’s collection. Students will also be asked to contribute part or their entire project to the senior project archives.

**Capstone Packet Summary**

This is a guide to help students present their senior project in a uniform format that can be easily understood by those who will evaluate it. Attach the narrative sections and the final degree plan to the formal senior project contract and cover sheet. Submit it to the IGC. Carefully edit the document to ensure that it is clear, neat, and free of typographical errors, misspellings, etc.

1) Provide a Capstone Packet cover sheet with the signatures of all IGC members approving the CP content and final degree plan.

2) Provide a completed and signed senior project contract.

3) Provide a narrative description of competence area(s). In the document title, include a very brief definition of the area and a short discussion of how the work within the competence meets Prescott College’s qualitative criteria at the B.A. level. In a minimum of 1,000 to 1,500 words, address the following questions:
a. How has the student demonstrated literacy in the content of this competence? In summary form, the student should discuss his/her working knowledge of the basic history of the field, the important individuals and their work, and the major current theories and their applications as found in the important books and articles, research reports, etc., of the field.

b. How has the student demonstrated mastery of the methodology of this competence area? In summary form, the student should discuss his/her capacity to use the basic tools such as research techniques, scholarly methods, and artistic modes of expression, etc., that are commonly employed in the competence.

c. How has the student understood the interconnections between this competence area and the rest of his/her learning? In summary form, the student should discuss his/her ability to see relationships between this area and other components of his/her education, important ethical issues facing the world, etc.

d. How has the student applied this learning? In summary form, the student should discuss his/her demonstrated ability to work in the area, including independent studies, internships, practicum experience, employment, and the proposed senior project.

e. How has the student personalized this learning? In summary form, the student should discuss how s/he has internalized the work so that it has acquired personal meaning. How has the student put his/her creative self into the work? What ethical and personal challenges has it offered?

4) Within the senior project contract form, provide a full narrative description and discussion of the senior project as it relates to the competence area(s) described above. The senior project is the culmination of the student’s academic work and, as such, it completes the overall demonstration of competence.

a. Describe the senior project goals and objectives, venues, resources and subjects, specific activities, timeline, evaluation process, and other relevant information.

b. Indicate the form the senior project final report will take: thesis paper, research report, report of completed project, article for publication, art exhibition, collection of poetry, theatrical performance, etc. Briefly describe what this final report will contain (text, photos, illustrations, graphs and tables), anticipated length, and any other relevant information.

c. Discuss how this project relates to the competence(s) as described above. For example, how might it show the student’s knowledge of the area, his/her capacity to use its tools and skills to apply learning to real-world problems, to personalize his/her learning, etc.

5) If substantial revisions to the degree plan have been made and approved, a copy of the final degree plan should be included. Note: If significant changes in the substance of the degree plan have occurred, the IGC should resubmit the altered plan for another review to the same program(s) that originally approved it. When the program(s) has agreed to the changes, the IGC can approve the CP. In addition to the need to have such changes approved by the program(s), there is also a need to have accurate records in the Office of the Registrar. It is the student’s responsibility to notify the Office of the Registrar via an approved degree plan amendment form if courses are to be changed or if any other changes are anticipated that would affect the student’s transcript.
6) When the CP is completed, copies of these documents should be given to the IGC. A copy of this
document will be placed in the graduation file as part of the student’s permanent record.

Calendar of Curricular Deadlines
See RUP Handbook.

Program Course Descriptions
Note: Not all courses are offered every semester. See class schedule for particular year/term.

Aboriginal Living Skills
This course will introduce the student to the skills necessary to live comfortably in the outdoors without
relying on modern technology. Through research, knowledge sharing, and hands on experiences,
students will become proficient at skills such as friction fire, short and long-term shelter construction,
gathering and processing of wild edibles and animal processing, creating cordage from natural fibers,
primitive pottery and basketry, snares and hunting tools, and primitive cooking. While studying both
global and local primitive cultures, the historical roots of these skills as well as their relevance in the
modern age are examined. Class time will be spent primarily in the Prescott region with several
overnight wilderness trips to allow students to focus and apply their developing skills.

Academic Activism
What is academic activism? Where do scholars, educators, students, and other practitioners of social
research, analysis and critique fit into the complex landscape of political struggle and social change?
How has the work of activist scholars and other intellectuals shaped and been shaped by the often
contradictory demands of scholarly engagement and direct participation in social justice movements?
How are scholarly meaning making practices implicated and imprecated in both challenging and
reproducing systems of social inequality? This course offers an exploration of the work of historical and
contemporary academic activists and engaged movement intellectuals who have combined academic
research and analysis with direct participation in social justice struggles from 19th and 20th century
revolutionary movements to 21st century globalization work. It explores the ethics, challenges, and
possibilities of academic activism through theoretical and historical reading, research, meetings with
academic activists around the U.S. (primarily via Skype), creative participatory activities and workshops,
films and documentaries, several field trips around Arizona, and individually designed and proposed
academic activist projects.

Acting Workshop: Comedy
Students will study and perform different types of comedy in this workshop. The history and theories of
comedy will be explored through the perspectives of writers, performers, and scholars, and then
students will begin their hands-on work with scenes and monologues from classic and contemporary
plays. The class will then create an ensemble to experiment with and perform group improvisational
comedy and individual stand-up routines. To allow the students to experience the effects of audience reaction and participation, at least one public performance will be scheduled near the end of the term.

Acting Workshop: Improvisation & Scene Study
This workshop explores the importance of interaction in the theater and how actors bring their own experiences and skills into performance to create a unique collaboration for themselves and for an audience. The class will study monologues, scenes, and improvisational techniques, focusing on individual characterization and relationship dynamics. This workshop should help reduce performance anxiety while developing the confidence and creativity students need not only in acting, but also in many other life situations.

Addiction and Recovery
This course utilizes lecture and experiential exercises to explore the dynamics of alcohol, drug, and other addictive processes. Students explore how addiction may impact their own lives, their families, and modern cultures. Foundation themes in this field are covered, including the dominant medical-disease model, physiological processes, family dynamics, psychological perspectives, assessment, interventions, relapse, and recovery. Addiction is also considered in relation to similar processes involved in other kinds of obsessional and compulsive suffering. Spiritual perspectives on the challenges of addiction and recovery are considered in the context of individuals’ lives. A variety of emerging alternative treatment modalities are also critiqued. Community and global implications are evaluated.

Adolescent Psychology
This course is designed for advanced undergraduate students seeking a broad comprehensive view of adolescent development including issues of autonomy, ego identity, socialization, and sexuality. Its focus will be on the application of theory in applied areas such as classrooms, hospitals, treatment facilities, recreation, and wilderness programs.

Advanced Projects in Photography
This advanced projects in photo based imagery course extends students’ exploration of the use of the photographic medium (digital/analog/or hybrid) for personal expression, professional application and skill enhancement. Students will devise and produce a significant photographic project from conceptualization through formal (gallery or other) presentation that expands on the techniques and processes mastered in previous courses. The emphasis of this course will be on continued practice and new skill acquisition while making compelling visual statements and researching critical concepts in photographic imagery and developing the student’s own conceptual criteria. Some examples might include large scale printing, photo sculpture, photo installation, photo text and photo performance while exploring content that reflects the student's individual interests.

Advanced Workshop in Fiction and Nonfiction
This advanced course provides students with the experience of the writer’s retreat. During the two weeks in residence at Arcosanti, about 40 miles southeast of Prescott, students will live and work in small, individual studios. Days are spent reading and writing in solitude; late afternoons are spent in
class, discussing readings; evenings are spent in informal workshops, during which students read aloud from works in progress. Each student elects to work primarily in fiction or nonfiction, and prepares presentations in that genre, but must be flexible to work in both genres during class time. Presentations include the following: selecting and leading discussion on one published story/essay/memoir; teaching one lesson on some aspect of craft, relevant to the genre of choice; and leading the class in a writing exercise, related to the craft les- son. Students keep a writer’s journal documenting ideas, observations, growth, reactions to the readings, and the effect of the Arcosanti environment on their work. Students will produce 30 pages of fiction or nonfiction, at least 20 of which will be workshopped in the final week of the course. In the last week, students return to Prescott so that those who have opted to leave technology behind (strongly encouraged) may have several days to type, revise and photocopy before the workshop process. Each student will be expected to submit one polished piece from the class for publication.

Adventure Education I: Expeditionary & Technical Skills
This course will introduce students to fundamental expedition skills and models through presentations, discussions, and practice. Topics will include minimum impact camping techniques, map and compass, equipment use and management, group living and decision-making processes, public land access issues, and recreational considerations in a variety of environments. Fundamental theories and current issues in expedition leadership will be investigated. In rigorous field settings, students will cultivate proficiency in outdoor technical skills congruent with the environment in which they are traveling; rock, snow, water.

Adventure Education II: Teaching Methods for Adventure Educators
Theoretical rationale for current practices will be examined through research, discussion, and student presentations in the backcountry. Topics will include lesson planning, ethically responsible group management, risk management, as well as facilitation skills such as framing, delivery and debriefing. While expeditioning, students will also be asked to explore their own style of teaching, leading and living in wilderness environments. Students will use this course to develop a diverse range of experiential teaching methods in preparation for the practical phase of the course.

Adventure Education III: Teaching Practicum for Adventure Educators
This course will provide students a practical introduction to the leadership of adventure education activities. Students will implement outdoor programs for their peers and groups from the community. The focus will be on teaching basic backcountry living and traveling skills, top rope climbing technique, and water-based expeditioning. Students will receive regular feedback and mentorship regarding their development as educators.

African-Inspired Dance
In this course students will learn about West African inspired, nature-based dance. Areas of focus will include conditioning, technique, choreography, improvisation, energy and breath awareness, ritual, dance composition and the dancer/drummer partnership. Physical conditioning will emphasize grounding, centering, rhythm, strength, flexibility, and endurance. The focus will be on the use of dance
to strengthen and express relationships with one another, ancestors, earth and cosmos, community, and the cycles of life. The importance of respect and humility, as westerners inspired by an elder culture, will be addressed. Students will learn about the natural integration of dance with drummings, song, costuming, and story-telling. Drumming and musical accompaniment will be both live and recorded. The course will culminate in a community sharing.

Agroecology
In this century, people have had great success manipulating energy intensive inputs as well as crop genetics to reduce ecological limitations for traditional agricultural production. Some of this success, however, has been achieved by trading off future productivity or sustainability. For example, high yields today may come at the cost of serious soil erosion, or extreme dependence on non renewable fossil fuels. In this course, we will explore the ecological basis of many basic farming practices. We will investigate the importance of soil organic matter and native soil fertility, crop diversity and genetic diversity, water availability and conservation, the effects of various tillage approaches, and the role of beneficial and pathogenic microorganisms in agroecosystems. The ecological underpinnings and sustainability of agricultural systems from around the world as well as local farms will be analyzed.

Agroecosystems of the Arid Southwest
Water availability is the most prominent ecological factor limiting agricultural production in the Southwest; however, temperature, nutrient availability, salinity, and pests also exert considerable influence. In this field-oriented course the student will initially explore the ecological constraints that limit productivity of natural plant and animal communities in diverse ecosystems, ranging from the submontane to desert. We will then examine how people in prehistorical, historical, and modern times have designed farming systems to contend with these ecological limitations. The types of questions this class will focus on are: How sustainable are current agricultural practices? Why have some practices been discontinued? What are the off-farm ecological impacts of modern agronomic techniques? Is there a carrying capacity in the Southwest and if so, is the current human population above or below it? How does the complexity and scale of irrigation systems affect the social structure of communities?

Aikido: The Way of Harmony
This course is an introduction to the Japanese art of Aikido, “the way of harmony of the spirit.” The course includes three elements: the history and philosophy of Aikido; the physical discipline, mental discipline, and practice of Aikido; and the application of the principles of Aikido in daily life.

Alpine Ecology
Alpine ecosystems are some of the least studied regions on earth due largely to their remoteness. This course examines the ecology of the alpine including extremes of heat, cold, wind, and the availability of moisture. The complex associations of plants and animals will also be discussed. Students will gain a basic understanding of regional geology and the influence of glaciation on hydrology and vegetation in high mountain environments. The course also examines cultural associations with alpine environments including the increasing impact which humans are having on these remote regions. As a necessary aspect of its academic mission, this course requires extensive wilderness travel.
Alpine Mountaineering
This is an intermediate/advanced course for students with solid backgrounds in rock climbing and general back country skills. The concentration is on acquiring basic alpine mountaineering skills and perfecting them to a level suitable for use in conducting adventure experiences in an alpine setting. This field-oriented course takes place in a suitable alpine region and emphasizes ascents of mountains with a broad range of characteristics. Topics covered include: expedition planning and logistics; safety and hazard evaluation; communication and leadership; self-rescue and emergency procedures; snow and ice climbing technique; glacier travel and crevasse rescue; avalanche awareness; route finding; applied rock climbing; practical weather forecasting, accident prevention, and modern trends in mountaineering.

Alternative Processes in Photography
This hands-on workshop will give students a direct experience with the practical techniques of historical and contemporary image-making methods. Aesthetic emphasis will be placed on the attitudes behind, and the importance of the visual/material syntax in an historical order. Students will make enlarged negatives and explore the image potential through a range of printing processes including cyanotype, salted paper prints, kallitype, and emulsion transfer.

American Government: The Political Game
This course is an introduction to American political thought and practice. We will pay attention to the peculiar relationship between political language and political reality: Which issues are elevated to the status of social problems, who gets labeled a political leader or constructed as a political enemy? What is the current state of the American electoral process? What constitutes an ethical, pragmatic foreign policy? What is the proper relationship between church and state? What is citizenship, anyway? All of these issues receive a special political charge in an election year, but when all of the pomp and circumstance subside into the less spectacular politics of everyday life and public service, who gets what, why, and how? Special attention will be paid to questions concerning race, gender, and class. Let the games begin!

American Paradox: Studies History of a Varied People
This course examines the central theme of separatism and unity within the United States. It poses the question of whether or not it is possible or even desirable to create and live in a unified nation. In order to grapple with this question, we will study a series of paradoxes through which the country’s identity was formed: how can a country founded on the principle of freedom have built its economy, in part, through slavery? How can a nation that represents to the world economic prosperity continue to maintain such a large underclass? The course will develop chronologically so it will give you a good general overview of the major events of U.S. history.

American West in Film & Literature
This class will explore the American West as it has been depicted in films, stories, essays, dramas, and poetry. Topics will include the contrast between the reality and myths about the frontier, the importance of place in the literary imagination, and the concerns and themes of contemporary Western
films and literature. Specifically, we will analyze the myths fostered by such films as “High Noon” and “Shane.” We will look at how more contemporary films like “McCabe and Mrs. Miller,” “Little Big Man,” and “Dances with Wolves” have provided new interpretations of the old West. We will also examine films such as “The Last Picture Show,” “Paris, Texas,” and “Raising Arizona” that are concerned with the modern West. Literature readings will include selections from authors such as Edward Abbey, Willa Cather, Gretel Ehrlich, Louise Erdrich, Larry McMurtry, and Sam Shepard.

Anatomy & Ecophysiology of Plants
The responses of plants to stress are becoming increasingly important as pollutants and toxins, global climate, fire frequency, insect/pathogen infestations, UV light and other stressors rapidly change across the landscape. The course will investigate how plants accommodate these changes. Ecophysiological topics include adaptations in photosynthesis and respiration, water relations, growth and allocation, mechanisms to deal with toxicity, and competition via allelopathy. Plant secondary metabolites including terpenes, phenols and flavanoids will be covered. Anatomical characteristics of cells and organs in leaves, stems, and roots will be discussed. The course will cover plant embryogenesis and development. Anatomical structures will be viewed in an adaptive context. The format will be lecture/discussions, laboratory and field exercises and experiments.

Animal Behavior
This course focuses on the role of an animal’s behavior within the context of its environment. Consideration is given to such general themes as instinct and learning, development, and organization of behavior from an evolutionary perspective. Specific topics include animal mating systems, social behavior, care of young, feeding behavior, communication, and migration. Although examples are chosen from many kinds of animals, an emphasis is placed on vertebrates. An independent field component provides the opportunity for students to observe animals behaving in their natural surroundings.

Animal Biology
This course offers a survey of the major groups of invertebrate and vertebrate animals. Topics include classification, anatomy, physiology, behavior and ecology within an evolutionary context. The course consists of readings, lectures and discussions, laboratory exercises, projects, and field trips.

Animal-assisted Therapy
This course provides a philosophical and psychological context for the evolving field of Animal-Assisted Therapy. Students explore the ways in which developing relationships with other sentient non-human animals can promote various levels of healing and bring people back to themselves in new and powerful ways. This course covers the broad range of therapeutic roles animals play, from comfort companions and physical therapy adjuncts to relational mirrors and co-facilitators of evolving human potential. Ethical issues related to the rights and responsibilities of human and non-human participants in these programs, as well as criteria for assessing appropriate participants are covered. The concept of Biophilia provides a back-ground for reviewing current research related to physiological state changes, established treatment pro-grams, and cross-species communication.
Anthropology, Contemporary Issues in
Contemporary society faces problems every day that require culturally sensitive solutions – environmental damage and protection, out-of-control population growth, a dizzy proliferation of lifestyle choices, gender controversies, ethnic conflict and other threats to cultural survival around the world. This course introduces students to anthropology, a discipline that focuses on culture by defining it, describing it, attempting to explain it, and placing it in a theoretical framework to address the problems of the modern world. Students will observe and analyze the dimensions of modern-day problems – in their community and around the world – and explore culturally appropriate solutions using the concepts, skills, and values of cultural anthropology.

Applied Algebra
The goal of this course is to equip students with the basic algebra skills necessary to understand and address common topics in their lives and prepare them for further studies for which mathematics is essential. The successful student will learn how to manipulate and apply linear, quadratic and logarithmic functions; exponential growth and decay; systems of equations; and plane trigonometry. Through cooperative learning and experiential exercises, students will gain comfort in algebraic reasoning, develop critical thinking skills, and see relevant connections so that math has practical, not just theoretical, value. Numeracy is as important in a good liberal arts education as is literacy (you can count on it).

Art Education
This course covers preparation for art instruction through curriculum development, study of instructional strategies and peer teaching. The student will examine historical development of the philosophical approaches to the teaching of art. Students will examine and practice techniques and procedures for instruction in art in a variety of educational settings. Students will become familiar with the content areas of aesthetics, art history, art criticism, studio art production and their relationship to instruction of art in schools. Students will become familiar with the content of published texts in art, in addition to a wide variety of alternative methods and approaches to the instruction of art. Emphasis will be placed on experiential learning and individualized instruction and participation in Prescott College's Children's Art Workshop.

Art of Serigraphy: Silkscreen Printmaking
In this course, students will learn a variety of approaches to Serigraphy, also known as Silkscreen Printmaking. Working with basic concepts of design and individualized imagery, students will learn both hand painted and photo based processes. Students will apply color theory principles to both monochromatic, single screen printing as well as multi colored, multi screen printing. Students will also learn traditional screen printing approaches as well as contemporary applications incorporating nontraditional printing surfaces and digital technologies. In addition to hand on practice in the medium, the course will introduce relevant contemporary and historic print makers, and field trips will enable students to view prints and visit artists' studios. A final portfolio will showcase the students' ability to use a variety of techniques and create editioned prints.
Art of the Theatre
This course explores the dynamic and collaborative nature of dramatic art. Students will discover how theatre developed and how it is created in this introduction to the history, literature, and techniques of the art, as well as the roles of its major practitioners, actors, directors, playwrights, and designers. Students will attend and read plays, engage in experiential class projects, and analyze and reflect on both the historical and contemporary theatrical experience.

Art on the Periphery
This art history/critical theory course exposes the power structures behind conventional notions of art history, and explores significant groups of artists that have been underrepresented in art history’s canons. This course identifies the master narratives that are responsible for the shape of Western art history, and looks at how social and political climates have dictated the perception of art. Major achievements of under-represented artists will be covered, and how the past experience of underrepresented artists has influenced their art today. This course is writing intensive and will include research and response papers, field trips to museums and galleries, visits with artists and/or art historians, and collaborative projects.

Arts, Culture & the Socially Engaged Practices
This course provides students with opportunities to explore the history and practices of societal centered art, in relation to the history of social movements and the goals of art activists. Students will have opportunities to engage with historical and contemporary artworks to become familiar with personal, public and community centered approaches to art making. Students will explore what it means to be socially responsible artists and how an artist can both critique the dominant culture and create visions for the future. Topics will include personal and cultural identity, eco art, art in a time of war and globalization issues. Students will develop strategies of perceptual and conceptual art making for personal expression and narrative, community engagement and as critical thinking surrounding current issues in society. This course is a studio production course providing advanced practice using a variety of media in the students area of experience. Students will have opportunities to work collaboratively and expand their visual and critical vocabulary.

Authentic Assessment
This course examines the characteristics and types of measurement and assessments utilized in the education of students. Knowledge of concepts and procedures involved in student evaluation, the development and selection of assessment instruments, the analysis and interpretation of results, and the utilization and reporting of results will be explored. Cultural and environmental impacts on assessment will be considered. Applications to the classroom setting will be emphasized.

Avalanche Forecasting
This advanced course focuses on avalanche forecasting for backcountry skiers or snowboarders. While spending three weeks in a suitable mountain environment, students will learn about “snow” in all of its aspects. Students will also gather and interpret information that allows them to make informed
decisions about avalanche formation. The topics include mountain meteorology, mountain snowpack, snow formation and metamorphism, avalanche phenomena, stability testing and evaluation, safety and rescue, critical route finding, and group management. American Avalanche Association level 2 curriculum will be used as a foundation for certification. However, field activities will go far beyond in practical application of theory. The course will emphasize all aspects of operational and site specific forecasting methodology relevant to professional and recreational applications in snow science and avalanche hazard evaluation.

Backcountry Skiing & Avalanche Training
This course is designed to equip aspiring backcountry skiers with the skills and information needed to safely travel through and understand the winter environment. The course starts on gentle rolling terrain where diagonal stride is introduced and practiced. A steady progression to more complex terrain necessitates technique for ascending and descending with Telemark touring on moderate mountainous terrain as the eventual goal. Concurrent with instruction on skiing technique is an introduction to "winter" as an environmental condition in which snow cover and sub-freezing temperatures are defining elements and primary consideration in terms of comfort and safety. Formal avalanche training (AAA level 1 curriculum and certification) will be a fundamental part of the course. Students will learn about the contribution of terrain, weather, snowpack and the human factor to avalanche hazards. They will also learn to evaluate potential risks and effectively initiate self-rescue. The teaching format involves both experiential and presentation based instruction. Outings are mostly day trips into the mountains from rustic cabin or yurt styled accommodations. One short snow camping experience is planned where students will learn to construct their own snow shelters. An array of other topics will be covered, including temperature regulation; winter survival; history of skiing; equipment design, care and repair; winter natural history; snow camping; cold stress and ailments; nutritional requirements; and practical weather forecasting.

Backcountry Skiing & Winter Ecology
This introductory course is designed for students wishing to integrate safe travel in winter environments with formal study of winter ecology. The skiing skills progression begins with diagonal stride techniques on gentle, rolling terrain and graduates to Telemark touring on moderate, mountainous terrain. Concurrent with instruction on skiing technique is an introduction to winter as an environmental condition in which snow cover and sub-freezing temperatures are defining elements. Winter ecology topics will include characteristics of winter and the nivean environment, snow dynamics, winter storms and weather, winter natural history, and plant, animal, and human adaptations for survival. Avalanche awareness and hazard evaluation instruction will follow AAA level 1 curriculum and certification guidelines. The teaching format involves both experiential and presentation-based instruction. Students will select a suitable topic pertaining to winter ecology, which they will research and present to their classmates. Outings are mainly day trips into the mountains from a rural outdoor education center or from remote yurt-styled accommodations. One overnight camping experience is planned where students will learn to construct snow shelters.

Behavior and Conservation of Mammals
This course focuses on the following themes, supported by lectures, readings, and discussions: behavior and ecology of mammals; field methods in behavioral ecology; and captive breeding as a conservation strategy. Each student will conduct literature research on 2-3 species, write summary papers, and give oral presentations describing behavior and ecology, population status in the wild, and conservation focus. This material will form part of the traveling library for the field portion of the course, which entails a three-day visit to several zoological parks in Arizona, where students will observe mammals and collect data on behavior, especially on social interactions. Students will compare their findings with published information on the species in question, as well as meet with staff specialists to learn about the various conservation initiatives that are being undertaken for selected species.

Beyond Walls & Cages: Critical Abolition Studies
This course introduces students to the field of contemporary abolition and critical migration studies through intensive reading, research, presentations, guest speakers, field trips, and participation in social justice organizing and activism. Starting with Foucault, students will study the emergence of carcerality as a central facet of the modern nation state, as a central logic of the social production of space from the global scale to the scale of the body, and read contemporary feminist, anti racist, queer and political economic analyses of the rise of contemporary global prison border regimes. At the same time, students will be introduced to cutting edge, socially transformative abolitionist projects attempting to imagine and create a world that is no longer organized around the walls, cages, policies, and practices of dispossession that create the problems they purport to solve. The course is designed as an upper division, theory based course that will allow advanced CRS students to further develop their social theoretical analysis, their knowledge of contemporary globalization and the social, political and environmental crises it entails, and to understand and become further equipped to participate in the relationship between critical intellectual scholarship and contemporary social justice movements. Students will design and conduct individual text based research assignments, practice close reading, lead class discussions, engage in experiential activities, participate in service and activist projects, prepare multiple presentations, and present a final project to the community.

Biological Principles
This course is an introduction to the basic concepts in biology, with an emphasis on chemistry, cell structure and function, reproduction, metabolism, DNA and genetics, and evolution. The course is designed for students who anticipate a concentration in biological or environmental studies and serves as a good prerequisite for courses in ecology, plant biology, or animal biology. Classes consist of lectures, discussions, and lab exercises. Ethical implications of current biological events are discussed.

Book Arts
Students will become familiar with the materials and the methods of basic bookbinding techniques. Students will make pamphlet, one section, multi-section, accordion and hardbound books for journals or sketches. While this course is a studio/production course and we will be making a number of books, it is also a course about ideas and book content, not just technique. We will examine artist's books that incorporate collage, painting, photography, mixed-media and writing. Through the exploration of alternative structures, sequential relationships and physical properties of a book, students will create
works that include imagery and text, as well as sculptural objects which involve the book as metaphor. This course will focus on incorporating digital technologies for limited editions. This is an interdisciplinary course designed for writers, painters, photographers, and sculptors.

Botany
Plants and other photosynthetic organisms form the basis of primary production on land and in the oceans. Non-photosynthetic organisms with some plant-like cellular structures, Fungi, have also tradition- ally been studied by botanists. The science of botany delves into the fundamental biology, myriad adaptations, and diversity of life within the three Kingdoms Plantae, Fungi and Protista (photosynthetic Divisions only). Topics covered include evolutionary history (from aquatic systems to terrestrial ones), life history strategies, plant anatomy, physiology (photosynthesis, photorespiration, internal transport, hormones), secondary plant chemistry, and pollination.

Buddhism: Beginnings to 21st Century
This course explores the Buddhist religious tradition. Following a generally chronological order, students learn about the beginnings and development of Buddhism in India, then consider how Buddhism grew and changed as it spread to Southeast Asia, East Asia, and Tibet. In the latter part of the course we examine how Buddhism continues to develop today in all of those regions and in Europe and North America. In this course, students develop critical and empathetic understanding of Buddhist concepts and practices, and become familiar with the history of Buddhism and Buddhists, including important names/figures, texts/scriptures, and events. They learn how Buddhism affects the cultures in which it takes hold, and come to recognize the various roles of Buddhism within the human community. The course includes discussion, application, and critical consideration of differing approaches to the study of Buddhism, and gives students the opportunity to learn to identify and evaluate information resources appropriate to such study. Students also learn to think in Buddhist terms and to relate the teachings and practices of Buddhism to their own worldview and life patterns.

Calculus: Theory & Practice
This course is an introduction to the basic concepts, techniques, and applications of calculus. Applications will focus on the use of calculus techniques in developing, interpreting, and investigating functions that model natural phenomena and dynamical systems. Topics include limits and infinity, derivatives and rates of change, and computing areas via integration. Graphing calculators will be used extensively in the course to explore and reinforce mathematical concepts.

Canoeing: Introduction to Expeditionary Paddling
This course is designed as an introduction to the skills and techniques of expeditionary canoeing as practiced on flatwater and Class I/II rivers. In addition to paddling skills, the class will explore the history and origins of canoe construction and travel, hydrology and reading moving water, expedition planning, water safety and river rescue, and a variety of relevant outdoor skills. Effective communication and teamwork between partners within the context of the larger group will be emphasized. The course will include class time to develop theoretical foundations, day trips, and expeditionary paddling. Exact locations are dependent upon water levels.
Ceramics
This course introduces students to the fundamentals of pottery-making. Through hands-on work they will discover the various uses of clay, as well as glazing techniques and kiln-firings. The students will explore the hand-building techniques of pinch, coil and slab construction. Emphasis will be placed on good design and the development of technical skills. Students taking this course for upper division will further hone their ceramics skills, with special attention to improved craftsmanship and advanced design. Upper division students will be expected to take on a leadership role in the class.

Changing World Order: The Political Economy of Globalization
This course offers perspectives on various aspects of globalization, historical and contemporary. We will study the rise of the nation-state system and consider current sub-national and transnational challenges to it. Mapping a changing world order that is simultaneously more globalized and localized than ever before, we will examine the dynamic movements of capital, culture and technology as well as the multitude of (actual and possible) political responses to these “global flows.” We will consider the meanings of such terms as uneven development, cultural imperialism, post-colonialism, postmodernism, sustainability, displacement, diaspora and tourism, to name a few. At the culmination of the course, students should be able to critically assess worldwide political, cultural, and economic phenomena through an understanding of key concepts and various theoretical frameworks.

Chicano Studies
This course provides an opportunity to understand and work with the experiences, values, cultural representations, and socio-economic issues of the Chicano/Latino community in Arizona and the United States. Drawing on the legacy of the Chicano/a movements of the 1960’s and 1970’s, we will examine the inter-sections of race, class, gender, and sexuality and apply them to real issues of the reality of the Southwestern United States. By the end of the course, students will also have a comprehensive understanding of the current issues that affect and transform this socio-political group in the United States.

Choreography and Performance
This course takes the student through the entire process of creating and producing choreographic work for performance. Through working with ideas, physical impulses, and curiosities, students will learn to generate movement material that supports their particular creative vision. Practice with improvisational and compositional structures will provide methods for forming, organizing, and editing movement. Students will gain experience in learning and repeating choreographed movement aimed at developing skills in presence, phrasing, and dynamic versatility. Production elements such as selection of performance location, technical considerations, time and budget planning, promotion, and costuming will be integrated in the coursework.

Choreography in the Community
This course brings students together with diverse populations of the Prescott community in a sharing of oral histories, which are transformed into dance, theatre, and storytelling. The first portion of the course will focus on the development of choreographic, storytelling, and teaching skills, and the second portion
will involve implementing and adapting these skills for the specific population chosen. Populations such as elders, children, children with parents, athletes, people with disabilities, and youth-at-risk are possible community participants. Issues and themes relevant to the particular group will be identified and used as art-making inspiration. We will challenge the societal assumptions about who can be a dancer or artist and promote the belief that everyone has a dance and a story to share. The course will culminate in a community sharing in which community and course members perform together.

Coastal Ecology of the Gulf of California
The Gulf of California is a biological treasure of global significance. In this intensive field course, we take an in-depth look at the ecology and biota of this diverse region. Prime study subjects are marine and coastal birds, especially their behavior and feeding ecology. Also covered are intertidal and estuarine ecology with a focus on rocky, sandy, and mudflat habitats; ecology of the Sonoran Desert; and natural history of marine mammals. Specific organisms are studied as examples for understanding the complex eco- logical interactions of the Gulf Coast. Students are required to undertake an independent field project.

Color Line in U.S. History, The
This course explores the origin of one of the most perplexing questions facing Americans today, which is “why, over 135 years since the end of legal slavery of African Americans in this country, do we still live in a society divided by ‘race’?” In this class, we will trace the history of race in the U.S. We will learn about the first encounters between European, African and Indian people on this continent, the slave system that developed, and the belief that people are ‘racially’ different from each other that evolved through the decades and centuries that followed. We will look very specifically at the ways that segregation continues today, in neighborhoods, schools and jobs, and explore how we can challenge the inequality in daily lives. The course will focus on ways that the colorline divides the community in Prescott, and will provide you with an opportunity to explore your own racialized history, and that of your family.

Community in Common
Community in Common is a time for the First Year Experience students to engage in community building (a co creative process and journey of intentional living) and co curricular programming in their first year at Prescott Collegd. All sessions include workshops, discussions, mentoring and advising, skills building, service projects, wellness activities, and more. All Common time sessions are required (you may not miss more than 3 sessions). Attendance is taken at each session.

Community Literature Practicum
In this course, students will attend local and regional literary and theatre events during the semester, including the Southwest Writers Series, Literary Southwest, and Tomorrow’s Theatre Tonight. Students will participate in informal dialogue and audience talk back sessions with published nonfiction and fiction writers, poets, and playwrights. Portfolios will consist of informal written responses to the events. Upper division credit will require more formal responses and preparation. This is an excellent course to enrich your engagement with Prescott's vibrant literary arts community.
Community Mediation & Principled Negotiation
Community mediation reflects a growing trend toward non-litigious resolution of conflict. Across the country, communities are realizing that mediation is a positive and practical means of intervening successfully in community-based disputes, neighborhood conflicts, business-customer disagreements, domestic strife, etc. In mediation, parties come together, in a neutral setting, with a trained mediator, to resolve disputes. This course will train students in the basics of mediation. A six-stage model of mediation is presented along with extensive opportunities to develop and integrate mediation skills. In addition, students will also learn and apply the skills of principled negotiation. At the end of the course students will have an academic and experiential back-ground in basic mediation skills and principled negotiation and receive a Level I certification.

Concepts in Critical Psychology
Critical psychology is committed to promulgating social justice, the welfare of communities (particularly oppressed communities), and the eradication of injustices and inequities proffered by current social, economic and political systems. Toward this end, students in this course will critique the foundational underpinnings on which the field of psychology is based, using critical theory as our primary lens. Students will be asked to question valued assumptions embedded in western psychological discourse, and apply the concepts of critical psychology to situate psychological inquiry, research methods, and clinical practice within a broader social context.

Conservation Biology
This course focuses on the nature and importance of biological diversity, modern threats to its integrity, and the emergence of conservation biology as a crisis-oriented, applied, scientific discipline. Biological, political, and managerial considerations are given to a broad range of topics, including: biodiversity, island biogeography, extinction, minimum viable population size, endangered species, design of nature reserves, and ecosystem management. Students gain a broad overview of conservation biology, as well as focus on a specific topic of their choice through completion of a personal project. Extensive readings of original literature are required.

Conservation in America: History and Politics
This course offers a look at the past, present, and future role of public lands [including parks, refuges, wilderness, wildlife, etc.] in American society. We will examine the cultural roots of different group’s attitudes toward nature, and trace their historical development. Included are the birth of the American conservation movement; creation and evolution of federal land management agencies; a variety of approaches to management, origins, and roles of citizen activist groups; and important legislation, such as the Endangered Species Act, Wilderness Act, and more. The politics and processes of power and decision-making that determine the fate of natural landscapes will be emphasized.

Conservation of Biodiversity & Indigenous Culture I & II: The Yucatan Peninsula
This course examines the interactions between protected areas and neighboring human communities in developing countries. These interactions are becoming increasingly challenging in the face of economic, social and technological change. Some of the world's most biologically diverse places are also home to
some of the world's poorest and most marginalized peoples, who often largely depend on nature for their survival. The creation of protected areas to preserve biodiversity often collides with local people's needs and rights; this predicament is at the center of contentious political and ecological debates. To examine the dynamics and implications of these interactions, the course draws on theories from both natural and social sciences and covers research in areas including wildlife conservation, political ecology, anthropology, sociology, conservation policy and governance, ecosystem structure and functioning, ecology and conservation biology. The course is field based and provides students the opportunity to participate in field research in different topics.

Contemporary Dance Training
This course is designed to give the dance student a broad base of physical training through a synthesis of movement styles and techniques. Aspects of modern dance, yoga, partnering, ensemble work, and contact improvisation will be blended into a dynamic dance practice. Concentration on performance skills, movement memory, and cultivation of the energetics of the body will help the student develop a heightened awareness of the present moment and its inherent performance possibilities. The course will also provide a framework for research into historical and contemporary performance theory and trends. Viewing and writing about live dance performance will be an integral part of the course.

Contemporary Perspectives in Photography
This course is concerned with making photographs and not taking pictures. Students will become confident with their visual style and be challenged to enlarge their critical vocabulary. We will become better acquainted with the masters, movements, and social attitudes embraced in photo history and develop a critical awareness and concern for current issues within the medium. Contemporary concerns of censorship, legalities, career opportunities, and materials will be covered through presentations and student research. Technically, students will refine their use of the zone system and explore advanced B/W darkroom techniques including chemistry, various papers, and alternative toners or digital techniques.

Contemporary Short Fiction
We live in a renaissance period for the short story. The diversity and ambition of contemporary short fiction, both domestic and international, has never been richer. In this intermediate/advanced level reading and writing workshop, students will study a wide range of contemporary North American and international short stories with special attention not only to craft and technique but also to the thematic and stylistic diversity of the form. Students will engage in literary analysis, but the bulk of the portfolio will consist of original short stories composed, workshopped, and revised by students during the term.

Counseling Skills
This course is an introduction to basic counseling skills. It provides training in the conditions, based on research, theory, and practice, that facilitate effective counseling: empathy, respect, relational immediacy, authenticity, counselor use of self, reframing, and confrontation. This course is founded on a unity of theory, research, and practice. Theory, research, or practice alone cannot adequately prepare a student to engage in effective counseling. Together, theory, research, and practice can provide a rich
tapestry for the integration of counseling skills in helping relationships. To this end, this course combines theoretical constructs and research findings related to counselor-client interactions with structured experiential activities. Sessions of students interacting in a counselor-client training mode provide the basic format to assist students in learning effective and appropriate communication and counseling skills.

Counseling Skills: Advanced Practicum
Through intensive one on one and group supervision, this advanced course assists students to expand and refine their counseling skills, with specific focus on the influence of the helper, self knowledge and the counseling relationship. Students will study and practice techniques and strategies from major counseling theories while exploring the need for self and cultural awareness in the application of these approaches. As the primary learning/teaching methodology in this course involves supervised practice, students will be required to interact in a client counselor training mode in an effort to expand their technical and conceptual skills as helpers.

Counseling Theories
This course is designed to acquaint the student with the major theories of counseling approaches. These approaches may include: psychoanalytic, Jungian, Adlerian, Family Systems, existential, person centered, gestalt, behavioral, cognitive, and feminist therapy. Basic concepts and therapy techniques from these approaches are presented. This course also examines ethical issues in counseling, the nature of the therapist’s relationship to self and client, and factors which are essential to a successful therapeutic relationship. Self-reflection on the part of the student regarding his/her own attitudes, values, and goals is essential.

Creating and Managing Learning Communities
This course explores the theories and practices for an effectively managed classroom. Different theories and a variety of practices related to effective classroom management will be studied. Students will observe various approaches to classroom management in order to formulate their own classroom management style and practices. Students will learn to create optimal learning environments designed to meet the needs of diverse students considering both cultural and learning differences.

Creating Community: A Holistic Approach
In this course we will look at the values, benefits, and challenges of creating community, particularly as it relates to sustainable living. Although the focus will be on intentional eco-conscious community, we will also address creating community in diverse situations. Course content will include dynamics of community formation, facing obstacles and barriers, communication, decision-making and governance, group process, leadership development, phases of community life, creative expression, and ceremony/ritual. We will study select communities as models for our learning process. Our approach will be holistic, integrating physical, mental, and spiritual elements. Our interrelationship with the Earth and natural resources will serve as an essential part of our studies and practice. We will also establish contacts and identify resources and support systems that will assist the continuation of our work.
Students will be encouraged to develop their personal visions, areas of interest, and self-directed projects relevant to the course.

Creative Nonfiction
Creative nonfiction combines research and field work with personal voice and strong storytelling skills. In this course, we will cover the necessary skills for the genre: identifying and selecting a topic, conducting field work and supplementary research, establishing a voice, a structure, a style, and a narrative strategy, and finally doing close and careful revision. Ongoing discussion and analysis of published models will provide a solid background as students progress from writing short nonfiction to producing at least one feature-length article. Assignments and in-class exercises will guide students through this progression. All student work will be work-shopped by instructor and peers, and there will be an emphasis on post-workshop revision.

Critical Concepts in Contemporary Art
This art history/critical theory course will identify recent developments in Visual Art, following the lineage of art movements from Modernism to the present with an emphasis on Postmodernism and “Post-art.” Students will examine influential works by contemporary artists and study the relationship of culture and politics to various art movements. Discussions will focus on issues surrounding painting, sculpture, photography, new genres, and performance art. This course is writing intensive and will include research and response papers, field trips to museums and galleries, visits with artists and/or art critics, and collaborative projects.

Cross-cultural Collaboration: Telling Another’s Story
Listening to and retelling the stories of strangers is an integral part of many jobs. Often labeled “interviewing”, it carries the responsibility of giving a voice to strangers. Doing it well requires a wide range of skills that have been perfected through ethnographic work around the world. This course integrates ethnographic skills, values, and ethics with the art and science of storytelling to demonstrate one way to maintain the essential nature of oral traditions. Today, ethnographic research is not something that is “done” to people. Instead, it is collaboration between consultants and investigators to record and document events, behaviors, values, and traditions within and across cultural boundaries. Storytelling is one vehicle that carries the peoples’ voices to the rest of the world. Collaborative ethnography creates that vehicle through mutual respect. Students will experience a variety of ways to create cross-cultural collaborations. This course is appropriate for anyone who anticipates interviewing another person with a note pad, a tape recorder, or a video camera.

Cultivating Learning through School Gardens
Through research, knowledge sharing and hands on experience, students will have the opportunity to design and possibly create a school garden that can be used as a learning tool and integral part of an interdisciplinary school curriculum. The class will participate in a needs analysis with the partner schools as a starting point for the design and creation of the garden in accordance with the school’s available resources, vision, and need. Students will also help plan for how the garden installation will be maintained by the school community after the course finishes. Topics covered will include and bridge
environmental education, ecological gardening and curriculum design. Class time will be divided among seminars, community meetings, field work, and small group demonstrations/mini teaches of student developed lessons incorporating the school garden in content specific, age appropriate lessons and activities, which will allow students to focus and apply their learning in an authentic setting.

Curriculum Design
This course explores curriculum at a theoretical and practical level as it prepares the student to interpret and present standards based curricula in the classroom. Students examine curriculum theory, issues of curriculum making, current trends in curriculum design, and the role of state and national standards, including the national common core standards. Curriculum philosophy, aims, and processes are included to enable the student to develop a definition of curriculum within the context of standards, district guidelines, school expectations, and classroom culture. Additionally, the course examines relevant applications for curriculum, strategies for successful curricular implementation, effective use of technology to support curriculum, and accommodations for special situations and individual differences. The student will explore curriculum applications that can expand out of the classroom into an authentic learning environment. The student will ensure that curricula designed and implemented embrace appropriate multiple cultural perspectives. This course will also address how multicultural and environmental factors inform curriculum theory.

Dance & Improvisation, Introduction to
This course offers a foundation in contemporary, alternative dance studies. Coursework includes practice in basic technical skills involving alignment, strength, and flexibility. Although the emphasis is on exploring various approaches to improvisation, diverse modern and cross-cultural dance forms may be sampled. Movement explorations that encourage personal awareness, expression, and sensitivity to group interaction are a major focus. This course is recommended for students who want to expand their physical and expressive capacities.

Dance & Transformation
In this course our focus will be on developing intermediate skills and tools in dance improvisation, with an emphasis on personal and collective transformation, healing arts, and ritual. We will look at the trans-formational role dance has played in various cultures and throughout history. A body-centered and contemplative approach will help facilitate the authenticity and integrity of our movement and performance. We will learn ways of being more fully present and alert in bringing form to our impulses and inspirations. The works of various contemporary artists in the field will help inform our process. Physical conditioning, sensory and energy awareness, and voice practices will support our dance. Exercises may include masks, costumes, and props. Students will also choose special projects that reflect their personal goals and intentions. The course will culminate with a ritual dance offering.

Dance Improvisation, Intermediate
This course will address the ongoing skill building, training, and practice necessary in improvisational dance. Areas of study can include kinesthetic awareness, organic process, ensemble thinking, composition, imagery and metaphor, voice-work, creation of scores, breath and energy awareness,
ritual, and the witness-performer relationship. There will be practice in developing inner concentration and presence, while attending to outward connections and the whole of art-making. Consistent physical conditioning will be required. Exploring diverse contemporary forms—such as contemplative dance, authentic movement, nature and dance, and contact improvisation—will enrich students’ skill base. The course will emphasize the inevitable ways improvisation encourages essential life skills of spontaneity, trust, intuition, playfulness, and creativity. Solo, duet and ensemble performances will be informal and used primarily to gain experience in being witnessed.

Darkroom Intensive: Extended Photo Media
This course provides opportunities for students to practice and explore a wide variety of photographic processes to develop personal vision and greater understanding of the medium. Students practice traditional and nontraditional photo based image processing techniques, including negative and print manipulation, combination printing and exploration of photographic chemicals. While learning extended means of print and negative enhancement through diverse darkroom processes, bleaching and toning techniques, alternative presentation and more, students will gain knowledge surrounding historic and contemporary genres, applications, and seminal artists within the history of photography. The course will focus on the technical and aesthetic development.

Techniques examined include: Sabattier, chemographs, reticulation, cliché verre, bas relief, Lumen, painting with light, direct and enlarged photograms, selective bleaching and toning of negatives and prints, Mordancage, combination printing, darkroom chemistry and liquid emulsions.

Deep Ecology
Deep Ecology is an environmental movement that spawned from Arne Naess' Ecosophy and is a radical approach to the ecological crisis. Deep Ecology calls for humans to live in harmony with the entire living world, recognizing that the living world has intrinsic value separate from human needs. Within this course, students will examine the philosophy and practice of Deep Ecology and related disciplines. Each student will develop a unique course contract and will engage with the course learning community. As a result of this course, students will be able to apply principles of Deep Ecology on an individual, community, and global level.

Designing and Printing on Textiles
This design class explores the various ways that designs can be printed on textiles. Throughout history, textile art has been incorporated into the life of a culture, from simple decorative elements of everyday usage to elaborate, ritualistic robes and regalia. The textile artist is free to borrow from past styles and to invent innovative media combinations. Experimentation in three main printmaking techniques will be accomplished. They are linoleum block, silk screen (serigraphy), and batik. Examples of Western fabric arts and designs and techniques from the global art community will be examined. Visits to museums, galleries, and textile artists’ studios will be included.

Digital Imaging I
This course provides students with the opportunity to expand visual vocabulary and expressive outlets by using the computer with photographic images. Basic computer techniques in a photo-manipulation program will be studied (Adobe Photoshop CS3.) The following areas will be covered: image input, image manipulation, image output, historical and philosophical approaches and contemporary forms of use. Students will study individual, commercial and production applications, from image manipulation for personal expression to commercial applications within society and the global arena of the Internet. The student will develop a body of digital images and explore a variety of avenues for presentation, such as standard two dimensional images, electronic documents, or in the virtual gallery of the World Wide Web.

Digital Imaging II
This course will continue to build on basic skills learned in Digital Imaging I. More advanced techniques such as working with layer styles, transformations, compositing, mastering levels & tones, cloning, selections, masks, touching up, sharpening, and preparing for printing on medium and large-scale inkjet printers will be covered. Contemporary artists using digital imaging will be presented as well as investigations into the influence of digital imaging in art, advertising, and entertainment as it relates to visual literacy. The focus will be advancing your creative work using this versatile and flexible new technology.

Digital Storytelling and Short Documentary
Each person owns stories that arise from living a full life. Sharing these experiences connects people at the visceral level and helps create healthy communities. In this course, students learn storytelling by telling their own stories and collecting stories from members of the local community. Students practice interview techniques that document the lives and times of the storytellers. Students combine stories with images and music through digital technology to bring these stories to a larger audience. Students will learn to use digital camcorders, Photoshop and digital video editing programs.

Directing Workshop
Directing is “the art of synthesizing script, design, and performance into a unique and splendid theatrical event” (Robert Cohen). Although the director has become a central figure in the theatre only in the last century, this creative artist now has responsibility for everything that happens during the production of a play. One of the most important tasks of the director is actor-coaching. In this course, students will take on both roles, director and actor, to examine the interaction of these artists in the creation of live theatre. Students will learn acting and directing skills, direct and perform scenes, and experiment with collaborative scenes in which the responsibilities of acting and directing are equally shared. At the end of the term, the class may present a public performance of student-directed, student-acted scenes.

Documentary Photography: Theory & Practice
This course is designed for the intermediate and advanced student who is interested in exploring theory, history, and application of photography from an objective documentary perspective. Students will define the field by synthesizing a study of the history of their medium with their own personal vision which reflects a critical connection between social and environmental perspectives. Various assignments
will be used to focus the learning on designing documentary projects where the student has a chance to explore the different styles and creative approaches to making photographic images that reflect both a strong ability of objective documentation as well as making a strong aesthetic statement.

**Drawing, Introduction to**  
This course introduces students to the basic elements of drawing as a means of visual expression. Students will examine line, value, shape, space, and perspective through a series of drawing exercises involving a variety of media. Students will discover their own creativity, access “right brain” activity, and learn to “see critically.” Students will build a portfolio of drawings, have classroom discussions and critiques of their own and master artworks, and visit artist studios and museums.

**Dreamwork**  
This course is both experiential and academic. Students will be expected to do appropriate readings and research as well as keep an extensive dream log and learning portfolio working with their own dreams and symbolic language on a daily basis. Part of our class meetings will be devoted to the facilitation of a dream group in which the participants do work with a dream of their choice. The remainder of our time will be devoted to films and discussions of the readings.

**Earth Science, Introduction to**  
This is an introductory geology course in which we explore the fundamental components of the inorganic Earth and their interactions with each other and with the biosphere (e.g. exchanges of energy and materials). Topics we will cover include rock and mineral identification, processes of landscape formation, atmospheric circulation, and surface and groundwater hydrology. The goal of these studies is to augment students’ understanding of natural landscapes and to provide them with a foundation of geologic knowledge that they can apply to advanced courses in environmental studies.

**Earth Systems Science and Policy**  
The biosphere, ocean, atmosphere and lithosphere (soil, sediments and rocks) on Earth collectively function as a system; providing an integrated understanding of this system is the goal of this course. Topics will include the cycling of energy and material within the Earth system and the history of environmental change over a wide range of time scales. Within this context, we will explore current perturbations to the Earth system being caused by human activities, possible futures of the Earth system and why it is difficult to make reliable predictions of the future state of such a complex system. Field observations will provide direct experience with Earth system processes and computer visualizations will provide a complementary method for developing a deeper understanding of complex Earth system behavior.

**East Meets West: Politics and Societies of a New Europe**  
This course is an introduction to the politics and societies of post-Communist Central and Eastern Europe. Students will examine the political institutions, philosophical arguments, cultural expressions, and social processes of this “other Europe.” Questions concerning the construction of civil society, the mass media, relationships to the European Union and Western European societies and cultures, the pit-
falls of nationalism, post-Communist architecture and film, the state of the natural environment, the relationship between public and private sectors, the meanings of ethnicity, gender, class, the politics of everyday life, and the symbolic politics of this region all will be carefully considered.

Eco League Field Seminar
This advanced field course brings together students and faculty from each of the institutions of the Eco League consortium in an interdisciplinary, field based inquiry into relationships between human and natural systems. The course will focus on issues relevant to the particular landscapes in which it is offered, which will vary from year to year. Students must apply to participate, and will be selected by a panel of faculty. Competence in writing and understanding of fundamental principles relevant to the issues covered by the course is expected.

Ecological Design, Introduction to
If we are to preserve habitat, maintain clean water and air and preserve species, we must address the underlying causes of their degradation. Human population growth is one of the primary causes of environmental degradation. This course addresses the issue of the human habitat and is designed to provide the student with an overview of basic ecological design principles and practices. Emphasis will be placed on the design of human environments that minimize our ecological footprint and are sustainable. We will investigate what it means to be “sustainable” and what we can do as individuals and as a society to lessen our environmental impacts. Emphasis is placed on issues and techniques related to residential construction and its impacts due to heat and energy requirements.

Ecological Economics (Moodle-based)
This course is designed for non economics majors. Though we will review some of the basic concepts and theories of ecological economics, we will emphasize and rely upon case studies to build up our understanding of how modern local and global market forces impact the environment and societies. This course will approach the subject in the form of weekly topics taken from current and recent world events. We will also review papers and journal articles that explain the concepts of ecological economics.

From the impacts of deforestation in the Amazon, to the overthrow of Central American governments, to the impacts of the drug trade, and "green washing," we will discuss the myriad problems a variety of economic forms present to the environment. We will also study programs that seek to balance biodiversity preservation and social justice with local sustainable economic development. We will examine not only the problems, but search for practical answers, if they exist, to local economic needs.

Ecological Economics, Principles of
Economists have long regarded environmental problems as “externalities” or failures of the economic system to properly price and allocate the use of scarce resources. This is an outcome of the construction of traditional economic theory. This course will critically examine the basic theories of abstract “traditional” economic thinking regarding human systems and their relation to the environment. The course will then present the basic principles and institutions of the emerging paradigm of ecological
economics. We will consider the notions of capital and value and how they affect the potential policies that are used in management of natural resources. Also, we will study the implications of these theories for international development. Students will be encouraged to engage in field work and independent research alongside of class-room discussion and assigned reading.

Ecological Thinking: Design Strategies for the Future
Ecological thinking requires a shift in current values to put the health of the planet ahead of all other considerations. Designing our homes, our jobs, and our free time while keeping planetary needs in mind requires us to live in the present, make decisions consciously, and always question the consequences of our actions. Humility makes us aware of what we don’t understand, while arrogance provokes us to act without considering what we don’t understand. Arrogance fosters short-term thinking when we respond to challenges and crises. Einstein advocated that it is impossible to solve a problem with the same kind of thinking that created the problem in the first place. Therefore, if we are to tackle the ecological challenges facing us now successfully, we will need to develop a long-term perspective about the problems we face through an ecological way of thinking. In this course, students explore how ecological design principles help create a new paradigm for the future. Student projects will implement those principles by designing solutions to problems with humility instead of arrogance.

Ecology of Human Evolution
It is not possible to completely understand the reciprocal character of the human/nature relationship without looking closely at the very long history of that relationship. Furthermore, evolutionary trends need to be evaluated from an ecological perspective. The seeds of hominid ecology that were sown millions of years ago bear fruit even today in human populations. This course identifies those seeds and follows their development through the course of hominid evolution. We will ask hard questions about the past and seek answers that have meaning for today’s world. How did physical adaptations to natural conditions over the last few million years affect our ability to adapt to the present day environments? How did adaptive behaviors and values forged in the face of inhospitable environments hundreds of thousands of years ago help create the predicaments in which we find ourselves today? Does the past limit our future? The mechanisms of biological and cultural evolution will guide our investigations of these and other critical questions. This course is designed for students who already understand the basic concepts in ecology and evolutionary theory.

Ecology of Southwest Birds
This course strengthens students’ background in identification, morphology, classification, behavior, and ecology of birds. Lectures, lab exercises, and readings supplement field studies of bird behavior and distribution in the diverse plant communities of the Southwest. Students read and discuss papers from the primary literature that describe methods of field ornithology and illustrate approaches to behavioral, physiological, population, and community ecology. Students study birds at individually selected sites and present results to the class.

Ecology of War and Peace
From oil well fires and radioactive wastes to landmines and weapons testing, the toll taken on the environment by military actions is significant and long-lasting. While the impact of warfare on humans has been well-documented, less investigated have been the ecological effects that contribute to human suffering and further enflame the causes of conflict. There is strong evidence to suggest that environmental issues are a leading causal factor in the outbreak of hostilities, and that violent conflict in turn serves to exacerbate these issues. At the same time, people in communities around the world also find peaceful ways to share resources and develop sustainable social and environmental practices. This course will explore these issues through case studies of recent wars (e.g., Iraq, Afghanistan, Lebanon, Bosnia), examples of militarization (e.g., the border, the “war on drugs,” firing ranges, New Orleans), and positive initiatives (e.g., common pool resources, intentional communities, indigenous activism), with an eye toward imagining solutions that could promote both societal peace and ecological balance.

Ecology, Concepts of
This introductory, field-oriented course grounded in Southwest ecosystems focuses on how the world works, how things in nature are interconnected, and how we can apply our understanding in order to live more sustainably. Students learn ecological concepts by observing and inquiring into interactions among biotic and abiotic components at various scales (individual organism, population and species, community and ecosystem, greater landscape). Field activities involve descriptive and quantitative methods of analysis and interpretation. Students gain critical thinking skills, learn basic field methods, develop an ecological mode of reasoning, and form stronger personal connections with nature. This course is designed to help students from all curricular areas build a solid foundation of ecological literacy within a good liberal arts education.

Ecopsychology: Choices for a Sustainable World
By many accounts we have entered an ecological era within which a primary concern is our relationship with natural systems. Understanding the psychology of this relationship is still in its infancy. This course is for students wishing to explore selected psychological phenomena that contribute to our environmental crisis, the evolution of consciousness, and emerging world views. Our experience together establishes the ground for developing a shared ecological worldview and articulating an ecologically conscientious code of behavior.

Ecopsychology: Community Practice
This course is for students who are seeking to establish a deeper relationship with the more-than-human world through inner and outer spiritual practice, service learning, community building, and sensory awareness. The course will consist of four highly-experiential models aimed at developing awareness of the elemental archetypes – earth, air, fire, and water – through a variety of practices. Activities will include extended camping, ecological restoration, and a two-day meditative retreat in the context of a 2-week river trip. Students will integrate the work of Ecopsychology theorists into personal and group practices. As a result of the course, students will have a deepened relationship with the living community and a stronger understanding of their role in ecological healing.

Ecopsychology: Paradigms & Perspectives
Ecopsychology is an emerging area of inquiry concerned with the psychological dimensions of our relationship to the more-than-human world. Ecopsychology thus provides the opportunity to identify that which constitutes healthy, or conversely degrading, relationships with our planetary system. The course will serve as a forum to explore and question the culturally-constructed schism between the psychological and the ecological; the psychological causes and effects of environmental degradation; and our collective notions of self and nature in comparison to those of earth-based traditions. In addition, we will identify ways in which we can individually and collectively develop awareness of the interdependence between our well-being and the health and preservation of the Earth. Our essential goal is to establish an ethic and practice of care for ourselves, each other, and our home.

Egypt: History, Culture, & Current Issues
In this class, students will learn about how Egyptian life has developed over 5,000 years, and thus about the elements of a society at every stage. Students will gain an appreciation of Egyptian arts and religion as human ethical and esthetic expression. While this course outlines this region’s dynamic history, it is more than a history course. Through the study of Egypt, students will gain insight into a dynamic region of the world, and begin to understand the issues facing humanity at large through the lens of Egypt’s struggles to create a civilization and transcend a harsh environment. The course will cover three periods—(1) Primitive and Ancient Egypt through Cleopatra VII and its absorption into the Roman Empire, (2) Medieval times when Egypt was subordinated to other great nations and cultures—Rome, Persia, Arabs and Islam, Turkey, Europe, and (3) Egypt in the modern world under European hegemony—Napoleon and the French, Suez, world wars I & II, and Egypt’s contemporary struggle for full sovereignty and recognition, the conflict with Israel, and potential future developments.

Energy & the Environment
The United States and other industrialized countries account for about twenty percent of the world’s population and almost eighty percent of the world’s energy consumption. Conservation efforts seem to fall on deaf ears, as we continue to guzzle gasoline, cruise the open roads, build poorly insulated homes, and produce energy rich goods. Not only are we using up our resources, but we are polluting our environment in the process. Students in this course will examine the nature of the major energy industries in the U.S., including the economics and politics of oil, gas, and electricity and the environmental consequences of our current consumption patterns. We will re-examine energy conservation in the light of current economic policy, and look at the future of “alternative” energy sources and sustainable energy use. Students will be encouraged to undertake individualized research projects as well as participate in class and short field trips.

Environmental Chemistry
This course focuses on the implications of the many chemical processes and products that make up our natural world and modern economy. The course explores several branches of applied chemistry, organic chemistry, polymer chemistry, biochemistry, and material chemistry, and addresses the energy requirements of our chemical economy. We will examine the chemistry and politics of a number of current environmental issues including a variety of topics related to air pollution, water pollution, pesticides, toxic chemicals, and consumer chemistry.
Environmental Education Methods
A capstone class for many ES and AE students, Environmental Education is the educational process which deals with humanity’s relationship to the natural and human-made world. This course will review perspectives presented in Fundamentals of Environmental Education and focus on developing demographically appropriate methodologies including the conceptual approach to ecological principles, sensory awareness, values clarification, and general interpretation. These approaches will be presented in a way that demonstrates the interrelatedness of environmental education to diverse subject areas within a school curriculum as well as other relevant educational settings and populations. Students will gain experience designing and implementing activities in a “place-based” watershed and creeks education program with fifth grade students at a local elementary school.

Environmental Education Methods for Adventure Educators
Environmental education (EE) encourages the discovery and understanding of the Earth’s natural systems and the human role in those systems. Adventure education has typically put more emphasis on out-door skills instruction and group dynamics. This course will explore the developing interface between these two fields from a philosophical and practical perspective. It is designed for students who anticipate employment in the adventure education field, and who recognize the importance of environmental education in their instructional repertoire. We begin by revisiting important theories and philosophies covered in the “Fundamentals of Environmental Education” course. The bulk of the course focuses on design and implementation of adventure-based EE curriculum, and investigating ways in which EE and interpretive natural history can be successfully integrated into a variety of field settings with teenage and adult populations. Students will experiment with how they can best combine skills instruction and experiential education techniques with interpretive natural history, ecology, and environmental issues. Individual and group research projects incorporate students’ personal interests into the course. Students developing EE curricula for their research project may work towards implementing their curriculum in conjunction with Wilderness Orientation, other AE courses, or future adventure education related employment.

Environmental Education Practicum
When David Orr says, "All education is environmental education," he illuminates a landscape of opportunities to encourage understanding and care of this place we call home. Students in this course will identify and implement strategies and methods appropriate to selected groups and settings. Topics covered might include: EE teaching methods for secondary teachers, EE outreach in natural resource agencies, community based EE, environmental problem solving using issue investigation and action skills, trans-generational EE, urban EE, multicultural/international EE, and EE in performance arts.

Environmental Education, Fundamentals of
This course is important for educators who intend to incorporate environmental awareness and action into their teaching. The definition of environmental education will be examined and refined by comparing it to other related fields such as experiential education, adventure education, and science education. Students will explore the theoretical and philosophical framework of environmental
education and seek to understand the relationship to disciplines which inform the field: environmental studies, education, psychology, political science, fine arts, language arts, history, performance studies, etc. Students will also inventory various methods, curricula and techniques currently used by environmental educators and evaluate them against criteria which screen for developmental appropriateness, learner needs, and cultural sensitivity. After observing in a variety of local educational settings, students will apply environmental education theory by developing integrated thematic units which can be implemented during subsequent methods courses.

Environmental Ethics
Environmental ethics is the study of values by which human beings relate to the natural environment. This course will address the question of “how” people live or should live on the earth. It will focus not on ethical theory, but rather, through reading and discussing primary literature and case studies, will address the moral and ethical dilemmas in current environmental issues.

Environmental Geology, Introduction to
This course studies reactions of the earth to human uses and human attempts to control its dynamics. It is an applied science course and a study of those environmental problems having a strong geological component. It covers short-term and long-term geologic effects of human activities including geologic hazards and attempts to control natural processes. Topics include waste disposal, groundwater, flood control, effects of dams and stream manipulation, effects of mining, earthquakes, landsliding, and volcanic activity.

Environmental Geology, Topics in
This course studies both natural geologic hazards and reactions of the Earth to human attempts to control its dynamics. It is an applied science course that explores those environmental problems having a strong geologic component. Rather than being a survey of all issues in environmental geology, this course will focus on a few specific issues that are either of key importance in the Southwest or of general interest to students in a particular class. Examples of possible topics include groundwater, landsliding, earthquakes, volcanic activity, waste disposal, and the effects of mining.

Environmental History of Latin America
The diverse landscapes of Latin America have been modified by human presence since Pleistocene times. This course follows the different and conflicting ways human populations have faced environmental challenges and the social and technological solutions they have developed to cope with those challenges. Students will focus on a selected group of cases from Pre-Colonial, Colonial, and National periods of Latin America. The main areas of study, and the geographical settings of the cases selected, include Mesoamerica (Mexico and Guatemala), the Caribbean, the Central Andes (Peru and Bolivia), and the Amazon region.

Environmental Law
This course will analyze the basic framework for judicial, legislative, regulatory and political controls over the environmental impacts of resource extraction, energy production, industrialization, manufacturing,
land use and administration, and other activities of humanity. It assesses the development and effectiveness of such controls in context of specific environmental, economic, and social problems. It also explores the formulation and institutionalizing of new ideas, concepts, values, directions, and control mechanisms toward resolving, mitigating, or eliminating the negative consequences of traditional models of development (Living Law). Comparative legal analysis between different countries is used as a methodology to achieve these goals. The course also involves an introduction to and integration of legal skills, analysis, research, writing and advocacy techniques and skills. The course will require one mandatory field trip, providing a direct connection with the context studied, an essential component of a living law approach.

Environmental Perspectives & Whitewater Rafting
In the context of a three-week rafting expedition on the classic whitewater rivers of the West, students are introduced to the natural and cultural history of the Colorado Plateau as well as the skills and knowledge pertinent to technical whitewater rafting and cooperative group expeditions. Topics for study include vegetation, wildlife, geography, geology, high desert ecology, general aspects of Indian and non-Indian cultures of the bioregion, and critical analysis of contemporary conservation issues. Developing skills in whitewater hydrology, piloting paddle rafts, whitewater safety, conducting river trip logistics, and performing equipment repair and maintenance are also an integral part of the curriculum. As the course progresses, students learn to embrace a holistic approach to wilderness river leadership that integrates bioregional studies in a seamless fashion.

Environmental Policy, Topics in
In this course, students take an in-depth look at the issues, policies and politics that underlie key environmental questions facing our world today. By focusing on particular issues, the course provides students the opportunity to gain substantial expertise on the topics and to practice being effective citizens. The topics of the course will vary from year to year. Students will be responsible for studying the issue from many different perspectives, drawing conclusions consistent with their own values and choosing a course of action that move towards solutions.

Environmental Politics: Domestic & Global Dimensions
What are the connections between social inequality and environmental destruction? The goal of this course is to explore the interconnections and interdependencies between human and environmental justice issues. This is a writing emphasis course designed to expose students to issues of culture, power, politics, economics, and globalization as they relate to issues of cultural and ecological sustainability. The course offers the skills and perspectives necessary to analyze dynamic relationships between social inequality and the degradation of the natural world as well as efforts to create solutions and build movements for sustainable social transformation. We will analyze the power dynamics of globalization, including the rise of industrial agriculture and food systems, the impacts of economic imperialism on consumption in the global north and production and environmental destruction in the global south, border militarization, and contemporary social movements. The class will utilize texts, films, field trips, journaling, guest lectures, intensive discussions, presentations, and the development of individual original research questions in exploring these themes and issues.
Environmental Problem Solving
Solving an environmental problem is a complex process that involves (1) understanding how the problem appears to stakeholders with different perspectives; (2) determining whether current knowledge is adequate for devising a solution or whether new information must be collected and, if so, designing procedures for data collection and analysis; (3) collecting and interpreting data; (4) designing possible solutions and assessing the strong points and weak points of each; (5) negotiating agreement on a solution; (6) implementing that solution; and (7) determining whether what has been implemented is indeed solving the problem. This process involves a combination of scientific, social, political, economic, organizational, and ethical considerations. It requires skills in analysis, mathematics, statistics, and communication. In this course, students will develop and practice the necessary skills. In the first portion of the course, students will examine some historical environmental problems that are well documented and will analyze the processes by which those problems were addressed. In the second portion of the course, students will select current environmental problems of particular interest to them and will design processes for addressing those problems. At the end of the course, those designs will be presented to the whole class and to a faculty panel that will provide evaluative feedback. Class time will be used to conduct workshops and to engage in exercises that will help students develop the skills they need to address the cases they have chosen.

Environmental Problem Solving: A Spatial Approach
This course will focus on spatial solutions to specific student generated question in, for example, environmental policy, resource management or environmental and social justice. Students with GIS background will develop their skills with the GIS software and gain a deeper understanding of the technology’s potential as an analytic tool. The course will be project based and address real world environmental or social questions. Spatial skills include remote sensed imagery analysis, GPS mapping, advanced spatial modeling and multi criteria, multi objective decision making using GIS. Students will develop confidence to apply GIS technology to their future academic and professional endeavors.

Environmental Topics in Adventure Education
This course provides an overview of environmental issues associated with the field of Adventure Education (AE), and encourages students to consider how recreation-based adventure programs may be compatible with environmental sustainability. The course will begin by taking a critical look at the spectrum of values promoted through AE, and the environmental ethics espoused by conservationists such as Aldo Leopold and Jack Turner. The interface of public lands management, environmental education, and adventure education will also be considered. Students will also look at environmental issues specific to the Adventure Education program at the College, and assess how to best incorporate environmental studies and environmental education into existing adventure education courses. Finally, students will explore a philosophical and ethical rationale for integrating environmental studies and adventure education, and identify practical strategies for adopting such integration into their own teaching.

Equine-assisted Learning I: Instructor Training
This course covers the skills and knowledge necessary to teach and manage people and horses in a safe and productive group learning and recreational environment. Students learn to evaluate and match appropriate student/horse partners, plan, develop and implement sequential lesson plans, and safely manage ground and mounted sessions. Students participate in a Certified Horsemanship Association Instructors course, and YMCA summer staff training. Students provide training in relational horsemanship for other summer camp staff.

Equine-assisted Learning II: Organization and Administration of Experiential Programs
Based on industry standards for ethics, safety, and best practices set by AEE, ACA, CHA, EAGALA, and NARHA students develop the skills and awareness necessary to organize and implement an equine-based experiential education summer program. Responsibilities include scheduling, logistics, supervision of staff, maintenance, risk management, development and implementation of student outcomes surveys, horse husbandry, program logistics (e.g., user days), and incident reporting for a YMCA summer camp program.

Equine-assisted Learning III: Applied Facilitation and Leadership Skills
Students use leadership, group process, and experiential-based models of learning to develop and implement their own style for facilitating dynamic learning opportunities for a summer youth camp. Students learn, practice and participate in feedback and feed forward on each other’s facilitation and leadership skills. The programs facilitated focus on basic equine skills as a catalyst for personal awareness and insight development.

Equine-assisted Learning IV: Relational Horsemanship and Herd Management Practicum
This course provides supervised opportunities to lead and teach relational horsemanship skills to children and adolescents in a variety of programs ranging from 1-1/2 hour introductory horse experiences to 2 week equine-assisted leadership intensives. As part of a two month summer program students develop working knowledge of basic equine science including nutrition, veterinary and hoof care, and are responsible for the daily care, handling, and management for a herd of 60 horses including pastures, tack, and equipment.

Ethical Issues for Experiential Educators
In an effort to dissect, explore, and question the responsibility of educators as catalysts for strong critical thinking and action, this course will delve into the ethical issues that face instructors and learners alike. Ethical challenges like relativism, universal morals, and how best to activate social change will be engaged through readings, discussions, debates, written work, and research. A spectrum of topical ethical issues, from how facilitators might address moral dilemmas through education (rather than indoctrination) to the tough questions educators often find posed to them by their students, will be addressed. Learners will be invited to grapple with their personal philosophies of education, to examine how the presence of ethical issues within an experiential paradigm can be utilized to enhance educational efficacy, and to identify applicability in their respective instructional mediums (e.g., outdoor/adventure/wilderness, classroom, therapeutic, etc.)
Ethical, Legal, & Professional Issues in Counseling
This course helps students prepare for work in the helping professions. Students are oriented in core domains of practice, especially social and cultural foundations and legal and ethical standards. The premise of this course is that growth in our personal lives is not only inseparable from our professional development, it is also our most effective technical tool in the helping relationship. Students take responsibility for their own motivations of becoming a helping professional. Students are introduced to various career tracks, training resources, credentialing paths, and internship sites in the field. In theoretical reviews and practice sessions, the course provides opportunities to develop a deeper understanding of the core competencies of a well rounded helping professional, including: screening, intake, assessment, treatment planning, case management, crisis intervention, referral, report-writing, and consultation.

Ethics, Politics and Animals
This class will examine the evolution of cultural attitudes toward animals, from early philosophical ideas to the contemporary animal rights movement. The class will compare human/animal relationships across cultures, and reflect on a variety of ethical debates about animals in society, such as the eating of animals, animal experimentation, hunting, ownership, and animal rights. We will also consider how animal issues relate to social struggles of race, gender, economics, and the environment. The class will include readings, lectures, and discussions complemented by field trips and opportunities to meet people involved with the welfare of animals.

Ethnobiology
This course examines the multifaceted interactions and relationships humans have with the biotic world from the ecological and evolutionary perspectives in order to understand these as an adaptive system with both a biological and cultural component. Emphasized in the course is the value of taking multicultural approaches to understanding human relationships to the natural world and how we can make use of traditional knowledge in an ethical manner. Students are expected to develop a critical awareness of the history and current status of the underlying theories and methodologies of ethnobiology and to apply their knowledge and understanding by undertaking an activity-based individual or group project.

Expeditionary Learning
This course will explore how the principles of Expeditionary Learning are implemented into a number of school sites across the Southwest. It begins with an in depth exploration of Expeditionary Learning Schools as an educational reform movement, while investigating the design principles and core practices which are at the root of Expeditionary Learning. By visiting an array of schools, we will explore how different schools implement Expeditionary Learning, which core practices can be identified at these schools and we will examine how the population and/or location of the school affects the way Expeditionary Learning is implemented.

Expeditionary Rivers: (Location/Craft TBD per term)
This intensive, field-based course is appropriate for intermediate and advanced students with solid backgrounds in extended backcountry travel. The expectation is that participants are committed to building
on existing skills and knowledge in remote and challenging environments. The focus is on the planning and implementation of a self-contained river expedition in that context. The course will include the exploration of regional cultures, geography, and descents of appropriate rivers. Topics to be covered include: paddle strokes and maneuvers, river reading and running, expedition planning and logistics, area specific technical skills, safety and hazard evaluation, place-based natural history, cultural studies and leadership.

Experiential Education & Expeditionary Learning Practicum
Experiential Education & Expeditionary Learning Practicum is an upper division Education course for students who have completed a theoretical Practicum course in experiential education methodologies and philosophy, and who have both a foundational understanding and working knowledge of experiential methodologies and theories. Ideally, students also will have previously had an introductory course into the theory, principles, and practices of Expeditionary Learning (EL). Schools to prepare them for many of learning environments in which this course’s praxis occurs. This course is for students who are dedicated to developing their abilities as educators. The primary foci of this course are 1) developing and practicing the skills needed to design and implement experiential education curricula in a variety of environments, (including the specifics of Expeditionary Learning Schools’ principles and benchmarks) with a range of student populations, 2) examining and evolving the “who” of who we are as educators, and 3) examining and evolving the “what” of what we believe the purpose of education is.

Experiential Education Philosophy & Methods
This course is designed to provide students with a foundational philosophical understanding of experiential education theories and methodologies. Through reading, writing, discussion, and extensive observation in a wide variety of educational settings, students will gain an understanding of historical roots, current trends, and future directions of experiential education. Students will have the opportunity to research topics of special interest, and will begin to define their own personal philosophy of experiential education to be put to use during the Experiential Education Practicum and in future work as teachers.

Explorations of Norway: Nature & Culture
Beginning with the retreat of the continental ice cap ten thousand years ago, Northern Europe has experienced an ecological evolution that has created a dramatic and beautiful landscape. Human occupation coincided with the retreat of ice, resulting in the development of cultures closely linked to the rugged mountainous landscape and the wild and treacherous northern seas. The Viking tribes were products of their environment, and these strong, courageous peoples ruled Northern Europe and explored and settled distant lands that ranged from deep within Russia to the New World 500 years before Columbus.

This class will explore the west coast of Norway, a land that bore a significant element of the Viking culture. Through experiencing and studying the land and sea, students will gain an appreciation for a landscape and cultural geography that essentially have evolved together. From this vantage point we
will consider the historical and contemporary Norwegian culture, their environmental challenges, and the environmental philosophers who argue eloquently for their future.

Explorers & Geographers
This interdisciplinary course combines global geography, history of exploration, and perspectives on expedition leadership to investigate the gradual expansion and movements of humankind to the polar regions. Through lectures, seminar discussions, map work, films, and field excursions we will examine and compare the historical context, motives, outcomes, and consequences of the many ventures of discovery that punctuate human history. Beginning with a foundation in general geographic concepts and with an understanding of the history and geography that surrounds exploration, we turn our attention to the polar explorers, and examine the lives and fates of such leaders as Nansen, Peary, Cook, Shackelton, Scott, and Amundsen. The course culminates with a student research seminar series on explorers and geographers of the modern era.

Expressive Arts Therapies
This advanced course in combined psychology with the arts integrates study of the theoretical foundations of expressive arts therapies with experiential immersion in and reflection on specific practices in this innovative field. Students explore both traditional arts therapies and emerging modalities in the expressive arts, such as painting and drawing, journal methods, mask making, movement and dance therapies, and poetry. Students work intensively with their own life stories and intrapsychic processes, documenting their learning in journal form. The theory and practice of expressive arts may serve a vital role for students pursuing work in human services, counseling, wilderness leadership, and education.

Family Systems in Film and Literature
Throughout the history of literature and cinema, writers, playwrights, and directors have demonstrated remarkable understanding of and appreciation of the family as an emotional system. Without formal training in family systems theory, these individuals have demonstrated an extraordinary comprehension for the intricacies of family dynamics, family roles, the emotional entanglements of family relationships, and the power of intergenerational themes and legacies. This course examines the family in film and literature. We will investigate the systemic, literary, and cinematic assumptions made by those creating film and literature as we seek to untangle the web of family functioning. Students will watch films, read theory and literature, and learn how to apply family systems theory to the families we find in these artistic works. Assignments will include genogram construction and family biography, critical analysis, and a creative project.

Family Systems Theory
This course is an exploration of the family system. Using Bowen Family Systems Theory as a guide, we will explore the human family as an example of a natural system. Issues examined will include the family's multigenerational emotional field, the concept of differentiation in the family environment, triangles and triangulation, symptom development as a family systems phenomenon, chronic anxiety, the individuality and togetherness life forces, and the family life cycle, among others. Students will learn
how to construct their own family genograms and will be encouraged to undertake an extensive examination of their own multigenerational family histories as a way of facilitating their own personal growth and development. Other systemic models of family therapy will also be presented to highlight theoretical and clinical applications of family systems approaches.

Feminist Psychology
Psychology is divided into specialty areas (e.g., social, clinical/counseling, developmental, cognitive, physiological). Feminist Psychology cuts across these areas to take a women-centered approach to psychology, in contrast to the historical pattern in psychology of either ignoring women and women’s issues or generalizing work done with men to women. The fundamental goal of feminist psychology is to create a psychology opposed to sexist oppression. By exploring women’s experiences within their social context, students will learn to challenge traditional labels of pathology that are commonly assigned to women and girls and learn how to apply a feminist perspective in their work as counselors and teachers.

Fiction Writers’ Workshop: Forms of Fiction
This course is designed to develop and deepen students’ fiction writing skills by familiarizing them with a variety of narrative forms and challenging them to write their own stories incorporating these elements. Through reading and discussing work by contemporary and classic writers, students will formulate a vocabulary for critiquing stories which utilize traditional, modern, and post-modern forms, and then write their own stories, which will be put before the class for workshop. During the semester, students will write, workshop, and revise 2-3 full-length stories. In-class writing exercises will help students generate material for these full-length stories. Each student will be expected to help facilitate workshops and lead discussion of published fiction.

Fiction Writing, Introduction to
This course is designed to introduce students to the short story form. Students will read and critique the works of classic and contemporary authors in order to become familiar with narrative strategies and to understand how stories are crafted. Several writing exercises, in and out of class, will help students generate material for original short fiction that will eventually be put before the class for workshop. Equal emphasis on reading, writing, and critiquing skills will provide the background students need for advanced fiction workshops.

Field Biology Studies: Colorado Plateau
Students who have taken a field methods course will be involved in on-going research projects at Mesa Verde National Park (vegetation mapping and fire history studies), Chaco Canyon National Historic Park and Canyonlands National Park (insect study). Students will carry out the day-to-day field data collection as well as data organization, statistical, and spatial (GIS) analyses and assist with writing the project summary. The class will be based out of Durango, Colorado and field time will be partitioned between the three projects.

Field Methods for Plant Ecology
This course will equip students with the skills needed to carry out field-based research concerning plant population biology (involving one plant species), community ecology (involving many plant species), and plant-animal interactions (such as pollination). It includes hypothesis testing, use of GPS and some GIS technology, and many of the field methods used to test specific hypotheses. The course will investigate vegetation patterns near Kino Bay in the Sonoran desert, mangroves, and other coastal habitats. The field methods will include plot and plotless sampling, such as point-centered quarter, relief, density and dominance, and other analyses.

Field Methods for Systematic Studies of the Southwestern Flora
The aim of Systematic Botany is to correlate all biological knowledge about plants from all applicable fields in order to demonstrate diversity and identify evolutionary tendencies in plants and ultimately arrange plants in a phylogenetic (or evolutionary) classification system based on stable genetic characters (e.g. phenotypic characters). In this course, students will conduct field based research of the Southwestern flora that explores taxonomic concepts of family, genus and species from an evolutionary perspective. The course focuses upon the methods that are used to study plants, particularly at the population level. Because systematic botany potentially includes a wide range of topics taken from an even wider range of biological disciplines, the strategy of this course is for each student to develop approaches and habits that encourage the self discovery and mastery of appropriate techniques for her/his own research interests. The course activities involve learning about the methods through practical exercises, critical examinations of recent literature and writing comprehensive guides to specific methods. Quantitative methods, that produce reproducible results, the ethics of research practice, and application of research results will be emphasized. Special attention will be given to the presentation of research results in ways that are appropriate to professional practices.

Field Methods in Geology
This advanced course is designed to provide experience using fundamental geologic field techniques. We will learn map and compass work; geologic field mapping, methods of rock description and stratigraphic correlation, and other specialized techniques appropriate to the field area in which we are working.

Field Ornithology, Introduction to
Students focus on general behavior and habitat preferences of birds representing at least 30 families in 12 orders during this introductory field study of birds. They learn basic field techniques including observation, identification, note-taking, and journal writing. Papers in the primary literature and brief exercises in behavioral and community ecology illustrate components of field design, data collection and interpretation, and report writing. Birds are observed in forests, woodlands, chaparral, grasslands, and deserts. Birds are also studied in aquatic, semiaquatic, and riparian habitats, as well as in agricultural and suburban areas.

Figure and Context in Narrative Painting
In this course students will learn representational painting skills and develop personalized content incorporating the human figure in various social and environmental contexts. This course includes
technical instruction in oil painting, ranging from traditional to contemporary applications. Students will work from nude, costumed and staged models studying anatomy, proportion and spatial relationships. An overview of the history of figurative painting will be covered, exploring the role of the visual narrative in various cultures worldwide.

Figure Drawing
In this course, students will develop technical drawing skills and seek visual expression through the human form. Working from live models, students will learn to accurately depict scale and proportion, volume, color, gesture, and motion. Students are encouraged to experiment and take risks in the development of a personal style, culminating in an individualized portfolio of figurative drawings. Students will work from the nude model one class each week, and spend another class each week in other figurative exercises including anatomy and self-portraiture. Readings and discussions will examine the figurative artwork of influential contemporary and classical artists.

Fire Ecology
Fire effects vary immensely over time and space, depending on conditions of weather, topography, fuels, and species. Plants, animals, and microbes exhibit an amazing variety of adaptations that allow them to survive – even thrive – in the presence of fire. In this course, we will examine several fundamental questions about the role of fire in western ecosystems. We will focus on grasslands, shrublands, chaparral, pinon-juniper woodlands, and forested ecosystems. Class sessions will involve discussion and critical evaluation of papers in the primary ecological literature. Some of the key themes of the course include the following: scale, spatial and temporal heterogeneity, evolutionary context, human influences on “natural” fire processes, and fire-related policy. We will also focus on how researchers uncover historic patterns in fire history (methodology).

Flowering Plants, Introduction to
This course is an introduction to the identification and classification of angiosperms. Lab and field studies are supplemented by lectures and readings. Objectives include studying representatives of major families, learning to use keys so that unknown plants can be identified, building a functional vocabulary of terms used in keying and classification, and understanding basic trends in the evolution of angiosperms, including investigating plant-animal interactions.

Food Preservation and Seed Conservation
Until the last half-century in the United States, the annual harvest-time practices of food preservation and saving seed were essential cornerstones of regionally adapted agricultural systems. These practices have given way to a tremendous reliance on the transportation of produce over great distances, and the annual purchasing of seeds from companies located in different ecological zones; from the perspectives of energy consumption and preservation of crop biodiversity, these changes have moved us a step backwards in agricultural sustainability. This course will focus on the principles and practices of food preservation techniques including solar dehydration, canning, and storage. Students will gain a critical understanding and awareness of food pathogens, spoilage, food-borne diseases, and will develop valuable skills in the safe handling of food. Students will also learn seed harvesting and processing.
techniques specific to several crop species. Fruits and vegetables used in this class will come from local farms including the College’s Jenner Farm.

Form & Pattern in Nature
This course addresses aspects of form and pattern in nature based on the botanical work of Goethe (who coined the term “morphology”), the classic studies of D’Arcy Thompson (“On Growth and Form”), the mathematics of Fibonacci, new developments in pattern analysis, and other contributions. Students examine plant and animal morphology from aesthetic, functional, and phenomenological perspectives and apply these observations to an understanding of landscape quality and sense of place. Selected form elements, such as the spiral, which recur throughout nature, are also studied, as well as the fluid dynamics of water. In addition, students are introduced to the application of projective geometry as a tool to understand the qualitative features and interrelationships of natural forms and the process of metamorphosis.

Form and Function: Sculpture in Theory and Practice
This course will cover methods and concepts of three-dimensional art, including fabrication, assemblage, woodworking, soft sculpture, installation and site-specific art. Students will develop individualized content in a variety of media, culminating in a final portfolio of sculptural pieces. This course will include relevant art history and contemporary approaches, artist research, peer critiques, visits to museums and galleries, and guest artist lectures and/or studio visits.

Foundations in Cultural & Regional Studies: Power, Place, & Knowledge
This course offers an introduction to the curriculum in Cultural & Regional Studies. It will focus primarily on political and social theory, while also introducing students to studies of religion, philosophy, peace studies, history and economics. The course includes a broad overview of ethical and political questions that frame cultural and regional studies, a basic study of modes of theoretical inquiry and major debates in critical social thought. The course provides a survey of intellectual history and social theory from the 19th century to contemporary and emerging critical debates; introduces students to the global dynamics and social power relationships of Colonialism, Imperialism and the rise of the Modern state; prepares students to practice close reading of theoretical texts, write analytic papers using and critiquing social theoretical lenses and conduct critical social research; and provides a supportive experiential learning community in which to explore issues of power, privilege, identity, and the ethics of community based learning. Upon successful completion of this course, students will be able to take further CRS courses with a broader understanding of the field, critical understandings of the politics and stakes of knowledge production, key terms, concepts, and vocabulary in the field, and an exploration of social justice issues.

Foundations of Education
This course is an introduction to the field of teacher education and includes knowledge of the social, cultural, historical, and political dimensions of public school education. The course challenges students to think critically about education and learning strategies, and to begin to understand the academic study of the legal, financial and ideological constraints on the public school system. Of particular interest will be the development of a critical, multicultural, inquiring perspective which reviews the more recent
schooling reforms including but not limited to the “Leave No Child Behind Act” federal initiative of 2002. The broader implications of different legal and political constraints that apply to federal, state and local school curricula and policy will also be a main focus.

Foundations of General Chemistry
This course provides an introduction to chemical sciences, focusing on inorganic chemistry. Topics include the nature of matter and energy, atomic structure, chemical bonds, chemical measurement, classification and stoichiometry, chemical reactions, acid/base equilibrium and topics in thermodynamics. Organic chemistry and biochemistry will be introduced. The course will serve as a useful basis for students who will continue to study chemistry and to those interested in biological systems, environmental chemistry, soil science, geology, phytochemistry and many other areas within environmental studies. Classes consist of lectures, discussions, and lab exercises.

Foundations of Visual Art
This course will integrate 2D and 3D art forms to introduce students to fundamental visual elements and principles of design. Concepts of line, composition, color, perspective and space will be covered while acquiring technical skills in a variety of media including drawing, painting, sculpture, and mixed media. Students will develop individualized content and imagery in a variety of media, with an emphasis on the interrelatedness of various art forms. Students will create artwork in the studio and on location, participate in critiques, learn relevant art history, and acquire presentation and exhibition skills. This introductory course will prepare students for future Visual Arts courses in any discipline.

Funding Change: Grant Writing & Nonprofit Essentials
Through this class we will discuss philanthropy and the structures of the nonprofit enterprise. We will explore the ways philanthropies and nonprofits set priorities, how nonprofit leaders cultivate donor relationships, and how to vision a project that is competitive in the funding arena. We will also explore new and nontraditional funding structures including social business, social entrepreneurship and grassroots fundraising strategies. Core concepts of the course will include the essentials of visioning, researching, writing, obtaining, and maintaining grants. This conceptual work will be implemented through an intensive short term internship working with a local change organization to actualize and submit a funding proposal.

FYC: Art & Social Change: Writing Workshop
Art and Social Change links a foundational studio arts practice with a rigorous writing curriculum to engage students in an interdisciplinary exploration of visual art and writing toward shaping personal and political experience. Students will approach topics of social change through both visual art and writing for a comprehensive understanding of the capacity of the arts to inform social experience.
Writing Workshop Component: This course has four primary purposes: 1) to help students develop writing strategies that reduce anxiety and produce quality work; 2) to help students identify a specific reader and purpose in order to translate exploratory writing into expository writing; 3) to practice different forms of writing (e.g. narrative, evaluative, analytical, and argumentative); and 4) to become familiar with process based writing and discover a personal writing process. Peer and instructor
responses help students develop an editorial eye for clarity and the ability to read one's own writing critically. Students study published writing to enlarge their understanding of rhetorical methods and to explore and refine their personal writing style. Successful completion of this course satisfies the requirement for Writing Certification 1.

FYC: Art and Social Change
Art and Social Change is a foundational Studio Arts course that exposes students to the role of Visual Art in shaping personal and political experience, while teaching students hands on art methods that have been used historically and in contemporary culture as media for social discourse. Through lectures, research and discussion, students will learn about the impact of the artist on society, and explore various social topics through Drawing, Sculpture, Printmaking and Public Art. Through individual and collaborative projects, students will learn fundamental concepts of design, critical skills, and relevant art history; fieldtrips to artists' studios and/or galleries and museums will provide students with firsthand experience of influential artworks. This course prepares students for future courses in Visual Arts, and Cultural and Social Theory.

FYC: Introduction to Identity & Leadership
This field based course offers an experiential introduction to social responsibility and outdoor leadership. With an emphasis on building broadly inclusive modes of learning and collaboration, this course will be rooted in the exploration of one's own identity as a group member and leader in adventure education. This course is a co requisite with Outdoor Education and Recreation. Through a mix of multi day excursions, local day trips and weekly classroom time, students will have the opportunity to explore a variety of technical skills and the development of inclusive foundational leadership skills. Throughout the semester we will examine the larger social systems we are a part of and how different systems influence individual leadership styles and approaches. Through the study of identity in contexts of power and place, we will address such questions as: What shapes my individual understanding of self? How is my identity shaped in relation to culture, society, and place? What kinds of self, group, and social awareness support broadly inclusive practices in adventure education? This course will enable students to think critically about issues of identity and leadership, expressing their learning both verbally and in writing within a field based experience. Whether one takes on a leadership role as an outdoor instructor, an activist, or in a group project, understanding the factors of social conditioning that shape the way we approach the world, has the potential to create leaders who are empathetic, self aware and socially aware. This course will equip students with the tools and knowledge to make any leadership situation more broadly inclusive and successful.

FYC: Power Play: Sexuality & Gender in Modern Society
This course is an exploration of the way that power operates in our society through gender and sexuality. We will contrast popular culture depictions of gender and sexuality, books, and products with governmental practices around sexual education, reproductive freedom, and LGBT rights, and analyze the disconnect between practice and representation in all arenas. We will read theorists that give insight into the construction of gender and sexuality with regards to race, class, and ability, amongst others.
FYC: Psychology of Race
The Psychology of Race will address the confluence of two of the most important developments in the twentieth century US: the emerging dominance of psychology as an explanation of human and social behavior; and the construction of economic inequality through the science of "race." This class will look at the history of the relationship between race and psychology: of the science of eugenics, the birth of IQ testing, psychological testing and immigration; the use of psychology to combat segregation in the 1950s, and "the bell curve" model in the 1990s. We will also explore the current use of psychology in racialized institutions including schools, prisons, and the U.S. military. Writing instruction will be integrated using a process based writing workshop model that relies on student and instructor responses to help students develop an editorial eye for clarity and the ability to read one's own writing critically. Writing Workshop encourages students to explore and refine their own writing style, develop critical reading skills, and practice writing and revision strategies that reduce anxiety and produce quality work. As a whole, this course encourages students to take a critical view of the relationship between psychology and race, analyzing their own socio political experiences and expressing these views creatively and cogently through writing. Upon completion of this course, students will become practiced in self directed learning strategies, and be prepared for future courses in the literary arts as well as social and cultural theory. Successful completion of this course satisfies the requirement for Writing Certification I.

FYC: Security, Equality & Ecology of Global Food Production
In this course, students will be looking at food systems through the lenses of security, equality and ecology. They will explore the tremendous variation in how different food systems around the world are structured. Moreover, they will explore important social questions like who owns the farmland in particular countries, and who works the land? Do men or women work in agriculture? Is there enough food produced within the country to feed the entire population? If so, with what diet? Was the country once a colony of an imperial power? Is prime agricultural land used for export crops? Do workers cross borders in going from home to field? Students will also ask far reaching agroecological questions like how much do farmers rely on fertilizers, pesticides and irrigation? Is the agricultural system highly vulnerable to climate change? What reliance do farmers have on fossil fuels? When was the last time a glacier or volcano rejuvenated the fertility of soils? How is genetic engineering being promoted? In examining the unique circumstance of many peoples and landscapes, students in this course will develop a complex understanding of the challenges different countries face and what roles, if any, that citizens in the United States might play in addressing these challenges.

FYC1: Outdoor Education & Recreation
This course offers an introduction to the manifold facets of the Adventure Education program. Students will have opportunity for personal and professional growth by way of planning, and implementing several adventure pursuits (i.e. rock climbing, river running, navigation, expeditionary backpacking) in outdoor settings. Students will take part in, and practice, group development, communication, feedback and self directed learning skills and techniques setting themselves up for success in future field based courses. Complimentary topics including a history of adventure and exploration, landscape and place based studies, and the origins of outdoor education will enrich students' perspective on adventure
education and serve as a means of assessing and determining their own commitment and suitability for outdoor leadership and recreational pursuits.

FYC1: Wilderness & Civilization: Explorations in the New West
This field based course offers an experiential and intellectual examination of the human values embedded in our cultural definitions of wilderness and civilization. Through direct interaction with Arizona landscapes and communities students will explore the geography of the wilderness and the history of Arizona's development. The historical western dichotomy between wilderness and civilization will be contrasted with alternative views of these seemingly disparate topics. Inherent in this exploration will be an examination of Arizona's geography, biotic communities, history, people and culture. In the process of examining the context of the landscape we will explore our personal values as we ultimately attempt to understand how various cultures utilize and value nature.

FYC2: Holistic Health & Wellness
This course will take a personal and planetary perspective on health and well being. Topics addressed will include: breathing, eating, exercise, communications, thinking, sexuality, finding meaning in life, and spirituality. The material will be laid upon a foundation that self responsibility, increased awareness, and compassionate self acceptance are the bases for health.

FYC2: Outdoor Education & Recreation
This course offers an introduction to the manifold facets of the Adventure Education program. Students will have opportunity for personal and professional growth by way of planning, and implementing several adventure pursuits (i.e. rock climbing, river running, navigation, expeditionary backpacking) in outdoor settings. Students will take part in, and practice, group development, communication, feedback and self directed learning skills and techniques setting themselves up for success in future field based courses. Complimentary topics including a history of adventure and exploration, landscape and place based studies, and the origins of outdoor education will enrich students' perspective on adventure education and serve as a means of assessing and determining their own commitment and suitability for outdoor leadership and recreational pursuits.

FYC3: Outdoor Education & Recreation
This course offers an introduction to the manifold facets of the Adventure Education program. Students will have opportunity for personal and professional growth by way of planning, and implementing several adventure pursuits (i.e. rock climbing, river running, navigation, expeditionary backpacking) in outdoor settings. Students will take part in, and practice, group development, communication, feedback and self directed learning skills and techniques setting themselves up for success in future field based courses. Complimentary topics including a history of adventure and exploration, landscape and place based studies, and the origins of outdoor education will enrich students' perspective on adventure education and serve as a means of assessing and determining their own commitment and suitability for outdoor leadership and recreational pursuits.

FYC3: Water in the West
This course is a comprehensive survey of the role of water resources in the development and life of the western United States. Topics include basic hydrology, the quantity and quality of water sources, water uses and distribution, water supply management and development, water politics and laws, history, and current status of water supply problems. Arid regions in other parts of the world will be reviewed, as will proposals for the future.

**Gender & Power in Latin America**

Gender has long played an instrumental role in shaping both public and household spaces of Latin America, but its contributions have not always been acknowledged. With an emphasis on the last thirty years, this course will examine women's resistance from settings of political authoritarianism to recent contexts of democratic transition and neo liberal economic restructuring. Themes to be examined include the politicization of motherhood, gender in the labor force, social reproduction and domestic duties, women's and men's roles in revolutionary movements, political inclusion, participation in nongovernmental organizations, and changing notions of gender and resistance in 21st century Latin America.

**Gender, Sexuality, and Religion**

In this course we will explore views and practices concerning gender and sexuality in selected religions, past and present. We will consider, in particular, how these views and practices have manifested in women’s spiritual experiences, thoughts, and actions. We will study the contributions of women to the established world religions; women’s experiences and roles in contemporary religious contexts; issues in ecofeminism; and contemporary feminist and lesbian theologies. Throughout the course, we will examine how contemporary changes to views and practices concerning gender and sexuality challenge religions, and learn about how religious persons respond to such challenges.

**Genetics**

This course will concentrate on the fundamental principles of transmission genetics and the major milestones in genetic understanding of the past 100 years with an emphasis on the social and agricultural implications of genetic research in the 21st century. Topics will include Mendel’s laws, chromosome structure, meiosis, recombination, transcription and translation, transposable elements and the history of genetics. Ongoing genetic studies in the plant breeding nursery will be used to demonstrate core principles. We will explore the exciting new theories of evolvability and adaptive variation and discuss their potential impact on crop improvement in the face of challenges from global climate change. A focus throughout the class will be the agricultural, environmental, and ethical issues of current genetic research and biotechnology advances.

**Geographic Information Science, Advanced**

The intent of this course is to provide students with advanced experience in Geographic Information Systems applications. Students will develop their skills with the GIS software IDRISI and ARCGIS. The course will be project-based and focus on analyzing a particular problem using GIS technology. This will allow students to gain a deeper understanding of the technology’s potential as an analytic tool in today’s society. They will gain a clearer recognition of the interdisciplinary uses of this powerful tool.
Each project will be based upon a real-world environmental research question or need. Advanced GIS topics might include, but are not restricted to, remote-sensed imagery analysis, GPS mapping as a tool for GIS, advanced spatial modeling and multi-criteria, multi-objective decision making in GIS. Students should come away from this course with the confidence to apply GIS technology to their future academic and professional endeavors.

Geographic Information Science, Introduction to
Geographic information science involves the integration of geography, cartography, geographic information systems (GIS), global positioning systems (GPS), and remote sensing (RS). The purpose of this introductory course is to familiarize participants with computerized systems for the capture, processing, analysis, and display of all kinds of geographical (spatial) data. The principles and concepts of cartographic modeling, GIS, GPS, and remote sensing will be explored through lectures, discussions, and laboratory exercises. Emphasis will be placed on learning the basic tools and methods for application to “real world” environmental, natural resource management, and socioeconomic questions. Data are drawn from global and local examples and situations.

Geography of the Eastern World
Geography has a crucial role to play in the analysis of the relationship between human activities and the natural landscape in the various realms of the world. This course will explore the physical as well as cultural geography of Africa, Asia, Australia and the Pacific realm. Fundamental geographic concepts will be developed through a survey of the world’s Eastern regions as we look at the physical geography, environmental challenges, historical highlights, economics, politics, indigenous peoples, ethnic conflicts, cultural and religious patterns. Special attention will be placed on current issues and events of global concern.

Geography of the Western World
Geography has a crucial role to play in the analysis of the relationship between human activities and the natural landscape in the various realms of the world. This course will explore the physical as well as cultural geography of North, Middle, and South America, as well as Europe and Russia. Fundamental geographic concepts will be developed through a survey of the world’s Western regions as we look at the physical geography, environmental challenges, historical highlights, economics, politics, indigenous peoples, ethnic conflicts, cultural and religious patterns. Special attention will be placed on current issues and events of global concern.

Geologic Evolution of the Southwest
The stunning and diverse landscapes of the Southwest are the product of over four billion years of geologic activity. In this course, we take a journey through deep geologic time and beyond, exploring first the formation of the Universe and our solar system, then the birth of our planet, and finally the geologic upheavals that have shaped Arizona and the Southwest. From the comfort of Prescott, we will cogitate about the Southwest’s geological evolution through readings, lectures, discussions, class presentations, and lab exercises. We will then live those geologic upheavals and tranquil interludes through the vehicle of several field trips lasting from one to several days.
Geology of Arizona  
Geology provides insights into the origins and continuing evolution of the landscape in which we live and work. This course will utilize the remarkable variety of the Arizona landscape to illustrate geologic principles in the context of regional geological history. It includes a brief overview of the basics of geology and geologic time and, through classroom and field trips, demonstrates their application in the three physiographic provinces of Arizona. The course includes rock identification, the rock cycle, plate tectonic theory, the geologic time scale, and the origin and evolution of Arizona landforms and structures through time. A basic understanding of the physical framework provides a platform for other educational pursuits that can range from the natural sciences to the social sciences, and even the realm of artistic expression. Students seeking upper division credit will build upon prior geology experience to demonstrate an advanced ability to interpret aspects of Arizona geology.

Geology Through Bikepacking  
Ultralight mountain bike touring, also known as bikepacking, allows riders to cover ground with ease and efficiency. It also permits riders to get off the beaten path and explore broad swaths of countryside while avoiding highways, providing an ideal means to become immersed in the geology of any given region. This course will explore the geology of the Colorado Plateau, the evolution of the modern landscape, and the intersection of geology and the cycling experience. Equally important, the course will introduce students to the increasingly popular form of recreation known as bikepacking. Beginning with day trips within the region surrounding Prescott, students will learn basic principles of geology and analyze the differences between day rides and multi day trips. The bulk of the course will be spent exploring the geologic history and landforms of the Colorado Plateau and the Colorado Rocky Mountains through a series of 2-4 day self supported trips. Cycling related subject matter will include gear choices, bike maintenance, emergency repairs, safety considerations, route planning, mountain bike access issues, and trail construction. Geologic subject matter will include identifying rock types, reconstructing sedimentary depositional environments, basic geomorphology, and regional geologic history.

Geomorphology, Topics in  
A landscape’s geologic form appears to be its most durable attribute. But that seeming stasis belies the dynamic tension that exists between tectonic forces tirelessly laboring to build continents from the sea and the equally diligent erosional forces of water, wind, and ice that break rocks down. In this course, we’ll explore the variety of geological shapes and forms created by this interaction between tectonics and erosion and scrutinize the physical processes responsible. The course is an in-depth examination of the story behind the scenery. As such, we will focus on a few topics in geomorphology, and those topics may vary from year to year. Class interest and the accessibility of field examples will help govern the topics covered. The course format will include readings, presentations, lectures, discussions, and homework exercises. We’ll embark on a number of field excursions, lasting from an afternoon to several days, to observe and study the landscapes and processes we’ve discussed in the classroom.

Glass Blowing
In this course, emphasis will be placed on the basic tools, equipment, and skills necessary to complete simple paper weights and blown vessels. Additional instruction will be provided in the physics of glass, melting points and characteristics, charging and batching procedures, and the essential equipment needed (i.e., glory holes, pipe warmers, furnaces, marvers, annealers). Instruction will also be provided on the proper usage of hand tools such as blow pipes, punties, jacks, shears, paddles, blocks, pigs, and trollies.

Global Environmental Change: An Earth Science Perspective
Geological archives in oceans, lakes, glaciers, and elsewhere on the continents provide evidence of both ancient and recent changes in global systems. This class will discuss past major shifts in climate and the roles played by the oceans, atmosphere, and biological processes based on evidence from the geologic record. The focus will then shift to changes that have taken place during the past 100,000 years to put the climate changes of the past few centuries and decades in perspective. Specific geologic case studies will be used to provide examples of scientific paleoclimate research. Students will perform a variety of lab and field based activities and numerical modeling exercises to explore a broad range of climate processes. The goals of this course are for students to build an understanding of the interactions within the coupled Earth systems that control climate, become familiar with evidence of recent climate change, and to be able to make basic predictions of future climate change and sea level rise. Students taking the course for upper division credit will be expected to build on previous coursework and undertake a series of numerical global climate model experiments as part of an in depth examination of one part of the Earth’s climate system.

Global Political Ecology
For over two decades the world has undergone an intense process of globalization. This notion goes beyond the dimension of economic trade. It touches all aspects in the life of humans and therefore affects social systems and ecosystems in a global way. Yet, little is done to comprehensively understand the social, cultural and ecological dimensions of this process and to understand the political steps necessary to address global problems. This course seeks to bridge that gap. Through a political ecology/economy approach the course will analyze aspects of global development issues such as world trade and interdependence relations, international political organization, global migrations, globalization of culture and international resource management. The course will apply sustainability frameworks to these problems in order to better understand them and suggest alternative paths for global development.

Globalization & Religion
Globalization is a religious as well as an economic, social, and political phenomenon. Missionaries have always contributed to the widespread mixing of cultures, and religious traditions themselves have been challenged by scientific discoveries and technological developments, movements for social change, and an increased awareness of environmental issues, all of which have accompanied the process of globalization. These and other challenges of globalization have led to a wide range of responses, from reactionary religious fundamentalism to radical secular humanism. In this course we will explore both
religion as a force of globalization and how the processes of globalization are transforming the world's religions.

Grand Canyon Semester I: Expeditionary & Technical Skills for Rivers & Canyons
This course introduces students to trail and river based expeditionary skills through training, practice, and feedback, building on students' foundational knowledge and experience in geography and wilderness travel. Topics include trip planning and logistics; equipment use and care; minimum impact camping techniques; map and compass navigation; whitewater rafting hydrology and raft piloting techniques; risk assessment and management; and strategies for managing group dynamics and decision making during collaborative, educational expeditions. The class will also investigate fundamental theories and current issues in expedition leadership. In the context of expeditions into remote country, students cultivate proficiency in outdoor technical skills related to backpacking, canyoneering, and whitewater rafting. A primary goal of this course is to enable students to accurately and efficiently assess expedition scenarios, and apply this to all aspects of planning and implementing extensive backcountry expeditions that are rooted in collaborative, service based learning. The knowledge and skills gained in this course are fundamental to successful completion of the rest of the program.

Grand Canyon Semester II: Interdisciplinary Landscape Ecology
In this course, students adopt an interdisciplinary approach to studies in landscape ecology, and work on developing techniques for exploring, interpreting, and describing wilderness landscapes. The course begins with an introduction to landscape ecology with a primary focus on exploring the interconnected landscapes of the Grand Canyon Ecoregion. The geophysical, biological, cultural, aesthetic, and sociopolitical landscapes will be examined as distinct entities as well as an interdependent and interconnected mosaic of landscape layers. Topics covered include geomorphic processes and landscape evolution, weather and climate change, cultural astronomy, biogeography of flora and fauna, past and present roles of humans on the landscapes, artistic and literary interpretations of landscapes, and the role of public lands in landscape preservation and conservation. While each of these topics is explored in the context of the Grand Canyon Ecoregion, this course also includes a comparative survey of similar arid regions across the globe. The course includes opportunities for students to engage with topical experts and guest speakers from a rich cross section of disciplines. Visits to museums, trading posts, and art galleries help round out the curriculum for this course.

Grand Canyon Semester III: Teaching, Research, & Resource Stewardship on Public Lands
The primary goal in this course is two-fold; to engage in critical analysis of conservation and resource management challenges on public lands in the Grand Canyon Ecoregion, and for students to engage in self designed research projects and teaching. Students apply their understanding of experiential education, group facilitation, and expedition leadership, as well as regional politics, cultural values, and landscape conservation. These topics serve as the foundation and framework for students to teach experiential lessons and conduct interdisciplinary research. Questions considered include: how do population growth, resource scarcity, and changing values determine our relationship to this fragile and stunning landscape?, how can we both protect a World Heritage Site of the "crown jewels" of America's
National Park system, and still make it available to nearly five million visitors a year?, what are the rights of the native peoples whose ancestors lived in this canyon country for thousands of years?, and What are our responsibilities to this unique region of the earth? In consultation with GCS faculty and park resource specialists, students will conduct research of their own design that is related to a resource stewardship project in Grand Canyon National Park, with the results presented in a public venue.

Group Process for Adventure Educators
Within a conceptual framework based on an overview of the role of the leader in an adventure based educational process, students will read about, discuss, and practice skills such as group facilitation and conflict resolution, assessing groups, and the designing of appropriate activities to facilitate group development. Much of this will be done within the context of initiatives and activities used by many adventure-based experiential schools such as Outward Bound. Students will also work toward developing their own leadership style. Designed for students who plan to work with groups in a leadership role, this course will be structured to complement the College’s outdoor leadership program.

Herpetology
This course focuses on identification, evolution and classification, adaptations (morphological, physiological, and behavioral), and ecology of amphibians and reptiles. Lectures, lab exercises, and readings supplement field studies of behavior and distribution in the diverse habitats of the Southwest. Students research a chosen topic, including review of primary literature, and present results to the class.

History and Culture of Native America
This course will provide an overview of the history of Indigenous America and Americans from the arrival of the first humans in North America to the present. The course will also examine the ways that the history of indigenous people has been represented in American culture and scholarship, and contrast mainstream and Native American presentations of that history. It will explore the role that this history has played in forming American identity. The course will analyze the types of sources and methods used to create the factual history of Native America, and the strengths and weaknesses of oral and written sources.

History & Culture of Native America
This course will provide an overview of the history of Indigenous America and Americans from the arrival of the first humans in North America to the present. The course will also examine the ways that the history of indigenous people has been represented in American culture and scholarship, and contrast mainstream and Native American presentations of that history. It will explore the role that this history has played in forming American identity. The course will analyze the types of sources and methods used to create the factual history of Native America, and the strengths and weaknesses of oral and written sources.

History of Conflict in the Southwest
This course examines the history of the Southwest region from the first inhabitants to the 19th century. Emphasis is placed on the diverse groups that have inhabited this region, currently divided by the
U.S./Mexico border. Students will look at the history of contact, domination, conflict, and collaboration among these groups, and the relationship between political borders and the formation of identity.

History of Gender & Sexuality
This class traces the history of gender and sexuality in America, from the three-part gender system of many Native American tribes, the not-so-pure Puritans, Victorian America’s reliance on both the belief that the nature of “True Woman” was sexless and on commercial prostitution, sexuality and slavery – to the medicalization of sexuality in the early 20th century, the invention of “homosexual” and “heterosexual”, the sexual revolution, and the AIDS crisis. We will explore gender theory, the historically changing meanings of ‘man’ and ‘woman’, the ways that gender and sexuality are understood in different American subcultures, and the relationship of gender and sexuality to power as expressed through race and class hierarchies.

Holistic Body Work: Introduction & Survey
This is an introductory level course for any students interested in a holistic approach to health through the use of bodywork. The course will cover the history and theory of Swedish massage. Students will learn basic anatomy and become skilled in this essential foundation. In addition, the course will survey a broad range of other approaches to bodywork and holistic health.

Holistic Health & Wellness
This course will take a personal and planetary perspective on health and well-being. Topics addressed will include: breathing, eating, exercise, communications, thinking, sexuality, finding meaning in life, and spirituality. The material will be laid upon a foundation that self-responsibility, increased awareness, and compassionate self-acceptance are the bases for health.

Holy Books: Survey of Religious Literature
This is a foundation course in religious studies and also a survey of Holy Scripture as great literature. We will read from the primary sources: The Bible, Koran, Bhagavad Gita, Upanishads, Tao Te Ching and sample holy writings from Buddhism, Bahá’í World Faith, Judaism, etc. We will read the Holy Books in order to understand the religious impulse in humans, our yearning for the sacred, our attempts to make meta-physical and mystical explanations of the universe and our place within it. We will attempt to discover common threads and also significant differences between religions. We will also study holy writings as foundation literature and cultural history of great importance in understanding other cultures and our own roots.

Human Anatomy for Holistic Health, Introduction to
This course will serve as a basic introduction to human anatomy for those students in the Holistic Health field of study. Basic structure and function of the muscular, skeletal, connective tissue, nervous and organ systems will be covered. Other topics that will briefly be addressed include physiology, kinesiology, and pathology of the body systems. Teaching modalities will include: lecture, discussion, educational videotape viewing, 2- and 3-dimensional visual aids, palpation, movement, and written, oral and kinesthetic testing.
Human Ecology, Advanced Topics:
Each year this course focuses on a topic of critical importance to our understanding of the human place in the natural world. Interdisciplinary approaches, including systems theory, ecological modeling, and GIS, inform our explorations. Ideas, values, and data relevant to the selected topic are explored in depth, including perspectives from social sciences, humanities, and human development. Each student conducts research on issues that affect short and long-term solutions to the present day crises associated with the topic of focus. The course ends with a two-day conference where students present the results of their individual work, and synthesize these results into a complex understanding of the topic in question.

Human Ecology, Introduction to
This course introduces students to the exciting and rigorous work of interdisciplinary learning through the study of human ecology, which draws heavily from environmental studies, ecology, anthropology, and human physiology. Students learn how humans have adapted to all of the major biomes of the earth through hunting and gathering, pastoralism, agriculture, and modern industry. After mastering the basic concepts of human ecology, students explore human adaptations to local regions from prehistoric times to the present. Field trips will help students comprehend Arizona’s fragile environment and the impact people have on it. Students will be required to think about the future of Arizona – where do we go from here?

Human Nutrition and Food Choice
Concern for the environment at large should go hand-in-hand with a concern for one’s most immediate environment – the self. Optimal nutrition contributes to a healthy physical and mental state. This course helps students understand the fundamental principles of nutrition bioscience and explore a variety of controversies including nutrition and disease, supplements, dieting, refined foods, and additives. Students analyze their own dietary choices and develop their own holistic perspective on nutrition and wellness.

Human Rights Seminar
Human rights now occupy a key place in world politics. Thousands of people are harassed, imprisoned, tortured, and/or killed by governments every year simply because of who they are or for the peaceful practice of their beliefs. Yet because of the commitment and perseverance of worldwide human rights activism, many thousands more are alive and free. The seminar focuses on: 1) the history and evolution of human rights as an international issue; 2) different perspectives on and critiques of human rights; 3) the state of human rights in the world; 4) human rights issues such as genocide, slavery, and gender, racial, religious, and political oppression; 5) international human rights covenants and conventions; 6) how human rights standards have been developed and the ways in which to secure their enforcement and 7) the work of international organizations such as the UN, Human Rights Watch, and Amnesty International in the field of civil and political rights as well as economic, social, and cultural rights, 8) the contemporary emergence of a domestic U.S. human rights movement. Relevant documentary and narrative fictional films will be screened.
Identity & Culture in Film
Feminist scholars have often analyzed films in order to gain a deeper understanding of how characters in particular narratives reflect society's views of marginalized groups within their broader cultural context. Using the lenses of critical psychology, history, and feminist and intersectionality theories, students will gain a broader understanding of the myriad issues surrounding gender, sexuality, race, class and culture. The weekly film viewings, which will be open to the Prescott College community, will also provide students with an opportunity to assume an active role in initiating and encouraging dialogue about issues of power and privilege within the PC community.

Image & Power in Mass Culture
Is watching television a political act? Did punk rock change the world? Is Star Trek anti-racist? The goal of this course is to analyze and begin to “decode” mass, popular, and radical subcultural practices in various forms, including activism, film, TV, fashion, popular and alternative music, advertising, photography, architecture, and everyday political and leisure practices such as skateboarding, culture jamming, ‘zine writing, and other forms of alternative community building. This is a reading intensive, writing emphasis course that exposes students to the intellectual history and key contemporary debates in the study of popular culture. It emphasizes the relationship between culture, power, and movements for social change from Marx, Gramsci, and the Frankfurt and Birmingham schools through contemporary feminist, post-structuralist, anti-racist, and queer theory. The course combines close readings of texts, collaborative reading groups, and class exercises analyzing cultural artifacts such as popular news and entertainment media, and includes a field trip to the mall aimed at exploring the power relationships embedded in built environments and spaces of consumption.

In and Out of Africa
In this course students will explore the modern and contemporary literature of Africa. Through the eyes of black and white natives as well as through those of occupiers and visitors, students will survey the issues facing that continent from the late nineteenth century pre-colonial period to the present post-apartheid era. The reading list may also include the African Diaspora as represented by Caribbean and North American authors: Texts may include those by Achebe, Conrad, Mafouz, Gordimer, and Coetzee.

Individualized Studies in AE: SCUBA
This course is offered on an individual basis for continuing studies in scuba. Students may contract for a variety of study topics, including diving safety and emergency management, dive specialty education, dive master training, instructor training or diving internships. Students and the instructor will design an individualized course of study and an appropriate course title and description depending on the student’s study goals.

Inner Game of Outdoor Pursuits
A central aspect of the Adventure Education Program is using adventure activities to enhance students’ abilities to reach their full potential, both individually, and in their work with others. By using various techniques (e.g., visualization, enhancing positive self-talk, self-hypnosis, emotional centering, and
others), students will start the journey toward becoming confident in their abilities to perform at levels previously thought unachievable. Appropriately selected adventure activities will be used as the laboratory for this process of self-discovery. Students will work toward seamlessly integrating their cognitive, emotional, and kinesthetic abilities. This is a first step toward preparing students to move beyond themselves to integrate these techniques when they become leaders or teachers themselves. Once students become attuned to their inner strengths and can move beyond some of their self-imposed limits, they are much more capable of positively influencing any communities they may join in the future. The ultimate goal of the course is for students to be able to transfer their successes in the course to enhance their performances at any endeavors they choose to pursue.

Intercultural Communication
As the world rapidly becomes more interdependent, we find ourselves living with increasing complexity. Those who will take responsibility for guiding society must be knowledgeable, visionary, and skilled in intercultural communications. This class explores applications and ramifications of interaction between cultures with different value orientations. Students will examine specific cultures, including the non-dominant cultures of the U.S. We will study the implications of global industrialization, discuss the ethics of overseas development, and deliberate current cultural issues in the U.S. Students will have several opportunities to pursue the specific aspects of intercultural communications of greatest relevance to them.

Interdisciplinary Performance
This is an experiential course that combines studies in movement, voice, character work, music, and writing. Students will have the opportunity to create performance pieces using a variety of sources, including personal stories. Practice with improvisational and compositional structures will provide methods for forming, organizing, and editing artistic material in both solo and collaborative work. This interdisciplinary approach to performance promotes the ideal of wholeness and interconnection of the arts. By emphasizing the crossovers and connections between the mediums, students will gain a deeper understanding of the way the arts can combine and serve one another. The course provides a forum for exchange and collaboration between students in various disciplines and also serves as an entry point for those interested in an overall sampling of the performing arts. Several informal showings will be held which explore nontraditional performance sites. Recommended for students in the performing arts (theater, dance, music), or those interested in expanding their artistic range.

Intermediate Photography: Digital II/Photography II
This course explores the similarities and differences of lens based imaging techniques (Analog/Digital) and further expands the integration of photographic seeing and its translation into compelling visual statements. Students will engage in continued practice in the analog and digital darkrooms and investigate materials and techniques of their respective mediums, expanding their repertoire of formal skills while conducting critical inquiry into contemporary issues, philosophical approaches and creative problem solving. Digital and analog students will meet together, but will separately practice and expand their visual vocabulary in their area of previous study. Analog: Students will be introduced to the zone system control for film exposure and emphasize its use as a creative tool. Fine print making techniques
will be refined including selective bleaching, toning, and photographic chemistry. Digital: Students will have opportunities for continued practice and extended work in digital imaging, using print, web, digital video or other interactive media or combination thereof based on the student’s personal experience.

International Mountain Expedition: (Location/activity TBD per course by instructor)
This intensive, field based course is appropriate for intermediate and advanced students with solid backgrounds in extended backcountry travel in mountain environments. The focus is on implementation of a self-contained mountain expedition in a foreign country. The course will include the exploration of regional cultures, geography, and ascents of appropriate mountaineering objectives. The expectation is that students will be building on existing skills and knowledge. Topics to be covered include: expedition planning and logistics, itinerary development, area-specific technical skills, safety and hazard evaluation, place-based natural history and cultural studies, and leadership.

Interpersonal Communication
The ability to effectively communicate with others is an essential life skill. Whether you want to have an effective career working with people or develop satisfying personal relationships, having excellent interpersonal communication skills can make the difference between mediocrity and success. This course covers the theories and practice of interpersonal communication. Students develop an awareness of their own unique style of communicating and develop strategies to maximize their potential. An emphasis is placed on using experiential activities to practice the skills of effective speaking and listening. Topics covered include active listening, giving and receiving feedback, non-verbal communication, resolving conflicts, relationship building, and communicating under pressure.

Interpreting Nature through Art & Photography
This course focuses on heightening our visual awareness of nature and capturing the ephemeral experiences we value with the aid of cameras, pencils, brushes, and other tools. Illustrated lectures, demonstrations, critiques, and field sessions will explore the art of seeing, using both aesthetic and practical approaches. Both group and personalized instruction are designed to explore the students’ creative potential for translating and sharing visions of the natural world. A final art exhibition and slide show will demonstrate interpretation of a theme chosen by the class.

Introduction to Video
This entry level course explores contemporary video practice, concentrating on creating, presenting, and analyzing the moving image. Students will be introduced to the basics of video and sound editing in Final Cut Pro, while learning the concepts and techniques utilized in video production since its development as an art form in the late 60s. Technical instruction will be supported with screenings of narrative, experimental and documentary approaches to video, including performance and video installation. Through discussions of style, technique, approach, content and context, students will build a working knowledge of video as an art form.

Issues of Global Food Production
At the beginning of the 21st century, the human population growth has reached over 6 billion and the growth will not level off until it reaches at least 11 billion, even in the most optimistic scenarios. The vast majority of highly productive agricultural land is already under cultivation, and no agronomists foresee another green revolution that will greatly increase production of currently cropped lands. In this course we will explore the implications of this human predicament. Do we have any choice but to trade off long-term agricultural sustainability for short-term productivity? Or are there approaches to food production that will increase people’s food security in the near future as well as over the long term? Students will choose a range of countries for case studies and for each will evaluate energy availability, land productivity and tenure, population status, and important cultural norms. Based on this information, students will then suggest policy approaches that may satisfy the disparate objectives encountered by each country.

Kayaking, Whitewater
This course provides students with the opportunity to learn the basic skills of whitewater kayaking in several different western rivers. The educational value of the course is heightened by involving the group in discussion and observation of the widely varying geographical locations and the natural history of river valleys. Course content may include: equipment selection and care, kayaking terminology, safety issues, wet exits, self rescue and rescue of others, eddie turns, ferry gliding, surfing techniques, and other related subject matter. The grade of difficulty encountered ranges from easy to class III white water. Students are encouraged to paddle at a level that is comfortable and enjoyable for them.

Kenya: History, Culture, and Current Issues
This course will provide students with a broad overview of the pre and post colonial history of Kenya, governmental structure, diversity of ethnic communities, international relations, and current issues. More focused exploration of these or other topics will be driven by student interest. The course will also touch upon the relationship of indigenous communities to the larger Kenyan society, and the ways that these communities are impacted by globalization and the work of international NGOs. Students will study the politics of race in East Africa. They will learn about ways that cultural lenses construct experience, and examine our U.S. cultural perceptions of Africa and indigenous communities by analyzing films and other media. The course will emphasize student presentations and collective research.

Land Stewards
The cultures of traditional agrarian societies in many ways were, and in some cases continue to be, structured around the patterns, constraints and seasonal cycles inherent in the life of farmers. In the industrialized societies of today, where as few as two percent of the population is involved in growing food, agriculture has come to mirror the patterns and habits of a much larger consumer culture. Amidst this shift, that continues to take place all around the world, a number of writers have emerged as social and ecological critics, intent in illustrating how the gains some societies have made in food security over the last century have come with some painful although often hidden sacrifices; these include sacrifices of community, sense of history and place, ecological integrity of farms and the regions that surround them, and in some cases, purpose in life. In this course we will especially focus on the writings of
Wendell Berry, but we will also explore the writings of other authors such as Wes Jackson, Linda Hasselstrom, David Orr, and Gary Paul Nabhan, who have focused on the relationships between culture, agriculture and nature. In reading both non-fiction and fiction, we will address questions of ethics (i.e., self-imposed limits) that pertain to how our culture and other cultures relate to the land on which we all depend.

Language Arts: Methods & Practice
The purpose of this course is for future elementary teachers to gain knowledge of and demonstrate competence in the development of language arts curriculum. Students will explore the relationship between reading and writing skills, examine methods for language arts instruction, and be able to design developmentally appropriate lesson plans. Students will be expected to implement original lesson plans in a grade appropriate setting. This course also requires students to research the needs of cognitively and culturally diverse learners, students impacted by specific environmental conditions as well as demonstrate sensitivity to these areas through the design and implementation of lessons.

Language Learning Strategies
This one credit course is to be taken concurrently with the World Languages Level I course for all target languages. Students will learn to utilize new strategies to further their language learning; complete tasks that allow them to reflect critically on the progress they are making in the target language; and practice language learning technologies, such as blogs, e portfolios, making audio clips and digital games, etc., to immerse themselves in the target language and culture.

Large Format Photography
In this course students will be introduced to the mechanical and aesthetic concerns of using the 4x5 and 8x10 camera formats. Emphasis will be placed on using the zone system of B/W exposure control, including expansion and contraction development. There will be several project themes (studio and field) pro- posed so the students will be challenged to integrate the variety of camera manipulations as well as develop a personal philosophical attitude toward the larger formats. Both conventional sheet film and Polaroid materials will be used as the students enhance vocabulary of perspective, lens choice, metering technique, and image scale. Each student participating in this study should expect to compile an image portfolio of at least eight final photographs and an extensive written journal.

Large Scale Photography
This course will address the technical and aesthetic proposition of producing photographic images of large physical size. Beginning with philosophical discussion of image content and presentation context, students will explore the issues of producing photographic work for public spaces. Students will make new images based on a specific theme and print onto various papers in escalating sizes (16x20, 20x40, 40x96, etc.). Refinement of darkroom technique and print handling will be stressed while students work together as a team to accomplish the tasks at hand. As our projects progress, we will pursue and design exhibition possibilities including all aspects of installation craft, legal considerations, and ethical position concerning public viewing.
LAS: Culture, Power, & Sustainability
This course explores ways in which social categories of difference—such as race, class, ethnicity, gender, sexuality, age, ability, and citizenships—are socially constructed through power struggles that take place under specific historical and current conditions. It is designed to provide students with the critical skills required to identify and analyze social forces shaping identity, power, and social inequality through the lenses of struggles for social justice. Through texts, films, current events, and participatory experiential learning, students will explore local and global examples of how cultural difference matters in issues of social and environmental sustainability. Through their work in this course, students will also build a solid foundation for successful oral and written communication and group interaction. Students will work to build effective habits for learning and will gain an orientation to the process of graduation from Prescott College.

LAS: Interpersonal Communication
The ability to effectively communicate with others is an essential life skill. Whether you want to have an effective career working with people or develop satisfying personal relationships, having excellent interpersonal communication skills can make the difference between mediocrity and success. This course covers the theories and practice of interpersonal communication. Students develop an awareness of their own unique style of communicating and develop strategies to maximize their potential. An emphasis is placed on using experiential activities to practice the skills of effective speaking and listening. Topics covered include active listening, giving and receiving feedback, nonverbal communication, resolving conflicts, relationship building, and communicating under pressure.

LAS: Writing Workshop
This class has three primary purposes: 1) to help students develop writing strategies that reduce anxiety and produce quality work; 2) to help students identify a specific reader and purpose in order to translate exploratory writing into expository writing; and 3) to practice different forms of writing (e.g., narrative, evaluative, analytical, and argumentative) to increase flexibility. Peer and instructor responses help students develop an editorial eye for clarity and the ability to read one’s own writing critically. Students study published writing to enlarge their understanding of rhetorical methods of development and to explore and refine their personal writing style.

Latin American Cultural Crossings
This course will look at different aspects of cultural crossings in Latin America today, both in terms of crossing geography—for example, migrations of people across and within borders, or from rural to urban spaces—and cultural crossing between communities defined by race, religion, class, nationality, indigeneity, and region. This course will not provide a comprehensive coverage of all of Latin America, but will illuminate themes and issues through more in-depth exploration of particular situations.

Latin American History
This is a survey of the history of Latin America from the 15th century to the present. Beginning with a review of conditions in Europe and the New World at the time of the discovery, it will follow the confrontations of cultures and peoples as Europeans, principally Spanish and Portuguese, conquered
and colonized the New World, transferring their social, technological, religious, and governmental systems to the Americas. The causes and consequences of the independence movements in Latin America will be the second main topic of study. We will continue through the formation of the newly independent nations of Latin America during the 19th century, the challenges of organizing self-governing states and the several political and ideological models that were tried, focusing on the emergence of the caudillos or strongmen leaders. The social, political, and economic conditions during 20th and into the 21st century will follow, including the role of the military and of the popular and revolutionary movements in more recent Latin American politics.

**Law & Social Change**
This course will examine the interplay between law and social change. How do social and cultural factors influence changes in the law, and how does law impact the potential for producing social change? How do changing interpretations of social values affect the law and how do changes in the law influence the social interpretations of those values? Specifically, the course will examine the underlying assumptions of fairness, equality, and morality that helped define certain landmark Supreme Court decisions; how those decisions have modified the basic ways people in a society relate (e.g., race relations, gender relations, sexual relations); and how those decisions have restructured major social institutions such as the family, religion, and education. We will also look at the use of law among activists and social movements through the eyes of lawyers practicing in the field, and will visit local courtrooms in order to obtain a fuller sense of how the law actually works in practice.

**Learning Theories**
This course provides an overview of the process of learning. Theorists examined will include but not be limited to Benjamin Bloom, Lev Vygotsky, John Dewey, Erik Erickson, Geoffrey and Renate Nummela Caine, Maria Montessori, Howard Gardner, and Paulo Freire. Students will explore topics such as optimal conditions for learning and how relationships within the classroom affect learning, and will gain an understanding of learning differences. Psychological and developmental factors will be examined as well as the impact of environmental and cultural conditions. Various theorists who have made contributions within the field of education will be compared as a way to provide further insight into effective teaching strategies.

**Liberal Arts Seminar: Culture, Power, & Sustainability**
This course explores ways in which social categories of difference such as race, class, ethnicity, gender, sexuality, age, ability, and citizenships are socially constructed through power struggles that take place under specific historical and current conditions. It is designed to provide students with the critical skills required to identify and analyze social forces shaping identity, power, and social inequality through the lenses of struggles for social justice. Through texts, films, current events, and participatory experiential learning, students will explore local and global examples of how cultural difference matters in issues of social and environmental sustainability. Through their work in this course, students will also build a solid foundation for successful oral and written communication and group interaction. Students will work to build effective habits for learning and will gain an orientation to the process of graduation from Prescott College.
Life Centering: Mindfulness and Meditative Practices
This course provides the student with a theoretical and experiential overview of mindful and meditative practices from an array of philosophical and spiritual traditions. Course participation involves a significant amount of experiential immersion in pertinent practices, as well as didactic study of the theoretical foundations of these practices. The course is designed to encourage self-reflection, life enhancement, and didactic and experiential learning within each student.

Lifespan Development I: Early Childhood through Adolescence
This course is designed to familiarize students with developmental themes and tasks of children from birth to sixteen years of age. The work of major theorists in the field are introduced and students are encouraged to apply various theoretical constructs to their observations of, and experience with, children and adolescents. The course encourages students to examine their own developmental histories. The students’ explorations of their family-of-origin serves as a point of departure for organizing and understanding developmental theory.

Lifespan Development II: Early to Late Adulthood
To better understand and appreciate human development, we must view development and growth as a life-long process. This is the second course in the Lifespan series. Here we investigate the stages of development from early through late adulthood. Development is defined from emotional, social, cognitive, biological, gender, familial, mythological, transcultural, and spiritual perspectives. Through this wide-angle lens, we explore both continuous and stage theories of adult development, the corresponding ages, the nature of transition periods, unique and shared changes, and death and dying. Students read a variety of different models of adult development and integrate their own perspectives that can act as a guide for their own lives.

Literary Journal Practicum
In Literary Journal Practicum, students are the staff of Prescott College’s national literary magazine, Alligator Juniper. After familiarizing themselves with the national literary market by reading sample journals, students spend the bulk of class time and homework time reading submissions. During the first third of the course, the class reads creative nonfiction and selects submissions for the upcoming issue. For the rest of the semester, the course is divided up into two editorial groups: one for fiction and one for poetry. Submissions come from writers all over the country. Students maintain individual response journals, where they keep notes on submissions, their reactions, and their recommendations as to whether a particular piece should be published, rejected, or given further consideration. The class then moves into more in-depth discussion and compromise to narrow the list of semi-finalists to a list of finalists, and eventually to the handful of essays, stories, and poems agreed upon for publication. Students and instructors write thoughtful rejection letters to all those whose work was not selected for publication. This practicum provides valuable professional experience, seldom available at the undergraduate level.
Ezra Pound once called literature “news that stays news.” Through the study of literature we can see, interpret, and understand the central issues of our lives. During this course, we will explore works of contemporary and more classical literature and examine them as the creative and intellectual experiences of their authors and as cultural documents of their times. We will also consider the literature we read and write our-selves as part of our own uniquely individual yet culturally-mediated life experience. Central to our own experience of literature will be making connections between the texts we read. Examples of thematic strands we might trace include: the search for self, the search for love, family and community, and the search for meaning. The course will be conducted as a seminar with students taking an active and even leading role in discussions. We will enhance our reading experience with a variety of class activities drawing upon films, plays, critical and creative assignments and presentations, and informal dialogues with contemporary writers.

Literature of the American Dream
This interdisciplinary course will provide students the opportunity to examine the evolving historical, social, and personal perceptions of the American Dream as depicted in influential novels, autobiographies, poetry, and plays. Some of the topics for discussion will include the dream of hard work and prosperity, the dream of the natural environment, slavery and the dream of civil rights, the myth of the American West, the dream of a cultural melting pot, and a study of American archetypes. Reading assignments will include “The Declaration of Independence” as well as texts by Benjamin Franklin, Frederick Douglass, Henry David Thoreau, Walt Whitman, F. Scott Fitzgerald, E.L. Doctorow, John Steinbeck, and others. Writing assignments will include a combination of critical and creative work.

Maasailand I, II, and III: A Study in Community Activism
This project based course is a unique collaboration between students and faculty of Prescott College and of the Kenyan Maasai community of East Africa. Maasai are indigenous pastoralists who co exist with wildlife within diverse ecosystems they have occupied for centuries. The class features ‘problem based’ learning, as students will learn by contributing to solutions to current issues, under the direction of Maasai leadership and activists, specifically those working under the umbrella of the Maasai Environmental Resource Coalition. Students will learn from Maasai teachers about their culture: the consensus based justice system; communal family and political structures; and shared economy. Students will explore how the Maasai, through grassroots activism, address issues such as education, land rights, and environmental conservation. Curricular emphases may include: Maasai approaches to human wildlife conflict, the political economy of tourism, and the complex relationship between culture and education in Maasailand. Ultimately, the students will conduct research and write a report that will be of direct use to the people of Maasailand that brings scholarship into conversation with Maasai expertise on an issue of common concern.

Magazine Journalism
For the freelance writer, every assignment is both a writing project and a learning experience. You might find yourself in the Sierra Madre researching an article on deforestation, or rafting down a river while preparing a story on whitewater recreation. You do interviews, you take countless notes, you observe. Once your research is completed, you sit down with a stack of notes and begin shaping your story,
writing and rewriting until things fall into place. In this class students will read and analyze numerous magazine pieces, and then write a full-length feature themselves.

Maps & Wilderness Navigation
This course will balance theory and practical applications of wilderness navigation techniques. The primary outcome will be competence in the use of map and compass to navigate in wilderness settings. Equally important will be the development of cartographic literacy. Students will gain an understanding of the history of cartography and its role in the development of human conceptions of place. We will look at the changes in technology, including GPS systems and mapping programs, and examine their impact on our understanding of the world and our place in it. The strengths and limitations of maps, including the ways they reflect cultural assumptions and are used to further them, will also be explored. Weekly field trips will provide opportunities for refinement of practical skills and serve as an introduction to local geography.

Marine Biology I: Diversity of Marine Life
This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase II – Oceanography, and Phase III – Field Methods for Marine Ecology, Diversity of Marine Life is a survey of the common groups of marine organisms. We will explore the evolution, diversity, morphology, field identification, and ecology of marine algae, halophyte plants (such as mangroves), plankton, invertebrates, fishes, reptiles, birds and marine mammals of the Gulf of California midriff region.

Marine Biology II: Marine Ecology
This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I – Diversity of Marine Life and Phase III – Field Methods for Marine Ecology, Marine Ecology is an investigation of the structure and function of marine ecosystems. The course will focus on marine food webs, energy and nutrient flow, population interactions, and biogeography of the midriff islands of the Gulf of California. There will also be a heavy emphasis on the ecology of intertidal ecosystems, rocky shores, sandy beaches, and estuaries.

Marine Biology II: Oceanography
This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I – Diversity of Marine Life and Phase III – Field Methods for Marine Ecology, Oceanography will provide an introductory glimpse of the Earth's oceans from physical and marine geologic perspectives. Through class presentations, lectures, discussions, lab exercises and field trips we will ponder the geologic origin of the oceans and familiarize ourselves with their geography. With an eye towards understanding the oceanic realm and the dominant role it plays in regulating global climate, we will study the physical and chemical properties of sea water and the techniques for measuring these properties. We will examine global oceanic circulation patterns and the causes of currents, waves, tides and upwelling. The
preceding topics will be examined globally but examples from the Gulf of California will be used extensively to provide students with an introduction to this area.

Marine Biology III: Field Methods for Marine Ecology
This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I – Diversity of Marine Life and Phase II – Oceanography, Field Methods for Marine Ecology will focus on design and execution of student research projects. Students will design field research projects, collect field data, analyze results and write up scientific papers on some aspect of marine ecology. Projects will be based primarily on the ecology of intertidal habitats or on islands of the Gulf of California.

Marine Conservation I: Global Marine Issues
This course examines global marine issues from interdisciplinary perspectives. We begin by developing a general background in maritime cultures, laws of the sea, and the ecological, economic, and social importance of the marine environment. Issues studied in depth include fisheries, pollution, tourism, habitat alteration, island and coastal management, protected areas, and endangered species. An understanding of resource ecology forms the foundation of learning in the class. The international nature of marine issues is emphasized, leading to the study of international policy, culture, globalization and trade. Traditional and alternative strategies for meeting marine conservation challenges are examined and analyzed. Readings, discussions and lectures are complemented with field trips and guest speakers.

Marine Conservation II: Gulf of CA Conservation Case Studies
Concepts introduced in Phase I are illustrated through regional case studies in the Gulf of California. Through first-hand field observation and participation, students gain an understanding for the complexity of many conservation challenges in the Gulf. For example, case studies in fisheries provide students with the opportunity to observe a variety of fishing techniques, speak with fishers, and learn through on-board observations. Field observations are complemented by lectures on marine ecology and management in the region and discussions with resource users, researchers and managers.

Marine Conservation III: Applied Conservation Research
Theoretical and field-based knowledge gained in Phase I and Phase II lead the student to a better understanding of current and potential management strategies for protecting marine and coastal resources. In Phase III students will demonstrate a thorough familiarity with specific conservation projects and collective conservation efforts in the Gulf of California. Students analyze the effectiveness, strengths and shortcomings of marine and coastal conservation in the region. Each student has the opportunity to work with an ongoing conservation project, to create a proposal for a future project, or to do library-based research. Project work provides students with experience in applied conservation research and management. Projects might include monitoring and inventorying resources, education and interpretation, work with exotic species, or introduction and evaluation of alternative resource use. Students meet with management agency representatives, scientists, educators, and local resource users. Each student’s work is part of ongoing conservation efforts in the region.
Marine Studies I: Skills for Ocean Exploration
This course will introduce students to the basic nautical knowledge needed by all mariners with an emphasis on sea kayaking skills and general boating safety. In addition, students will explore the skills and safety considerations for freediving and will participate in an introductory scuba diving experience. Daily sessions on the water will be utilized for boating and freediving skill development. An overnight trip will serve as an introduction to kayak touring. Students will learn oceanographic concepts relevant to all marine activities, including tides, currents and related moon phases, wind and wave formation and behavior, and marine weather forecasting. Students will use maps, charts, compasses and GPS for coastal navigation and will practice route planning and sea conditions risk assessment. Additional topics will include marine first aid and the use of emergency signaling devices and VHF radios.

Marine Studies II: Natural History
The Gulf of California is one of the most productive marine environments on earth. Its islands, biological diversity, geologic and cultural history make it a remarkable place for students to learn about marine and coastal natural history. Class and field sessions will introduce students to the coastal ecosystems, islands and offshore environments of the Gulf of California. Students will develop skills in field observation, species identification, and field journaling, as well as an understanding and appreciation for this amazing region and its people. They will demonstrate their learning through the completion of a series of species accounts, a detailed field journal, participation in field activities, and participation in class discussions.

Marine Studies II: Natural History of the Gulf of California
The Gulf of California is one of the most productive marine environments on earth. Its islands, biological diversity, geologic and cultural history make it a remarkable place for students to learn about marine and coastal natural history. Class and field sessions will introduce students to the coastal ecosystems, islands and offshore environments of the Gulf of California. Students will develop skills in field observation, species identification, and field journaling, as well as an understanding and appreciation for this amazing region and its people. They will demonstrate their learning through the completion of a series of species accounts, a detailed field journal, participation in field activities, and participation in class discussions.

Marine Studies III: Case Studies in Marine Conservation
Through first-hand field observation and participation, students will gain an understanding of the complexity of many conservation challenges in the Gulf of California. For example, case studies in fisheries will provide students with the opportunity to observe a variety of fishing techniques, to speak with fishers, and discuss a variety of management strategies. Case studies in island and wetland conservation will provide students with opportunities to participate in conservation studies and service projects and to learn from scientists and community members working in the region. Field observations will be complemented by lectures and assignments on marine conservation in the region and discussions with resource users, researchers and managers.
Math for the Liberal Arts
This course is a college-level math course designed to foster an awareness of the nature of mathematics, to promote an understanding of the role of mathematics in today’s society, and to encourage the development of critical and quantitative reasoning skills. Topics include the mathematics of voting and social choice, linear and exponential models of change, unit analysis, and the collection, analysis, and visual display of data.

Math Skills Review
This course is a review of basic math skills necessary to succeed in math certification courses. Students will work independently with their mentor to gain mathematical fluency in working with fractions, decimals, scientific notation, percentages, ratios, order of operations, and linear equations. The course is designed to help students master these essential arithmetical skills while developing confidence in their mathematical abilities.

Math: Methods & Practice
This course explores various elements of mathematics education for elementary school students. Topics covered include: the importance of concrete manipulation in the formation of symbolic levels of understanding and reasoning; a variety of specific manipulative tools for math education; methods for teaching mathematic to diverse populations; and methods for teaching specific mathematical operations. The notion of integrating the mathematics into other areas such as environmental topics will be explored. Students will prepare original lesson plans, engage in several classroom observations, and experience a wide range of experiential exercises for mathematics education.

Mathematical Modeling, Introduction to
This course is an investigation of the algebraic and graphical properties of polynomial, exponential, logarithmic, and trigonometric functions. Students will focus on applications of these various functions when used as mathematical models for real-world data. Students will develop and interpret mathematical models for population growth, monetary concerns, temperature change, pollution rates, etc. In each case, algebraic approaches will be reinforced and supplemented by graphical methods. TI-83 graphing calculators will be used extensively throughout the course.

Mediation Practicum
This practicum course offers students the opportunity to apply the mediation skills learned in Community Mediation and Principled Negotiation in professional settings, as well as to learn more specialized mediation applications. Students receive advanced training and certification in Victim Offender Mediation. This is a form of mediation that works with perpetrators and victims of crimes, and promotes restorative justice. Students observe and critique a variety of mediations, including small claims, civil, victim-offender, and family mediations. Students then participate in the Yavapai County Courts as mediators-in-training. This entails co-mediating actual cases with experienced, trained mediators. Additional opportunities may include training for and/ or supervising local, school-based, peer mediation programs. In addition to observing and conducting mediations, students assist with case
development for the Victim Offender Mediation Program (VOMP) of Yavapai County through the Superior Court of Arizona.

Meeting the World: The Ethics of International and Intercultural Travel
This course is designed to prepare students to do international/intercultural study consciously, sensitively and ethically. Students will explore the political economy of global tourism in all of its forms, including tourism for education and service work. They will study the history of relationships between tourist societies and host communities, which are often located in under resourced parts of the world. Students will examine their own culturally produced lenses on the world through films, readings, discussion and guests.

Memoir, The
This course is divided between student-led discussion of published memoirs and workshop of memoirs written by the students in the class. While several of the memoirs we read will be book-length, we will also look at many shorter examples of the form: essays, articles, and chapter-length excerpts – some published, some not. This will provide students with necessary models for the memoirs they will be expected to produce, approximately 20-30 double-spaced pages. Students are encouraged to think carefully and extensively about possible topics before delving into a draft, considering the connections between different aspects of their lives, different time periods. Students should aim for writing a memoir that is centered around an event, as opposed to a chronology of their lives so far. It will likely be an event that, viewed in retrospect, somehow connects each student’s past to her present to her future. We will spend time, each class, doing writing exercises that will help students tap into their material. There will be plenty of time for necessary exploration before settling on a topic. The course is relevant to studies in Human Development because students are asked to examine their own lives. When dealing with the material in class, however, we will approach and critique the work as a piece of writing; in other words, we will work-shop students’ memoirs, not students’ lives. This necessitates a certain distance from the event on the part of the writer. Aside from writing the memoir, each student will be paired with a classmate to co-lead discussion and write a paper on one book.

Men & Masculinity
What does it mean to be a man? Outdated models of manhood have led to masculine identities bound to power, contempt and fear of women, aggression and violence, sexuality detached from emotional intimacy, thinking without the integration of feelings, and an ecological imbalance that threatens the planet in every manner: environmentally, nationally, culturally, and familially. This course will examine the social/psychological dynamics that shape the current masculine identity and will also discuss solutions and models to replace outdated definitions of masculinity. What can we take from the old to carry forward to the new? What must we transition out of to usher in a new paradigm that fosters a productive sense of masculinity?

Middle East: History, Culture, & Current Issues
The Middle East is the world’s most volatile political and social region. Perhaps half the world’s oil reserves are there, igniting fierce competition and grim politics. Israel and the Arab world are locked in a
struggle over land, water, and ideology. Islam, Judaism, and Christianity collide there, and fundamentalists of all three believe the prophesied apocalypse to bring our world to final judgment will begin there and soon. The frustrations of Middle East tribes and nations are boiling over in terrorism and local wars. Six years ago the “coalition of the willing” overthrew Iraq’s dictator, Saddam Hussein, by military force. Since former President Bush announced victory (“mission accomplished”), over 10,000 American soldiers and contracted mercenaries have been killed, and more than 60,000 have been seriously wounded physically or psychologically – not to mention well over a hundred thousand Iraqi causalities. Now President Obama promises a partial withdrawal, while the focus of American policy is shifting to Afghanistan where our troops are caught in the cross fire of a civil war, and to Iran where the world is concerned about their potential entry into the nuclear club. For these reasons, everyone should learn about this vital region and the forces causing such turmoil, as well as hopeful signs and possible solutions to age old problems. In the first part of the course, we will study the history that has shaped the Middle East from ancient times to the present. Then we will examine in detail the social, political, religious, and economic forces driving events today. What options do Americans have to deal with our own issues and to help bring peace and stability to the Middle East? In this course we will address these questions and more.

Migration in the Americas
Over the past decade, Arizona has increasingly been at the forefront of national immigration debates. Migration is a widespread phenomenon throughout the Americas that often lacks historical perspective and political and economic contextualization. Beginning with a historical overview of migration in the Americas, this course will focus on migration streams since World War II. We will analyze the dynamics behind political and economic migration, forced migration (including human trafficking), migration and gender, and issues of identity and transnationalism. Although much of our emphasis will rest upon undocumented migration into the United States, we will also examine internal migration within Latin American countries as well as lesser-known migration streams in the Americas. The course will include a week-long field study in the Arizona-Sonora border region.

Models of Leadership: Leadership through Differentiation
In the United States and around the world today, there is a crisis in effective leadership. Models of Leadership is a course designed for aspiring leaders in every discipline. It explores the skills, behaviors, attitudes, and promises of successful leadership, and it does so in an innovative manner. Rather than providing an overview of theoretical models and thus a “breadth” of perspectives, this course challenges students to explore a particular theoretical model in depth and then compare that perspective with other models. Leadership Through Differentiation is a leadership model based on Bowen Theory, a theoretical model derived from natural systems and applied to human functioning. Leadership through Differentiation offers a radical shift in the notion of leadership that redefines successful leadership from an informational, process, and/or product perspective to one in which the emotional maturity or differentiation level of the leader is the single most significant variable in the successful functioning of leaders in any system. Students will investigate qualities of successful leaders, interview community leaders, research biographies, and observe leaders in action. They will also apply the principles of differentiated leadership to their own lives and future goals. Finally, students will
demonstrate their understanding of differentiated leadership through a class or community project. This course may be repeated for credit as different models are presented at different times.

Mountain Landscape Geography
This course is an intensive field exploration of mountain landscapes and the geographic factors contributing to high mountain environments. The course consists of a survey of general geographic factors and case studies that apply to a specific region. Topics include mountain building processes, regional geologic history, geomorphic processes and landscape evolution, mountain weather and climate, snow science, glaciology, biogeographic perspectives on high mountain plant communities, and human cultural lifeways in high mountain environments. This course will have a regional focus on North American Cordilleran mountains which will vary depending on the course location, but will also consider mountains across the globe. As a necessary aspect of its academic mission, this course requires extensive wilderness travel.

Multicultural Education & Social Justice
The purpose of this course is to prepare teachers to teach in socially, culturally, and economically diverse settings. Students will develop the ability to identify their own cultural values and those inherent in their view of education. They will acquire and apply the understanding and skills necessary to identify the socio-cultural foundations of education in Arizona and their own local area schools. Students will attempt to develop a philosophy of education that is responsive to cultural diversity and which provides a foundation for education in a pluralistic society. They will be encouraged to speculate on the nature and purposes of global education.

Naked eye Astronomy
A broad introduction to the bodies of the solar system and beyond, this interdisciplinary course integrates elements of history, mythology, science, mathematics, and observation. Movements and configurations of the earth, moon, and stars will be studied along with their ancient and modern explanations and cultural significance. Classes will consist of naked eye observation, lecture/discussion, projects, and problem solving.

Native American Legal Studies
This course provides an in depth analysis of the United States' legal relationship with indigenous native tribes. Beginning with an historical overview, the course will examine the evolving relationships between the federal and state governments and native peoples. The course will study the evolution of tribal governance both as a direct result of federal action and local activism. The "trustee" role of the federal government will be evaluated from an historical perspective through its current status and practical legal impact under statute and case law. The course will review numerous key federal and state cases and will follow the early evolution of these legal relationships to current legal precedents controlling these relationships in the early 21st century. Emerging trends in the law will be examined along with a detailed analysis of the law on tribal sovereignty over self governance, natural resources, law enforcement and legal systems. Cases involving Arizona and other Southwestern Tribes will be a focal point of study and discussion.
Natural History & Ecology of the Southwest, Phase I
This intensive course will provide both descriptive and quantitative tools of analysis as applied to ecosystems within the state of Arizona. Students will learn natural history skills such as field identification of organisms, use of dichotomous keys, record-keeping, basic sampling techniques, and the fundamentals of writing a scientific paper. These skills will be developed within the context of ecological principles such as natural selection and evolution, homeostasis, population dynamics and life-history patterns, community organization and structure, ecosystem functioning, and biogeographic concepts. Students will practice the art of thinking ecologically and will consider how ecological principles can be applied.

Natural History & Ecology of the Southwest, Phase II
This intensive course will provide both descriptive and quantitative tools of analysis as applied to ecosystems within the state of Arizona. Students will learn natural history skills such as field identification of organisms, use of dichotomous keys, record-keeping, basic sampling techniques, and the fundamentals of writing a scientific paper. These skills will be developed within the context of ecological principles such as natural selection and evolution, homeostasis, population dynamics and life-history patterns, community organization and structure, ecosystem functioning, and biogeographic concepts. Students will practice the art of thinking ecologically and will consider how ecological principles can be applied.

Natural History and Cultural Ecology of Kino Bay, Mexico
Students will study the coastal environments in the vicinity of Bahia Kino, Sonora, Mexico. This area exhibits a rich diversity of desert, marine, and estuarian ecological communities. Two distinct human groups inhabit this region: Mestizo Mexicans and Seri Indians. A third group whose impact has increased significantly in recent years is tourists, principally from the Sonoran capital, Hermosillo. Students will analyze the various components of the local environment and study the interrelationships between Kino ecology and economy.

Natural History of Alaska
This course is an introduction to the ecological diversity of Alaska. Students will travel throughout Alaska to study principles of communities and ecosystems, and geographical ecology. They will also investigate how northern landscapes and climates interact to produce major patterns of vegetation, and how animals adapt to these patterns. Students will learn to identify the dominant plants typical of the climatic regions of Alaska, from the rainforests of the south central coastal areas, to the Interior boreal forest, to the tundra of the Arctic and alpine regions. Principles of animal distribution and adaptation will be introduced through indicator species of each region studied.

Nature and Dance
In this course students will explore and develop their relationship with nature as a primary source of movement and creative expression. Students will research the origins of dance in earth-based cultures, as well as contemporary and emergent forms in the field. These studies will inform and guide the class’s
engagement with the natural environment and investigation of the interdependency of all life. The practice of deep reverence and receptivity will be used to enhance artistic development. Components of this integrative course will include dance, physical conditioning, voice, writing, theater, movement meditation, perception, and ritual. Students will develop abilities to create solo, duet, and ensemble pieces that express personal and collective art in nature. Students’ unique interests will be encouraged and supported.

Nature and Psyche
This interdisciplinary course explores the complex relationship between human consciousness and non-human nature. Course exploration revolves around four major themes: 1) the nature of our psychological responses to the non-human world, historically, currently, and ideally; 2) the concept of the Self, explored from psychological, sociological, evolutionary, and ecological perspectives; 3) the guidance which non-human nature provides for human behavior; and 4) the relationship between the wounding, or well-being, of the psyche and the degradation, or care, of the earth. Within the context of these themes, we explore such questions as are humans and non-humans compatible? Is human domination of the non-human world natural? How might human consciousness and behavior become more adapted and responsive to current ecological conditions? One week of the course takes place in a retreat setting. Learning formats include lectures, experiential exercises, field natural history exploration, and extensive writing.

Nature’s Voice: Reading & Writing about Natural History
In this course we will attempt to place the contemporary genre of nature writing in historical and literary context, learning from others’ work as we try to improve our own. Our ultimate goal is to become as fluent as possible at “speaking for nature.” In essence, we will spend the semester addressing two related questions: 1) What are nature writers concerned about? and 2) How do we translate our feelings and thoughts into clear, graceful writing? We will read a wide variety of nature writing – essays, poetry, and some fiction – and critique it regarding content and style. We also will work continually at developing our own skills at observing nature and writing.

New Genres in Sculpture
This course merges craft with innovation to introduce students to relevant contemporary sculptural practices. Founded in principles of three dimensional design, students learn about form and technique while developing personalized content. Approaches include constructed wood sculpture, installation, site specific and time based media, utilizing traditional and alternative materials and digital media. This course establishes a rigorous studio practice with regular group critiques, research and presentations on contemporary art, documentation of projects, and visits to artists' studios and/or art museums and galleries to observe contemporary sculpture first hand.

New Genres in Visual Art: Combined Media
This interdisciplinary art course is designed for the student who possesses an understanding of sculptural techniques and multimedia applications. Combined Media utilizes the skill sets of art and design to create scenes and scenarios for constructed photographic images. Students will spend the
course creating sculptural projects along individualized themes, which will ultimately be captured by the camera and output for large scale digital photographic presentation. Students will create tableaus in the form of miniature sets and stages, still lifes, site specific landscapes, and full scale installations to be photographically recorded. Using the Digital Lab's large format printer, students will create a portfolio of large scale images for final presentation. This course emphasizes resourcefulness as well as vision and concept; a timeline for each project will be established, and students will be required to submit a written proposal for each project including a description, budget, preliminary renderings, etc. Workshops on large scale digital printing, installation, environmental sculpture, and lighting will be offered. Additionally, students should expect a field based component as part of the site specific coursework.

New Play Development and Production
In this collaborative practicum course, students form a repertory company to produce new plays, serving in multiple roles as actors, directors, playwrights, designers, and technicians. Student-written scripts are taken through all stages of the new play development process, from original reading to revision to casting to rehearsal to more revision to full-scale production. Students document their learning in written portfolios and rehearsal logs, and the class attends other professional and university theatre productions. The course culminates in a new play festival.

New Psychology, Introduction to a
This course will provide an overview of the major areas of study in psychology. Topics will include the bio- logical basis of behavior, sensation and perception, consciousness, personality, motivation and emotion, learning and memory, cognition, abnormal behavior, and social psychology. Although the course is essentially an introduction to psychology, we will extend traditional conceptions of psychology by continually asking how our knowledge of human behavior and human nature is relevant to the contemporary world. More specifically, the course is concerned with how basic psychological principles can inform our environmental and social change efforts.

New Student Seminar: Holistic Health & Wellness
This course will take a personal and planetary perspective on health and well being. Topics addressed will include: breathing, eating, exercise, communications, thinking, sexuality, finding meaning in life, and spirituality. The material will be laid upon a foundation that self responsibility, increased awareness, and compassionate self acceptance are the bases for health.

New Student Seminar: Writing Workshop
This class has three primary purposes: 1) to help students develop writing strategies that reduce anxiety and produce quality work; 2) to help students identify a specific reader and purpose in order to translate exploratory writing into expository writing; and 3) to practice different forms of writing (e.g., narrative, evaluative, analytical, and argumentative) to increase flexibility. Peer and instructor responses help students develop an editorial eye for clarity and the ability to read one's own writing critically. Students study published writing to enlarge their understanding of rhetorical methods of development and to explore and refine their personal writing style.
Newspaper Journalism Practicum: The Raven Review
In this hands-on practicum course, students learn journalism in a classroom setting and apply the knowledge to the publication of Prescott College’s student newspaper, The Raven Review. The course will cover issues of reporting, interviewing, style, typography, headlines, libel, advertising, editing, and media releases. Students will serve in various capacities, depending on their talents and interests and the needs of the paper: as reporters covering college, community, and national issues; as writers of columns and opinion pieces; as photographers, layout designers, and advertising solicitors; and as editors, shaping issues and reading and choosing articles from the college community for publication. The class will produce several issues during the semester. The experience from this course counts toward the practicum requirement in writing and literature.

Nonprofit Management
This course will engage in exploration of the theory, topics, and issues associated with management in the non-profit environment. This will include: the role of nonprofits in the greater socioeconomic landscape, organizational structure; strategic planning, marketing; financial management; capitalization and fundraising, including gifts and grants; and other topics associated with managing a nonprofit organization. Learning formats will include extensive readings and writing assignments, class discussion, and conversa- tions with experienced nonprofit managers. Students seeking upper division credit will also engage in additional in depth study of a specific area associated with nonprofit management.

Observations of Nature: the Art of Scientific Illustration
This course introduces students to the art of scientific illustration through the observation and depiction of natural forms (plants, wildlife, anatomy, microscopic organisms, etc.). Students will work directly from nature learning to draw with accuracy and detail, creating illustrations that are both informative and investigative. This course will also look at the role of artistic interpretation in art and science, and cover historical and contemporary artists who use scientific illustration as an expressive art form. Media will include graphite and charcoal drawing, pen and ink, watercolor and mixed media. Frequent field trips will enable students to draw firsthand from the outdoors, museums, laboratories, etc. This course provides Environmental Studies students with the skills to illustrate field journals and guides, and prepares Visual Arts students for advanced studies in drawing and painting.

Opening the Creative Mind
This course offers the student an exploration into creativity and personal development through a variety of processes and media. Our emphasis will be on breaking out of conditioned ways of thought and perception in order to generate new creative ideas, original solutions to problems, and inner skills of self-directedness. Theoretical models and experiential exercises are used to foster flexibility of awareness, move through creative blocks, and align with the dynamic stages of the creative process itself. Methods may include image-making, writing, games, stories, movement, rhythm meditation, and creative life actions. An excellent preparation for any area of study or life endeavor in which original, creative thought and action are a necessity.
Organic Evolution
This course focuses on the genetic basis of organic evolution. Topics include the study of diversity and the history of evolutionary thought; Darwin’s evidence for evolution and common descent; the nature of inheritance, adaptation, and speciation; and rates and timing of growth and development. The course consists of lectures, discussions, and extensive readings. Students will develop the ability to evaluate the various theories regarding the processes of organic evolution as well as gain a broad overview of evolution as a unifying theme in biology. In addition, students will focus on specific topics of their choice by completing personal projects.

Organizing, Activism & Alliance Politics
This field based course takes students to the Arizona Sonora border to participate in border justice movement work through collaboration with human rights, anti racist, faith based, indigenous, and grass roots organizations. It combines direct, hands on experience working with activists and community organizers engaged in a variety of strategies to solve the social, political, and environmental problems in southern Arizona and northern Sonora, with readings and activities that explore and analyze models and theories of social change and social justice. Students will get an intensive overview of U.S. Mexico border enforcement and immigration policy; the social, political and environmental crises associated with neoliberal globalization, border militarization and the criminalization of immigration; and the border justice movement in southern Arizona and northern Sonora. Students will be required to reflect on their service experiences through various modes of communicative expression, both individually and collectively, and analyze their overall learning in final presentations to the Prescott College community.

Orientation Instructors Practicum
This advanced course represents a practical demonstration of wilderness leadership. It enables student leaders to apply knowledge and skills that have been gained through their prior course work. Student leaders conduct a three week wilderness expedition for students entering the Resident Bachelor of Arts Program. The student leaders are responsible for the organization, documentation, and facilitation of the expedition which serves as a personal demonstration of competence in leadership, teaching, and logistical skills.

Orientation: Base camp: Health based Practices
This course is intended to orient new students to the college’s unique educational philosophy, structure and community. The curriculum for the course is carried out over three weeks in a base camp setting focused on yoga and other mind/body practices. Students will develop a twice daily practice that teaches yoga postures and breathing technique. They will develop a sense of place while living and practicing and studying in a local natural environment. Students become functioning members of an invaluable community by learning interpersonal communication, flexibility, commitment and most importantly, compassion and respect for self and others. Through individual research projects, a solo experience, leadership training and service projects, students must participate fully in this interdisciplinary Liberal Arts course. Students will conclude Orientation with an all day Academic Seminar.
Orientation: Community Based
This course is intended to orient new students to the colleges' unique educational philosophy, structure, and community. The curriculum for the course is carried out through several backcountry excursions, or from a base camp setting. Students develop a sense of place and make connections to the southwest through day hikes, community events, group activities, and studying the ecology and natural history of the area. Students become functioning members of an invaluable community by learning interpersonal communication, flexibility, commitment, and most importantly, compassion and respect for others and one's self. Through individual research projects, a solo experience, leadership training, and service projects students must participate fully in this interdisciplinary Liberal Arts course. Students will conclude Orientation with an all day academic seminar.

Orientation: Desert, Mountain, and Canyon Expedition
This course is intended to orient new students to the College’s unique educational philosophy, structure, and community. The curriculum for the course is carried out within the context of a three week backpacking expedition. Students develop a sense of place and make connections to the southwest through rigorous back country travel, map and wilderness navigation, and studying the ecology and natural history of their route. Students become functioning members of an invaluable community by learning interpersonal communication, flexibility, commitment, and most importantly, compassion and respect for others and one’s self. Through individual research projects, a solo experience, leadership training, and service projects students must participate fully in this interdisciplinary Liberal Arts course. Students will conclude Orientation with an all-day academic seminar.

Origins & Directions in Adventure Education
A major goal of this course is to provide literacy in the field giving students a well-rounded and professional edge to a career in Adventure Education. Through lecture, discussion, research, and experiential projects, this course will explore the many facets comprising Adventure Education. By exploring historical influences relative to exploration, industrialization, as well as changing views of the concepts of both leisure and nature, one will see how and why Adventure Education emerged as a field. Similarities and differences to such fields as outdoor education, recreation, environmental sciences, and experiential education will be investigated. Students will practice several modes of research and writing while critically examining common trends in Adventure Education. Upon completion, the successful student will be able to converse intelligently and with depth on the origins and directions of Adventure Education.

Ornithology, Introduction to
This course introduces students to the biology of birds. Topics include evolution, anatomy, physiology, behavior, ecology, and conservation. The course consists of lectures, discussions, and extensive readings including a selection from the primary scientific literature. Local outings will supplement the material covered in class.

Outdoor Education & Recreation
This course offers an introduction to the manifold facets of the Adventure Education program. Major recreational skills are presented in an outdoor setting. Complimentary topics (including a history of adventure and exploration, landscape studies, and the origins of outdoor education) will provide students with a means of assessing and determining their own commitment and suitability for outdoor leadership and recreational pursuits.

Outdoor Program Administration
This course will introduce students to the administrative and leadership skills required to operate a successful adventure education program. Topics covered include: program design; safety and risk management; legal liability; hiring, supervising, and evaluating staff; fiscal management; access to public lands; and program leadership. Adventure Education program faculty and outside speakers will present on various pertinent topics through the enrollment period. Students will select a topic of special interest to research, write about, and present to the class.

Painting from the Source
Painting can be used as a vehicle of deep inner connection, personal understanding, healing, and self-transformation. In this class participants will develop skills for generating meaningful personal imagery through spontaneous painting, meditation, mandala processes, and creative personal explorations. We will engage elements of visual space and design, as well as symbol, metaphor, and archetype as the inner language of the psyche and as living messengers between different levels of consciousness. An excellent introduction to art as a therapeutic and spiritual process.

PAN I: People, Animals, and Nature
This course provides both a theoretical and applied experiential grounding in our relationships within the natural world. Foundational readings and dialogue from the Biophilia Hypothesis will help frame an inquiry based exploration of relationships in the more than human world. Students will explore these relationships with each other, through an informed engagement of the nature of being human, through immersion and study of the local bioregion, through and through intentional relationship with equine partners.

Park & Wilderness Management
Political activism on the part of a great many people stimulated legislation to create a national park system, and later, the National Wilderness Preservation System. Too often, however, public awareness of these wildlands has waned once they receive legal protection. The question “How do we keep it wild?” has been only infrequently asked. In this course we will seek pragmatic answers to this essential question. We will review the evolution of wildlands preservation in America, including pertinent legislation, and then proceed to analyze a series of contemporary management issues including: restrictions on visitor use; limits of acceptable change; permits; fire management policies; ecosystem management and interagency conflict; and the competing roles of recreation, resource extraction, and preservation of biological diversity on public lands. Learning formats will include extensive readings and writing assignments, class discussions and seminars, meetings with agency personnel, and field study of wildlands management.
Peace Studies, Introduction to
The processes and politics of “war” have been a continuous and regular feature of modern life, as dramatically indicated by recent events in the United States and abroad. In this course we will initially analyze the roots of war from various perspectives encompassing psychological, sociological, and political paradigms. Then, by considering concepts such as “negative peace,” “positive peace,” and “nonviolence,” and by drawing upon spiritual texts and insights, we will seek to assess the viability of proposals for solving the “war problem” through the conscious deployment of peace research, education, and activism. In this light, we will consider peace movements both historical and contemporary, as well as experiments in community-building that provide a measure of hope for the prospects of peace in a time when images and rhetoric of war have come to dominate the political landscape.

Peer Education Practicum
This course is a natural extension of Counseling Skills and related courses. In the Peer Education Practicum, students will be involved in the operation of the Peer Education & Resource Center (PERC) under the supervision of the course instructor. As part of their Peer Education Practicum responsibilities, students will provide a number of services including peer counseling, information and referral, community education events, student advocacy, leadership, and support. Students will also regularly attend staff meetings where counseling supervision, in service instruction, and advanced skill building training are conducted.

Peer Education Practicum II
This course is an extension of Peer Education Practicum I. In part II of the Peer Education Practicum, students will continue their involvement in the operation of the Peer Education and Resource Center (PERC) under the supervision of the course instructor. As part of their Peer Education Practicum responsibilities, students will provide a number of services including peer counseling, information and referral, community education events, student advocacy, leadership, and support. Students will attend regular staff meetings where counseling supervision, in service instruction, and advanced skill building training are conducted.

Peer Educator Training
This course will focus on strengthening the counseling and communication skills required to be an effective peer educator within Prescott College’s Peer Education and Resource Center (PERC). As self awareness and emotional maturity are of paramount importance to being a successful peer educator, students will actively engage in team building and personal growth activities in addition to learning about the operation, mission, and goals of the PERC. Students will also hone their program development and facilitation skills. All qualified students will become Certified Peer Educators at the conclusion of the course.

People in Nature: An Interdisciplinary Seminar
It is often difficult to grasp the far-reaching implications of a global environmental issue. This seminar-style course investigates a current challenge facing our planet through the eyes of a group of faculty and visiting scholars that ranges from the psychological, cultural, artistic, spiritual, scientific, and ethical. Each week we will explore, through guest lecturers or information sessions and follow-up discussions, how a particular environmental issue affects, for example, our use of the wilderness, the way we view scientific data, our artistic expressions, the foundations of our spiritual and psychological well-being, recreation, and our educational systems. We will explore how various cultural groups within the US and across the globe are affected by this issue. The course will also explore solutions through activism, education at all levels in society, and restoration. In Spring 2009 this course will focus on Global Climate Change.

Permaculture Design & Theory
Permaculture Design is a method of landscape planning that can be applied at scales from the home garden to the large acre farm. To create sustainable human settlements and institutions, permaculture uses an ethically based whole systems design approach, incorporating concepts, principles, and methods derived from natural ecosystems as well as from cultural and indigenous systems. Although rooted in horticulture and agriculture, Permaculture design is interdisciplinary, touching on a wide range of subjects including regional planning, ecology, animal husbandry, appropriate technology, architecture, and international development. This course will cover the internationally recognized Permaculture Designer Certification curriculum, and will involve classroom lectures, field trips, hands on activities, experiential learning exercises, group discussions, readings, and student design projects and presentations. Students will earn a Permaculture Design Certificate with their successful completion of this class.

Permaculture Design, Advanced
This course will pick up where the 'Introduction to Permaculture' left off. It will be a design intensive course, focusing on the application of the design principles on a real project. We will go through the entire design process phase by phase from schematic design through Construction documents. We will cover determining site patterns and the story of place, how to create an accurate base sheet, research the history of a site, how to conduct an interview with the owners and stake holders, Graphic communication and design journaling, Presentation graphics and how to conduct a presentation. We will take a 7 to 10 day field trip to existing well established permaculture sites in Northern Arizona, New Mexico and Colorado. We will also participate in hands on activities and workshops in each location we visit. The goal of the course is to give students the skills to enable them to be able to conduct on their own design projects.

Personality Theories
This course aims at understanding personality and motivational processes. Personality theories are functional in orientation and have significance for human adjustment and survival. Various views of human nature are represented in psychoanalytic, behavioral, humanistic and existential approaches. Theorists (e.g. Freud, Jung, Skinner, Rogers, Maslow) from these schools have made significant contributions to understanding “why people are the way they are.” Relationships among theory, research, and clinical
practice will be discussed, and concepts from personality theories will be used to understand behavior. Students will pursue in depth research in a specific typological system of personalities.

Philosophies of Interpretive Naturalists
Wilderness has had a profound effect on art, literature, and political thought in America. This course will consider the historical influences wilderness and nature have had in shaping our contemporary philosophies and attitudes. Beginning with an overview of definitions of nature from the roots of western civilization, we will gain a historical context for considering the writings of interpretive naturalists such as Henry David Thoreau, John Muir, Aldo Leopold, and Rachel Carson. Selected essays will be read and discussed with respect to their influence on political and philosophical perspectives in America.

Philosophy: History of Consciousness
This is the second course in Prescott College's basic philosophy series, following Modes of Thinking. The major problems with which conscious thinkers have grappled since ancient times will be our starting point. Traditional issues like knowledge (epistemology), existence and meaning (metaphysics), and moral development (ethics) will be explored in the beginning, and a historical approach to the development of modes of thinking will be emphasized. The destination of this intellectual journey will be to examine contemporary philosophical thought and involve class members in creative, original work to understand their own ideas and feelings. This class is intended for all students who wish to gain a broad understanding of the history of conscious thought, based on both reason and emotions (i.e. philosophy). The course will also be of great value to anyone who has ever pondered imponderables and wondered if others have done the same.

Philosophy: Modes of Scientific Thinking
Science is one of the most dynamic powerful enterprises in the modern world, but it is not generally known that all science has a philosophical foundation. Epistemology and metaphysics provide the basic theories of knowledge underlying all types of pure and applied science. In this course we will learn how scientific theories are created and tested. We will not restrict ourselves to empirical or laboratory science, but also treat phenomenology and human/social sciences. Our study material will be taken from fields like small particle physics and string theory, cosmology and astrophysics, evolution and natural history, and advanced genetics examined at a descriptive level. Students will not only learn the philosophical bases of such sciences, but a great deal about the newest developments as well. The course will open understanding of some of the most exciting directions of humanity now and in the future.

Philosophy: Modes of Thinking
There are many modes of thinking – mythic, metaphoric, intuitive, logico analytic, synthetic, systemic, non linear, and others (as well as fallacious or misapplied modes.) The human tendency is to unconsciously adopt one or two modes and ignore the others, which leads to misunderstandings and errors in thinking. We also make the mistake of believing one mode of thinking is superior to the others. For example, many hold science to be more "true" than myth, but it is just as wrong to apply scientific standards to myth, as it is to create myths in science. This course will help participants understand the
bases, uses, and limits of the various modes, and to identify them in their own thinking. We will critically examine thinking (and fallacies) evident in the media, academic world, politics, the arts, and public and private discourse. We will apply appropriate modes of thinking to solve problems that at first appear intractable. We will learn to see the true meaning of things using the "inner eye." This course is fundamental to the areas of Philosophy, Humanities, and Liberal Arts, and is applicable to Education and Teacher Training, and any area of study in which effective thinking is valued.

Philosophy: The Emerging World
We should all be interested in the future, since that is where we will be living the rest of our lives! In this course we will study the immediate future as it emerges from the present, and we will also look at longer term alternative futures. This is the last in a Prescott College series of philosophy courses designed to learn about the stages of development in human societies from the standpoint of human intellectual, emotional and spiritual life (rather than the standard curriculum focused on historic ideas, events and personalities.) The central question in these courses is, "what is it like to be a human being living in a society?" In this course we will study the "shape" of human minds in the present, and in the projected future. We will learn about and evaluate paradigm changes in human thought and personality that manifests in powerful social trends; current and likely future breakthroughs in science and technology; efforts to create peace through beneficial and just government (as contrasted with attempts at social and political restructuring through military force); economic and societal globalization. Tools for this study will include (a) readings: there is an extensive new literature about possible futures, in addition to the science fiction genre; (b) the application of philosophical principles; (c) serious study of projection techniques, including model building, scenarios, game theory, predictioneering (calculating probabilities of alternative outcomes), and (d) writing essays and research reports.

Philosophy: The Search for Meaning through Ethics & Esthetics
In this course, each participant will confront important personal and social issues to determine what his or her ethical basis should be for deciding and acting. Each of us faces personal dilemmas in such areas as belief or cynicism, relationships; ambitions and direction, fears and courage, and lifestyle. The nations and peoples of the world are going through a period of accelerated change, that is bringing with it very real dangers but also great opportunities. The crises of this period are reflected in the personal choices people have to make in every society; this is particularly true of our own. Many issues are being politicized with labels such as "right to life vs. genetic engineering," "clash of civilizations vs. war on terrorism," "globalization vs. peoples' movements," or "global warming vs. jobs and the economy." In exploring such challenges, each participant will be encouraged to develop rational and emotional bases for personal ethical behavior, and a coherent set of social commitments and to realize that decisions we make today will affect our own lives, and the short and long term future of our communities, our society, our descendants, and our planet.

Photo Exploration, Basic I
This course will focus on photography as a means of visual expression. The student will explore the creative potential of black and white photography and develop a strong foundation of technical
processes. Class sessions will include basic camera operation, correct film exposure and processing, introductory print-making, and final presentation. The course will emphasize visual thinking and will enable the student to develop a new appreciation for the natural world, cultural environment, and the power of photography.

Photography Workshop: Color Photography
This class will introduce students to the technical processes, creative application, and historical development of color images through the application of slide transparency and color negative materials as well as alternative color methods. Students will learn and apply the basics of color theory and design as it applies to creative image-making and visual literacy through a series of assignments and student initiated inquiry utilizing color films under a variety of different situations. Concurrent with both field and darkroom assignments, students will be exposed to the historical significance and visual aesthetics of color photography within the continuing photographic tradition, as well as the basic technologies associated with such processes as Autochrome, Kodachrome, and Ektachrome.

Photography, History of
This course is designed to give students an overview of the historical applications of photography from a scientific, aesthetic, and social perspective. Students will learn research methods and have access to one of the finest photographic collections in the country (Center for Creative Photography at the University of Arizona.) As students explore the powerful impact photography has had upon our world, they will direct their studies toward personal areas of interest and research and learn how these areas fit into the grand scheme of traditional and contemporary image making. Students will not only conduct archive/library research but will also be engaged in dialogue and interviews with some of the important figures in this medium. The goal of this class is to absorb the past, embrace the present, and give direction to the future.

Physics & Chemistry, Foundations of
This course provides an introduction to the physical and chemical sciences. Topics covered include measurement and units, the nature of matter and energy, atomic structure, chemical bonds, chemical reactions, acids and bases, organic chemistry, physical mechanics and thermodynamics. The course will serve as a useful basis for students interested in biological systems, environmental chemistry, soil science, geology, geochemistry and many other areas within environmental studies. Classes consist of lectures, discussions, and lab exercises. Environmental applications are used extensively to illustrate concepts in the course.

Physics, Foundations of
This course is an introduction to various themes in physics including motion, energy, waves, electricity and magnetism, and modern physics. We will discuss the social context and philosophical implications of developments in physics, from its inception in ancient times modern particle physics. A solid foundation in high school algebra is required for entry into this course although the emphasis will be on concepts and not mathematics.
Plant Propagation Methods
The focus of this course is to acquaint students with a wide array of plant propagation methods and facilities, both historic and modern. Field work will include hands-on propagation experiments, nursery production practices, and greenhouse propagation methodology. Class discussions and lectures will cover everything from conservation of plant genetic stocks and grafting methods to irrigation and greenhouse systems. Issues of conventional versus sustainable systems will be explored, and students will be encouraged to understand the problems and solutions of plant propagation in today’s world.

Plants & Humans
This introductory course gives an overview of human relationships and interactions with plants developed from the perspectives of ethnobotany and economic botany, with emphasis on the following kinds of topics: food plants and domestication, medicinal plants and phytochemistry, ritual and ceremonial plants, plants for fiber and utility, invasive species, plants for bioremediation and living machines. Activities in the class include laboratory exercises, class discussions, class projects, and projects based on individual students’ interests. This is a foundation course for application-based independent studies in any of the above topical areas and for students pursuing competencies in agroecology, ecological design, human development, ecopsychology, holistic health and wellness, human ecology, and related areas.

Playwriting
This course engages students in the theory and practice of writing for the theatre. The class will read, view, and study plays in preparation for writing original short dramatic works. Students will experiment with the form through writing exercises to develop character, dialogue, plot, and setting. Each student will write at least two short plays and participate in workshops, discussions, and class projects. Plays written in this class will be considered for possible performance by acting and production classes.

Poetry Workshop
Students will read and critique the works of contemporary poets in order to become familiar with a variety of literary techniques and to develop an appreciation for the relationship between content and form. Students will also submit original drafts of poems for class critique and engage in a variety of writing exercises. The reading, writing, and critiquing experience gained in this course will provide the background students will need for further study in poetry.

Poetry Workshop, Advanced
This course provides advanced students with the opportunity to pursue independent projects in poetry in a workshop atmosphere. Each student will design an individual reading list appropriate to the chosen project. Such projects may include continuing to experiment with free-verse techniques introduced in Poetry Workshop; exploring traditional forms such as haiku, the sonnet and villanelle; concentration on nature poetry, poetry in translation, particular authors or poetry in relation to visual art forms; or pursuing other emphases pertinent to the students’ creative endeavors. Students will submit their own works-in-progress for the weekly class critiques, engage in a variety of writing exercises, and give brief presentations on their independent projects. Students will also explore avenues for taking their work
beyond the classroom by either participating in a public reading or by sending their work to journals for consideration.

Positive Psychology
Since its inception, the profession of psychology has focused, with considerable success, on pathology and its origins and remedies. This course will focus on the new field of positive psychology, which focuses on positive feelings and strengths. In particular, students will explore the growing body of knowledge on positive emotions, such as optimism, humor, spirituality, and forgiveness, and their relationship to health, healing, and happiness. Students will have the opportunity to explore their own positive feelings and strengths and the relationship they bear to their own degree of life satisfaction.

Pre Calculus
This course is more rigorous and extensive than traditional College Algebra, and will prepare students for the study of Calculus. The content includes linear, quadratic, polynomial, exponential, logarithmic, and trigonometric functions; cartesian, and polar coordinates will be covered, as well as vector representation. The course will emphasize problem solving and mathematical modeling of physical, environmental, economic and social issues.

Printmaking: Beyond the Press: Large scale Alternative Relief Processes
In this course students will learn various approaches to relief printmaking, with an emphasis on alternative processes. Students will learn a variety of printmaking techniques while developing content and image development, toward a portfolio of prints that reflect a range of approaches to the medium. Relevant work by historic and contemporary artists will be covered, and fieldtrips to printmaking studios, museums, and/or galleries will provide firsthand experience of printmaking approaches and imagery. Critiques and group discussions will provide critical dialogue and a strategy for individual artistic development.

Progressive & Religious: Religiously Inspired Social Change
This course explores an aspect of religion that does not get very much exposure in the press or in current political dialogue, namely, religion as inspiration for progressive social change. The news is full of reports about conservative politicians in the United States whose religious beliefs inspire them to deny the findings of modern science, limit women's access to contraceptives and abortion, oppose immigrants' rights, and generally to work against efforts to change our society to give more voice and power to the poor and oppressed. Worldwide, the activities of religious extremists foster the impression that religious people and organizations are reactionary and closed minded. But these caricatures of supposedly stereotypical religious people do an injustice to the wide variety of political and social stances actual religious individuals and organizations take. Both history and current demographics indicate that there is much more to religion than support of rulers or political candidates with conservative social agendas, and that terrorists represent a tiny minority of people who self identify as religious. Students in this course learn about how religions have motivated their followers to devote themselves to promoting progressive social change in the past, and how religious people and organizations are working for such change today. Students investigate how religion came to be
associated, in many people's minds, with ignorance, violence, and support for oppressive social and political power holders. They examine the make up of religious populations today and how those have changed over time. Building on their understanding of the social and political context in which religion operates, students conduct research on historical and contemporary individuals and groups whose religious commitments (whether religiously conservative or liberal) have inspired and shaped their work for such progressive causes as peace, environmental issues, economic justice, and the human rights of oppressed social groups.

Psychohistory of the American Presidency: The People & the Institution
In "Psychohistory of the American Presidency: The People and the Institution" we will examine the Constitutional history of the American Presidency. We will consider the "formatting" of the presidency through the Revolutionary Generation, how the founders struggled with conceptualizing an executive branch as the new republic fought off the tyranny of King George, and the struggle between the Federalists and the Republicans in defining the role and powers of the presidency. In particular, we will examine the presidencies of Washington, Adams, and Jefferson, all founders of the Revolutionary Generation, who sought to define the role of President, as well as how their personalities shaped and formatted the institution for future generations. Then, we will investigate how the unresolved Revolutionary Generation's legacy of slavery led to the Civil War and Lincoln's presidency as a defining moment of differentiated leadership. Finally, we will study Watergate and post Watergate Presidents, such as Nixon, Reagan, Bush II, and Obama and the waxing and waning of the Imperial Presidency throughout American history. We will explore topics such as differentiated leadership and how the personalities of presidents shapes the emotional field of the times, Imperial Presidencies, and the influence of presidents on both domestic and foreign policy.

Psychology For Social Change
This course explores and attempts to expand psychology's contributions to our understanding of the world's problems involving social and environmental injustice. Specific topics may include: the relation between psychological health and environmental conditions; the psychology of global responsibility; the nature of empowerment and transformation; psychological views on aggression and conflict; peacemaking and peace-building. Our work together provides a platform for taking individual, community, and political responsibility.

Psychology of Personal Growth
The path to personal growth and transformation has many entry points including mindfulness, self-awareness and an understanding of the relationship between who we are and how we live. "How am I to live?" will serve as the overarching question for students in this course. Using current research and theory, an exploration of social context, and in-depth self-reflection, students will develop an understanding of the relationship between what we think, how we act and who we become.

Psychopathology
This course will introduce forms of abnormal consciousness and behavior, including disorders of mood, anxiety, schizophrenia, eating, sleep, cognition, development, addictions, and personality. Reading and
discussion will include the biomedical, psychodynamic, and environmental models and treatment of abnormality. In addition, we will consider the very concept of “abnormal behavior” in the context of cultural influences. Students will be expected to choose independent readings and facilitate discussion of a particular topic of interest. The class will attend at least one professional conference related to the field of abnormal psychology and the mental health field.

Public Art: Mural Painting
In this course students will learn various aspects of mural painting, from preliminary planning to the completion of a permanent mural. This course includes technical instruction in acrylic and fresco mural painting and investigates the historical role of mural art in various cultures. Project proposals, permits, fundraising, and legal processes necessary to implement public murals will be covered, and fieldtrips will allow students to visit several major mural projects in the region. A majority of the course will be dedicated to the design and execution of a public mural on campus.

Public Art: Site-specific Sculpture
In this studio arts course, students will create public art projects along cultural and political themes relevant to the Southwest U.S. This course will include technical instruction in a variety of permanent and temporary sculptural media, including large-scale wood sculpture, mixed media, and new genres. Application, permit, fundraising, and legal processes necessary to implement public projects will be researched. Students will travel throughout the region visiting public arts projects and creating individual and collaborative art pieces in public settings. This course will culminate in the production of a permanent public sculpture on campus.

Queering Utopia: Queer Theory & Practices of Hope
Like the true definition of Utopia, meaning "no place" or "not yet a place," queer is constantly in a state of resistance and becoming. This course will focus on the fruitful connection between the fluidity of queer identity and politics, and the imaginative and open ended nature of Utopian literature. Students will read foundational texts in the field of queer theory and follow the turns of recent debates amongst major theorists on questions of difference, identity and the future. Alongside this reading, students will engage with samples of Utopian literature from the 17th through the 21st centuries that demonstrate feminist and queer themes. Bringing these works into conversation through seminar discussion, autoethnographic research and creative/academic writing, students will explore the tensions between longing for a better future and resisting the urge to 'save' the world, in favor of a grounded and nuanced political practice of hope.

Reading in the Content Area: Secondary Education
Reading in the content area is an in depth study of systems involved in the reading process at the secondary level. The student will review secondary reading standards and core English and Language Arts curriculum in order to support skills and include them into specific content areas. Topics such as vocabulary, reading fluency and comprehension are central components of this course as well as comprehension in both literary and informational texts such as expository, functional, and persuasive writing. The student will consult with district reading specialists to become informed of reading
diagnostic tools used within the district and state as well as additional tools and technology available to assist the struggling reader. The student will review the Arizona Department of Education website to maintain a working knowledge of legislation and programs that address literacy issues.

Reading: Methods & Practice
During this course of study, students will examine the Arizona K-12 Reading/Language Arts Academic Standards, in order to identify and understand the components of a comprehensive reading program designed to ensure student mastery in grade level skills. Students will gain an understanding of legislative and state board of education mandates pertaining to the elementary reading program. Students will be expected to master instructional strategies for each of the five research-based essential components of reading: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Students will explore diagnostic and remedial reading strategies for use with diverse learners, including ELL. Students will investigate environmental and cultural factors that influence reading, and plan for their accommodation within an effective classroom reading program.

Recreation Management Practicum
This course is designed to embrace and explore the concepts of service learning through direct community participation. Within the context of the course, students will interact with various public land managers to not only learn about recreation management, but also how they can actively participate in the stewardship of public lands. Through these interactions, students will gain knowledge and understanding related to the management of various forms of recreation on public lands. The laws, history, and ethics related to commercial and non-commercial recreation activities such as rock climbing, backpacking, equestrian use, river running, mountain biking, and off road vehicle use will also be explored. Students will also gain skills and experience in trail restoration and maintenance, wilderness inventory, and recreation site inventory and restoration. This course takes place on public lands throughout Northern Arizona, with a focus on our National Forest lands.

Relational Horsemanship
This course provides foundational skills for students interested in working with horses or in Equine Experiential Learning. Through reciprocal relationships with horses, students explore patterns of communication and leadership. As groundwork for this reciprocity, students learn about historical and contemporary relational approaches to human equine partnership. Safe and effective horsemanship skills will be taught. Western riding and horsepacking skills will provide an applied context within the course.

Religion and Science
Since the dawn of human civilization, religion and science have played preeminent roles in our quest to comprehend the universe, our world, and our existence. This course, team-taught by a scientist and a religionist, explores the processes by which religious traditions and scientific disciplines seek to understand the origins of the universe, Earth, and life. We also consider whether and how these religious and scientific quests for knowledge relate to each other. We begin by studying representative highlights of how sciences and religions have addressed questions of origins. Then we examine
contemporary debates on these issues. To maintain currency, the topics covered will vary from year to year, but examples of the types of issues we will examine are the Big Bang versus other cosmogonic models, the repercussions of the proposal that ancient Martian life has been discovered, and the implications of recent advances in genetic engineering. Students, mindful of the role science and religion can play in informing the important choices individuals and societies will make in the years to come, will apply what they have learned in this course to specific contemporary challenges that have both religious and scientific aspects and implications.

Religion & Spirituality in the History of Art
This art history/critical theory course explores the influential role of religion and spirituality in the history of art. The course includes a survey of major world religious art including Buddhist, Christian, Hindu, Islamic, Jewish and Pagan, along with a critical discussion of how art challenges religious experience. The course examines cases of controversy and art censorship on religious grounds and discusses the relationship between ethics and aesthetics. The course will also cover the role of spirituality in the work of modern and contemporary artists, and the place of art and spirituality in contemporary culture. This course is designated writing emphasis and will include research and response papers, field trips to museums and galleries, visits with artists and/or art historians, and collaborative projects.

Religious Ethics & Environmental Activism
This course begins with the premise that the global environmental crisis constitutes a moral and religious crisis. Religion and ecology converge philosophically when both ask the big questions about the workings of the universe and human beings’ place in it. That they also converge morally is evident in the observation that the solutions to environmental problems cannot be found in science alone, because the roots of these problems lie in human attitudes of arrogance and spiritual pride that are often expressed and legitimated by our religions. The cooperation of the world’s religions in helping humans address the environmental crisis is essential. How do religious traditions need to be reevaluated and reconstructed in the light of the global environmental situation? What spiritual resources do the world’s religious and ethical traditions provide for dealing with environmental problems? What do different religious traditions have to say about each other that might clarify what it means to have proper respect for the Earth? To address these and other crucial questions, we will bring in materials from indigenous cultures and Asian religious traditions; examine the legacies and roles of the dominant Western religions; trace the development of the modern mechanistic view of the environment; and explore forms of contemporary ecological spirituality (e.g. Christian ecotheology, animal rights, Deep Ecology, ecoactivism, and ecofeminism).

Religious Roots of Peace
In this course students will explore the roles of religion and spirituality in peace-building. We will investigate 1) the relationship of social action, politics, and religion; 2) specific spiritual practices employed in the cause of social justice and change; and 3) spiritual roots of peace grounded in the world’s religions. The beginning of the course will be devoted to an exploration of the theory and method of religious peace-building, focusing on these three study areas. Based on this foundation,
students will then consider case studies of peace-makers around the world whose religious and spiritual traditions have inspired them and provided them with resources crucial to their work for social change.

Restoration Ecology: Watersheds of the Southwest
This course focuses on watershed-scale restoration. Striking a balance between theory (restoration ecology) and practice (ecological restoration), we will begin by exploring watershed and riparian restoration from philosophical, psychological, political, and economic perspectives. Understanding the structure and function of aridland watersheds and assessing how human activities have affected and shaped their health will set the foundation for the rest of the course. Some of the paradigms and principles relevant to ecological restoration such as succession, disturbance, space-time scales, evolution, historical ecology, ecosystem health, and traditional knowledge will also be examined. Finally, students will learn practical methods of planning, implementing, and evaluating watershed and riparian restoration projects through case study research, field trips to restoration sites, and hands-on restoration work.

Rethinking our Classrooms: Race, Power, and Identity in Education
The intent of this course is to allow educators – both future public school teachers and future community educators – to critically analyze their own backgrounds in a safe forum. The purpose of analyzing our own identities is to investigate how our race, class, gender, sexual orientation, religion, primary language and ability influence the way we teach and the way we are received as teachers. This course will focus on both theory and practice as we move through analyzing our identities to culturally responsive teaching (Gay, 2000). This seminar will be steeped in narrative tradition using autobiography as a tool for self-analysis as well as a curricular methodology. Through readings, journal writing, teacher inter-views and classroom observations, we will investigate how our stories influence the way in which we address issues of access to education and how we can rethink our classrooms to use our own identities as positive agents of change.

River Guides Training
This course is designed as a river guides’ training course, and is suited to students with some previous river guide and/or whitewater raft piloting experience. Whitewater rafting and expeditionary river trip leadership are primary components of the curriculum. The intention is to approach modern river running from a commercial guide’s training perspective. Students will assist in organizing, a 3-week expeditionary river trip through Grand Canyon, during which basic training in a broad spectrum of river trip related topics will be covered. These include: raft piloting and whitewater hydrology, equipment care and repair, protocols for camping, food preparation, sanitation, participant briefings, client/guide relations, conducting side-hikes and interpretive presentations in regional natural and cultural history and current conservation issues.

Rock Climbing & Geology
Every rock climbing venue presents new challenges to climbers because of its unique rock texture, composition, and environment. All rock climbers are thus empirical geologists because of the direct personal experience they have with a variety of rock types. This class is designed to expand the climber’s
knowledge of the rock to include the geologic processes involved in its creation and sculpting. We will climb at a number of areas that have experienced various geologic histories and that are composed of diverse rock types. Such detailed study of the rocks will allow us to comprehend many important geologic concepts such as rock classification, plate tectonics, geologic time, weathering, and erosion. We will trace the geologic events that created the rock at each venue and scrutinize the weathering processes that have created every hold on which we rely. We will also introduce all of the skills covered in the Basic Rock Climbing course, such as climbing techniques for specific rock types, anchor systems, lead climbing procedures and practice, rescue techniques, ethical issues, and some land management concerns.

Rock Climbing & Yoga
This course is designed to introduce and explore the connections between rock climbing and hatha yoga with the anticipation that the practice of each will enhance the other. The curriculum consists of an even balance of rock climbing and hatha yoga practice. Students with experience in either discipline will explore and discover the complementary relationship of the two pursuits. Hatha yoga postures, breathing, and meditation transfer directly to graceful movement, awareness, and control on the rock. Strength, courage, and focus – qualities that run parallel in each pursuit – will be developed in this course. All the skills covered in an introduction to rock climbing course will be introduced or reviewed. These include knot-tying, anchor systems, multi-pitch lead climbing, and rescue techniques. There is space in the curriculum to develop each climber’s technical repertoire.

Rock Climbing for Women, Introduction to
This course introduces students to the basic technical skills associated with rock climbing. The appropriate student has little to no rock climbing experience, and is led through a gentle progression of technical skills in both single day and overnight excursions. Emphasis is placed on climbing at outdoor top rope and multi-pitch sites, utilizing natural and fixed anchor systems. Students are introduced to basic knots, rope handling, belaying, signals, anchors, and rigging. In addition, students are asked to consider risk management, problem solving, and decision making in the development of these skills. Movement on rock, balance, as well as physical and emotional safety are incorporated daily as the group moves through this progression of skills.

Rock Climbing, Intermediate
This course is designed to introduce students to high angle, traditionally protected multi-pitch rock climbing. It is a concentrated course designed to equip aspiring lead climbers with the necessary skills, decision-making ability, and safety consciousness to accomplish traditionally protected multi-pitch rock climbs in a self-sufficient manner. A review of basic skills and anchors precedes a basic lead climbing progression. Students have an opportunity to climb in teams and practice lead climbing protection placement, route finding, cleaning and descents in multi-pitch settings. The course is not designed solely around pushing student climbing standards, but rather providing a supportive environment in which to reinforce technical skills and safe climbing practices at a comfortable standard. Other intermediate skills such as belay escape, self rescue, rappel retrieval, ascending fixed lines, and problem solving are also
covered. Current trends and issues in rock climbing are covered including land management policies, impacts of rock climbing, ethics, and service work in local climbing areas. If student interest and skills are suitable, an introduction to aid climbing and hauling may be included.

Rock Climbing, Introduction to
This course introduces students to the basic technical skills associated with rock climbing. The appropriate student, with little or no rock climbing experience, is led through a gentle progression using day outings and possible overnight or weekend excursions. Emphasis is on climbing at top rope and multipitch climbing sites in an outdoor setting utilizing natural and fixed anchor systems. Students are introduced to basic knots and rope handling, belaying, signals, anchors, rigging. In addition, students are asked to consider risk management, problem solving, and decision making in the development of these skills. Movement on rock, balance, as well as physical and emotional safety are elements of the curriculum practiced daily as the group moves through a progression of skills training.

Ropes Course Facilitation
This course focuses on a ropes course as a means to enhance personal and group development. Building on a student’s prior learning of theory and experience, this course will strive to fulfill three goals. First, students will learn about a philosophy of program management that emphasizes the development and enhancement of self-concept/esteem, group cooperation, physical abilities, and willingness to try new things. Second, students will experience a variety of ropes course activities including adventure games, initiatives, and low and high ropes course elements. Third, students will gain knowledge about, and experience in, using the equipment and techniques related to ropes course operation. These three goals will develop the ability in students to safely and effectively facilitate and debrief ropes course activities.

Science: Methods & Practice
This course explores various elements of science and environmental education for elementary school students. Students will gain an in depth knowledge of the science curricular areas specific to their school district to include state and national standards. Topics covered include: a variety of manipulative tools for science and environmental education; teaching science to diverse populations; science as problem solving; and a variety of specific experiential exercises for teaching ecology and science concepts. Students will prepare original lesson plans, engage in several classroom observations, and experience a wide range of “hands-on” exercises for science and environmental education.

Screenwriting
This course will offer writing students the opportunity to experiment with a new form. While screenwriting incorporates both dramatic and narrative techniques, the screenwriter relies less on dialogue than the playwright and less on narrative strategies than the fiction writer. Careful decisions must be made regarding which parts of a story lend themselves to dramatization, and which parts are best left out, for viewers to deduce. The screenwriter has concerns that neither the playwright nor the fiction writer face – making choices that will be cinematic and maintaining a personal aesthetic within an industry that responds more to trends and commercial appeal than to any aesthetic of its own. We will read several screenplays and see the movies made from them. We’ll sample original scripts and some
that have been adapted from plays, novels, or stories. Depending on credit level (LD or UD), students will be responsible singly or in small groups for selecting a film, showing it to the class, and facilitating its discussion. Students will write one short and one longer adaptation, in preparation for the final project – a treatment and an original screenplay for a short film. Length of final scripts will also vary according to credit level. All students’ scripts will be workshopped.

Scriptwriting
This intermediate course will offer writing and performing arts students the opportunity to learn the techniques of scriptwriting. The class will read short plays, teleplays, and screenplays, view plays and films, and study the similarities and differences involved in writing exercises to develop character, dialogue, plot, setting, and narrative. Each student will write at least two short scripts – one for stage and one for screen – and participate in workshops, discussions and class projects.

SCUBA Diving and Marine Natural History
This course is an introductory study of the interrelated topics of marine natural history and SCUBA diving. Topics for study will include the physical characteristics of the ocean environment, including the properties of water, temperature, salinity, pressure, light penetration, tides and currents, and wind and waves, as well as the natural history of near shore organisms including fishes, sea birds, marine invertebrates and marine mammals. Upon meeting the academic and skill requirements, students will be certified as open water and advanced open water SCUBA divers with experiences in a wide variety of dive environments and underwater specialties including underwater navigation, night diving, deep diving, drift diving, shore and boat diving, Project Aware, and underwater natural history.

SCUBA Diving, Introduction to
This course combines the Open Water, Advanced Open Water, and Rescue Diver certification programs of the Professional Association of Diving Instructors (PADI). The course content teaches the fundamental knowledge and skills needed to dive with a buddy, independent of other supervision. The course combines independent study, mentored knowledge reviews, exams, and pool and open-water dives to successfully meet certification requirements. Other topics include diver safety, the aquatic environment, health for diving, teamwork, presentation skills, and career opportunities in the dive industry. Students will gain knowledge and experience in deep diving, underwater navigation, night diving, altitude or multilevel diving (depending on the course area), peak performance buoyancy, and rescue techniques. Students will also earn a PADI Specialty in Project Aware upon successful completion of course requirements.

Sea Kayaking & Marine Natural History
Sea kayaking places us in intimate contact with the ocean environment. Kayakers are as much in the water as they are upon it. This unique perspective allows us to experience the power of the ocean’s physical nature as well as giving us the opportunity to closely observe the living communities in the water and on the shore. This course is an introductory study of the interrelated topics of marine natural history and expeditionary sea kayaking. Topics for study will include tides and currents, wind and waves, and the natural history of nearshore organisms including fishes, seabirds, marine invertebrates and
marine mammals. When conditions permit, we will snorkel to observe subtidal life. Students will learn minimum impact travel and camping skills and will be introduced to the regional impacts of coastal commerce and recreation. As apprentices to the sea, students will learn and practice paddling skills, navigation, and ocean survival techniques drawn from the rich, thousand-year history of sea kayaking.

Search and Rescue
This course is designed to teach basic concepts and techniques for the safe location and evacuation of injured persons in backcountry and high angle environments. The goal of the course is to expose students to the critical thinking and analysis skills necessary to safely effect a variety of SAR activities. Material covered in this course may include: Risk awareness and management, component analysis and testing, managing and executing rescue operations, lowering and raising loads, mechanical advantage systems, belay systems, equipment care and use, search techniques and strategies, technical communications, and preventative SAR tactics. Due to the nature of the course material and the environments in which it will be presented and practiced, students are expected to have previous basic rock climbing experience and hold current WFR/EMT.

Secondary Content Area Methods
This course covers methods and practices for instruction in the student’s content area. Students will become familiar with the content of texts in the subject area, state and national standards for the grade levels of the subject, and a variety of methods of instruction relevant to the subject area. Emphasis will be placed upon creating effective strategies to meet the needs of a diverse population of learners as well as any environmental or ethical issues impacting the specific field of study.

Sense of Place
In this creative writing and literature course, students will explore their relationships to places by writing about them as well as expand their understanding of the human connection to place by reading works of literature in which place is central. They will read poetry and prose by both classic and contemporary authors; engage in a variety of writing exercises designed to enhance their facility with a variety literary techniques; present their own works in progress for class critique; and compile a manuscript of revisions.

Sense of Place: Kino Bay
In this creative writing/literature course, students will explore their own relationships to places by writing about them and by reading great works of literature in which place is central. Student writing may span the genres and may involve any setting for which the writer has a particular affinity. Since this course will take place in Kino Bay, Mexico, we will examine works inspired by the region and engage in on location writing exercises.

Sexuality & Sexual Outlaws
Sexuality is a social experience grounded in interpersonal relations, social scripts, and cultural norms and values. Far from being our “natural” programming as human beings, sexuality is a social act that is shaped and affected by social forces and is learned through interaction with others. What is viewed as
“natural”, “normal” and invariant is socially produced, reproduced, and contested. A critical examination of sex and the sexual reveals much about the distribution of power and privilege within society. This course will focus on the ways that social forces and interaction construct and situate understanding and experiences of sex and sexuality.

Shakespeare
The primary goal of this course is to explore Shakespeare not only as a literary artist but also as a man of the theater. While we will focus on the major tragedies, we will also read one comedy, one history, an early tragedy, and several sonnets to get a sense of Shakespeare as a developing dramatist and poet. We will supplement our study by viewing film and stage versions of his plays, traveling to see live productions when possible, and reading essays by literary critics as well as production notes, interviews, and reminiscences from actors and directors. Students can expect both creative and critical options for their portfolios.

Short Story Cycle
This combination writing and literature course allows students to explore an innovative form of fiction and offers an important opportunity to bridge the gap between writing short stories and longer narratives such as the novella and novel. We will read outstanding examples of the short story cycle form, ranging from famous modern cycles by such authors as Ernest Hemingway, Sherwood Anderson, and John Steinbeck, to critically-acclaimed contemporary works by such authors as Tim O’Brien, Louise Erdrich, Alice Munro, and John Updike. Students will plan, write, revise, and workshop story cycles of their own.

Small Group Dynamics
This course is designed for students who will be working with groups of people or are simply interested in how groups work. Current models being used in this field to understand and facilitate groups will be covered. Students will spend a significant amount of the class time learning experientially by participating in class activities that illustrate the topics explored in the reading. Examples of topics covered include: group development, communication in groups, leader/followership, norms, group problems solving and decision making.

Small-scale Agriculture, Principles of
Small scale agriculture seeks to maintain or improve the health of the earth while providing food for humans. Since it is from the soil that life is generated, the needs of the soil will be discussed in depth. Practical aspects of farming will be covered such as seed selection, companion planting, crop rotation, irrigation systems, and harvesting techniques. Alternative methods of growing food such as biodynamics, permaculture, and the French intensive method will also be discussed. Students will have the opportunity to tour and work in the fields of an active small scale farm to gain first-hand knowledge of the experience of growing food.

Small-scale Energy Solutions & Photovoltaic System Design
This course investigates the role that small-scale energy systems can play in addressing sustainability on the global energy front. An overview of energy sources will be discussed with focus on readily available technologies such as photovoltaic (PV), wind and micro-hydro energy systems. We will compare and contrast the attributes of both grid-tied systems as well as independent, off-grid, energy systems. Students will quantitatively evaluate their personal energy consumption patterns and apply this knowledge to assess conservation strategies. This information will be applied to developing skills in designing a small-scale photovoltaic energy system. Students will develop an understanding of the necessary components of a PV system, installation design strategies, code requirements and currently available state and federal incentive programs.

Snowboard & Ski Mountaineering
This is an intermediate/advanced course for students with a solid background in backcountry skiing or snowboarding skills. The concentration will be on acquiring basic mountaineering skills and perfecting them to a level suitable for use in conducting adventure experiences in an alpine setting during the spring season. This field based course will take place in a suitable alpine region and will emphasize ascents of mountains with a broad range of characteristics. Topics covered will include: expedition planning and logistics; safety and hazard evaluation; communication and leadership; self rescue and emergency procedures; snow and ice climbing technique; glacier travel and crevasse rescue; spring avalanche awareness; route finding; adventure skiing; ski mountaineering; practical weather forecasting; and accident prevention. Freeheel or alpine touring skis or splitboards will be used as the primary method of travel on non technical terrain.

Social & Economic Justice: Law on the Streets
This course studies the social and economic impact of basic law that impacts the majority of Americans. The course begins with an historical overview of the laws effecting dissolution of marriage, residential landlord and tenant relationships, and creditor debtor law. The current state of delivery of legal services in these areas will be discussed and evaluated for effectiveness, faults and areas for improvement. Through case studies and simulations, students will be exposed to the social and economic consequences of these specific legal topics. The class will analyze current trends and the political forces impacting these laws. The course will include observation of court cases, and under supervision of a lawyer in a legal clinic setting, assisting actual clients with legal issues. Students will be asked to formulate specific action plans for providing new and effective models for providing legal services to the indigent and low income clients in need of these services.

Social Entrepreneurship
This course will engage in an exploration of the theory, practice, and issues associated with local, national, and global Social Entrepreneurship (SE). One common defining characteristic of SE is the utilization of entrepreneurial behaviors and wealth creation to address social problems and create positive sustainable social change; an early and prominent example would be Ben & Jerry's, and today there are a number of for profit firms with social change agendas. SE has also now expanded to include a broad array of other cutting edge phenomena such as "microlending," for which economist Muhammad Yunus won a Nobel Peace Prize. In this course, we'll explore how SE utilizes economic
wealth creation, traditionally associated with business enterprise, to foster and create significant and sustainable social benefit and change. As the traditionally distinct lines between government, the for-profit sector, and the nonprofit sector blur, it is increasingly important for students to understand the challenges and opportunities in this emerging and complex area. Learning formats will include extensive reading, lectures and discussions, formal writing, case study analysis, and in class presentations.

Social Movements
While the classical theories of social movements focused on social sources of the psychological discontent that motivated individuals to join social movements, more recent theories have sought to explain the emergence, maintenance, and transformation of movements by reference to the availability of resources for potential movement activists as well as the structure of political opportunities in which they operate. Using examples from recent social movements of the left and right, such as civil rights, student, women’s environmental, and anti-abortion movements, this course will explore the strengths and weaknesses of these two approaches to the study of social movements.

Social Problems: Research Methods & Theories
The study of social problems generates deep emotions and firm convictions in most people. This makes effective inquiry into the facts difficult at best; all too often, we manage only to confirm our initial prejudices. The special value of social science research methods is that they offer a way of addressing such issues with logical and observational rigor. They let us pierce through our personal viewpoints and take a look at the world that lies beyond our own perspective. This course will introduce the student to those methods, including descriptive and inferential methods of quantitative analysis, qualitative techniques and general research design. The student will have the opportunity to design and implement a service research project. In the process, the student will learn about new theories of social problem interpretation. Methodological skills such as how to conceptualize and operationalize variables, create scales and indexes and understand the logic of sampling will be acquired as well. The applied nature of the course will require students to participate in field trips and exercises. We will explore whether appropriately applied social research methods may be a powerful tool for social change.

Social Psychology: The Meaning of Contemporary Events
This course gives student the opportunity to critically assess significant events through both a social psychology and systematic inquiry process that contextually reviews the events themselves through the lens of both theory and the effect of emotional processing on our understanding of those events. Examining the meaning of contemporary events presents a particular challenge. As observers of events that directly affect us, it is especially difficult to approach these events from an objective, contextual, and non-reactive stance. Rather, being so close to these events, it’s more common to adopt subjective and reflexive perspectives, thoughts, and feelings that often guide our analysis and understanding. In this course, students will develop the ability to understand, analyze, and assess the meaning of contemporary events from social psychology and systems perspectives as well as find ways to personally apply their learning to become more effective change agents and leaders in the world. Through developing one’s capacity for intellectual objectivity and emotional clarity, students will seek their own
meaning of significant contemporary events that transcends the immediacy of these events at a particular moment of time.

Social Science: Methods & Practice
This course explores the field of social science education as presented in the elementary classroom in order to meet the state and district standards. The different subject areas included are citizenship, government, current events, history, geography, global studies, economics, culture, and the environment. Students will read and review published texts for social science instruction, and develop lessons and units to accommodate a variety of learning styles. Students will critique the district’s social science curricula. Students will compare and contrast traditional and alternative methodologies related to the teaching of social science and design activities to motivate and stimulate classroom interest. Potential areas of exploration are: Whose history is valid? How do students learn about other times and places in a reflective, substantive manner? Do textbooks engage students or do real stories about real people? Furthermore, the student will investigate environmental and cultural factors that influence the teaching of social studies and methods for teaching social studies to diverse populations.

Socialism, Democracy & Conservation I, II, III
This field summer program seeks to make a comparative interactions that exist between the diverse forms in which socialist ideas influenced governments in Latin America from the mid part of the 20th century on and the outcomes of this influence in terms of the balance between economic and social development and environmental conservation practices. The course will begin with in-class work in Prescott preparing students with the fundamental groundwork upon which the two successive courses in the field will build. Subjects will include a brief history of Latin America, US-Latin American relations, indigenous communities and environmental and sustainability issues. The second portion, which will take place in Antigua, Guatemala, will study how socialist ideas were translated into social movements and how these movements had consequences that have impacted the realities of Latin American countries. We will give special emphasis to the process of interaction between protected areas, sustainable development practices and communities. The studied subjects will also include social, cultural and environmental consequences of the “new economic trends” in the country. Courses will take place Antigua as well as in the field in many areas around Guatemala. Finally as a part of the third portion of the course, students will build upon the information from the first and second parts and be able to take what they have learned to make comparisons as we travel through Honduras and learn about the unique aspects of this country and the role it has played in the Americas.

Soil Science, Introduction to
Soil is one of the ultimate factors that determine the productivity of natural and agricultural ecosystems. What factors determine how soils form and what makes them fertile or infertile? Students in this course will study why soils vary in texture, chemical properties, organic matter content and water-holding capacity. In the field, a range of soil profiles will be examined and the appropriate Soil Survey will be interpreted. In the lab, students will learn some basic soil analyses, including determination of pH, action exchange capacity, available phosphorus, texture, bulk density, and soil organic matter content.
In addition, soil samples will be submitted to a state soils lab, and students will learn how to interpret the results from the laboratory analyses.

Southwest Natural Systems Agriculture
Natural Systems Agriculture is a term coined by Wes Jackson and his colleagues at the Land Institute in Salina Kansas. It refers to agricultural systems that are designed to mimic the structure and function of natural plant communities of specific ecosystems. Considerable work has been carried out in the Midwest to develop a prairie like Natural Systems Agriculture, but little work of this type has been done in the Southwest. In this course we will evaluate the biological and ecological characteristics of numerous native or introduced plant species for their potential use in a Natural Systems Agriculture. Students will study the plant species as they exist in the wild and will experiment with propagating and cultivating the plants at the College’s experimental farm in Skull Valley. Students will also evaluate the ethnobotanical backgrounds of the potential crop species. This course is an important part of a long term project to develop a viable set of crop species for use in a Southwestern Natural Systems Agriculture.

Southwestern Archaeology
This course introduces students to archaeology through the detailed study of the prehistoric cultures of the Southwest, including the Anasazi, the Sinagua, and the Hohokam. Students will learn basic archaeological techniques and interpretations of prehistoric adaptations from readings, examining artifacts, and studying archaeological sites. The class will visit numerous archaeological sites in Arizona, Colorado, and New Mexico. Most of the block will be spent in the field.

Spanish I, Beginning
Beginning Spanish I introduces the student to the Spanish language and Hispanic cultures. The program of instruction provides a foundation in one or more varieties of Spanish for future proficiency in spoken and written expression. Initial emphasis is on functional conversation using basic grammar and accurate pronunciation, with reading and writing skills introduced later in the instructional sequence. Active student participation and use of contemporary multimedia resources are integral aspects of the course design.

Spanish I, Intermediate
The goal of the course is to increase the students' facility with mood, tense, idiom, and professional vocabulary as well deepen knowledge of the cultures and traditions in the Spanish speaking world. Class time will emphasize extensive speaking and writing opportunities for each student with the expectation that students will interact with fluent speakers in service learning settings in addition to and outside of the classroom. Students should be able to comprehend and speak effectively to describe personal and world events as well as hypothesize about the future and other points of view.

Spanish II, Beginning
Beginning Spanish II is intended to extend the student's knowledge of Spanish grammar, improve fluency in conversation, reading and writing, and deepen the transcultural understanding of Hispanic
cultures. The learning of new tenses, moods, and syntactic constructions combined with improved recall and pronunciation are facilitated by using authentic cultural media from everyday and professional life in the Spanish speaking world and extensive speaking practice with fluent speakers.

Spanish II, Intermediate
The goal of the course is to increase the sophistication and accuracy with which students manipulate mood, tense, idiom, vocabulary in rapid speech conversation that is well informed by the student's familiarity with the cultures and traditions of the Spanish speaking world. Class time will emphasize extensive speaking and collaborative writing practice by the students. Students are expected to design and participate in service learning projects conducted in Spanish outside of the classroom. Students should be able to comprehend and speak effectively with a variety of fluent interlocutors in order to achieve a range of communicative goals.

Spanish Intensive
Spanish Intensive is a total immersion, intensive Spanish language learning program. Students study the language four to six hours daily for two to three weeks, and live with a Spanish speaking family to experience the culture and community fully. This immersion course provides students with a natural setting in which to practice and develop their ability to communicate in a wide variety of settings in Spanish. In addition to explicit language studies, students participate in service projects, lectures, discussions, and field trips.

Spanish Intensive in Kino Bay
Spanish Intensive is an immersion language course offered through Prescott College's Kino Bay Center in Sonora, Mexico. Students will formally study an intermediate or advanced language curriculum during daily classes focusing on grammar and vocabulary, as well as speaking and comprehension skills. Students will live with local host families in Kino Viejo, providing the opportunity to informally practice and advance their language and intercultural communication abilities. Additionally, students will participate in service projects, guest lectures, discussions, and local field outings allowing them to further engage in Spanish, while experiencing the culture, history, and ecology of coastal Sonora. This course provides an excellent foundation for students wishing to pursue further studies at the Kino Bay Center or in Latin American Studies.

Spanish: Advanced Composition & Grammar
Este es un curso avanzado en el cual se aprende la gramática y la redacción españolas a través del estudio de ensayos, artículos y pasajes literarios escritos por autores hispanohablantes. Los estudiantes analizan el uso y la estructura del idioma y los conceptos gramaticales presentes en las obras estudiadas y escriben composiciones usando como modelos estas obras. También los estudiantes escriben composiciones "libres" y otras asignadas. Al final del curso los estudiantes demostrarán una comprensión de la gramática española y la capacidad de escribir correctamente en español. El curso se enseña en español.
This an upper division course in which Spanish grammar and composition are learned through the study of essays, articles, and literary excerpts written by native speaking authors. Students analyze language usage, structure, and grammar concepts evident in the works studied and write Spanish language compositions modeled on these works. Students also write "free" compositions and others as assigned. By the end of the course, students will demonstrate an understanding of Spanish grammar and the ability to write correctly in Spanish. Course conducted in Spanish.

Special Education, Introduction to
This course introduces the various categories of special education eligibility and provides information about accommodating individuals with exceptional learning needs in the regular classroom setting. Categories addressed include learning disabilities, mental retardation, emotional and behavioral disorders, physical handicaps, sensory and speech impairments, severe and multiple disabilities, and the gifted and talented. Current special education law and pertinent state and national standards are examined. Attention is also given to issues of culturally and environmentally diverse backgrounds in the education of individuals with exceptional learning needs.

Special Topics in ADV: AEE Rocky Mountain Regional Conference Convening
This unique course offering involves students in the organization of the Rocky Mountain Regional Conference for the Association of Experiential Education. This is an annual spring event held in different locations each year. Prescott College will host this 3 day event in April 2014. Students in this course will serve on the conference Host Committee, Service Crew and other sub committees that plan and execute the regional gathering. Students will also have the opportunity to design and present workshops based on the conference theme. Students enrolled in this course must co enroll in Adventure Education for a Just World, which will serve as the content for conference presentations. Additionally the course will provide a historical context for understanding AEE and its mission. The students will focus on how to keep the mission alive and evolving, through offering a vibrant and stimulating educational gathering.

Special Topics in ADV: Backcountry Snowboarding & Avalanche Training
Using both presentation and experiential based teaching, this course will equip aspiring backcountry skiers and snowboarders with the skills and information needed to safely travel in and understand the winter environment. The course starts on relatively gentle terrain and progresses on to steeper mountainous landscapes where route finding, ascending and descending techniques are practiced on a variety of snow conditions. Snowboarding and ski touring on moderate to advanced terrain is the eventual goal. Concurrent with instruction of backcountry travel technique is an introduction to "winter" as an environmental condition in which snow cover and sub freezing temperatures are defining elements and primary consideration in terms of comfort and safety. Formal avalanche training (AAA level 1 curriculum and certification) will be a fundamental part of the course. Students will learn about the contribution of terrain, weather, snowpack and the human factor to avalanche hazards. They will also learn to evaluate potential risks and effectively initiate self rescue. Outings are mostly day trips into the mountains from rustic cabin or yurt styled accommodations. One short snow camping experience is planned where students will learn to construct their own snow shelters. An array of other topics will be covered, including temperature regulation; winter survival; history of skiing; equipment design, care and
repair; winter natural history; snow camping; cold stress and ailments; nutritional requirements; and practical weather forecasting.

Special Topics in ADV: In the Creeks & Canyons: Exploration of the Mogollon Rim
In the arid southwest water is the elusive catalyst to life and beauty. On the southern boundary of the Colorado Plateau, known as the Mogollon Rim, geology and hydrology coalesce creating a series of majestic perennial wet canyons of rare aesthetic and environmental significance. In this field based course, students will gain a comprehensive understanding of the geographical and ecological value of these high desert gems, and also of the historical and ongoing threats to their long term survival. Course themes will include: natural history, geomorphology, aquatic biology, botany and riparian ecology (including threatened species), human impact past and present, safe travel and navigational techniques for technical canyoneering, and low impact travel and camping methods. Students will learn to conduct environmental assessments of the canyons explored, which will assist land managers in their appraisal of ecosystem health.

Special Topics in ADV: Kayaking & Geographical Studies: River of No Return
During this extended field course students will be introduced to the rich natural and cultural history of the Salmon River in Idaho, while learning the basics of expeditionary whitewater river running in kayaks. These crafts will be used to explore one of America's great rivers, study it's unique and colorful past and appreciate the river's importance as a hallmark in the Wild and Scenic River System. Topics introduced will include: physical geography of the region, landscape and vegetative communities, common flora and fauna, pre European settlement, early European impact (fur trapping, mineral exploitation, outfitting and guiding, river running history and lore), wilderness management, historical and contemporary environmental controversies. Students will also become proficient in paddling and safe use of river kayaks on class 3+ whitewater and become well versed in river conservation and minimum impact practices.

Special Topics in ADV: Pics & Place: Ice Climbing & Recreation Geography
This course serves as an introduction to climbing in the winter environment, where the fundamental skills of rock climbing are applied to the definitive winter element of ice. The design of this course attests that the "where" of recreation is equally important as the "how." Thus, amid a unique "New West" location, the Ouray, Colorado Ice Park, students will undergo a progression of fundamental ice climbing skills and an inquiry of how "ice" as a recreation activity has altered the economics and community of a small mountain town. Foundational skills such as weight transfer, front pointing, and tool swing will be taught while top roping in the park. Progressive skill building will lead to learning, in a controlled environment, about ice climbing protection and lead climbing techniques. The ice experience is intended to culminate in the skills required to climb independently in the Park or undertake moderate ice climbs like those found in the San Juan Mountains. Simultaneously the human geographic experience will culminate with a service project centered around the ice park and an opportunity to hear perspectives on ice recreation from leading athletes. These activities are designed to engage students in the fusion of community identity, political discourse, economics and tourism; and ultimately lead to the formulation of individual perspectives on recreation geography in the new west.
Special Topics in ADV: River Guides Training & Swiftwater Rescue
This course is designed as a river guides' training course and is suited to students with no previous river experience as well as those with previous river guide experience. Basic white water rafting and expeditionary river trip leadership are primary components of the curriculum. The intention is to approach modern river running from a commercial guides' training perspective. Students will assist in organizing an initial river trip during which basic training in a broad spectrum of river trip related topics will be covered. These include: raft piloting and equipment care and repair, camp procedures and food preparation, sanitation, participant briefings and client/guide relations, conducting side hikes and interpretive presentations on regional natural and cultural history and current conservation issues. A follow up trip is then fully planned and led by student participants as a culminating element to the course curriculum. A swiftwater rescue training seminar is integrated into this course using an independent service provider to supplement and diversify the students’ scope of training.

Special Topics in ADV: SCUBA & Coral Reef Natural History
This course is an introductory study of the interrelated topics of SCUBA diving and coral reef natural history and conservation. Topics for study include the physical characteristics of the coral reef environment, including the properties of water, temperature, salinity, pressure, light penetration, tides and currents, and wind and waves, as well as the floral and faunal relationships that make up coral reefs. Upon meeting the academic and skill requirements, students are certified as open water SCUBA divers with a broad understanding of marine natural history and a focus on coral reef ecosystems.

Special Topics in ADV: Ski Touring & Winter Ecology
This introductory course is designed for students wishing to integrate safe travel in winter environments with formal study of winter ecology. The skiing skills progression begins with diagonal stride techniques on gentle, rolling terrain and graduates to ski touring on moderate, mountainous terrain. Concurrent with instruction on skiing technique is an introduction to winter as an environmental condition in which snow cover and sub freezing temperatures are defining elements. Winter ecology topics will include characteristics of winter and the nivean environment, snow dynamics, winter storms and weather, winter natural history, and plant, animal, and human adaptations for survival. Avalanche awareness and hazard evaluation instruction will follow AAA level 1 curriculum and certification guidelines. The teaching format involves both experiential and presentation based instruction. Students will select a suitable topic pertaining to winter ecology, which they will research and present to their classmates. Outings are mainly day trips into the mountains with the possibility of yurt based backcountry trip.

Special Topics in ADV: Snow Science & Recreation
This course is designed to enable students to discover the dramatic role played by the medium "snow" in its influence on the earth's natural and human systems. Snow will be studied in all of its aspects including formation in the cloud, distribution on the landscape, metamorphism in the seasonal snowpack, and ablation or contribution to the earth's glaciers. Topics covered will include snow's relevance in the studies of: natural hazards, climate change, economic development, agricultural planning, recreation, and water resources. Students will be taught methods to describe, quantify and
assess the physical and mechanical properties of snow. Following biweekly field exercises, students will be expected to write lab reports based on these. As a culminating exercise, each student will develop an experiment, the results of which are intended to demonstrate and further their understanding of this mysterious and fascinating substance. Gaining skills in scientific writing, quantitative analysis and applied mathematics will be an additional objective of the course.

Special Topics in ADV: Surfing & Oceanographic Principles of Wave Dynamics
This course will introduce the student to the fundamental skills of surfing in the context of a theoretical and experiential understanding of the oceanographic principles of wave dynamics. Skills instruction will follow a progression from body surfing, to body boarding, to boardsurfing. Water time will be proceeded by an orientation to safety practices for each activity. Students will gain experience with a variety of different board shapes and designs; they will document their knowledge about the ideal wave conditions and performance characteristics of each type of equipment. An understanding of wave dynamics will begin with readings and discussions about global, regional and local current patterns. Students will then examine the relationships between wave form and bottom topography, beach substrate and orientation, swell direction and origin, and swell size and period. Learning will be acquired through daily observations, readings, field journal entries, weather map consultation, discussions, and water time. Learning will be demonstrated through class participation and through one oral presentation, a field journal, and a bibliography and reading reviews. This course will take place in Baja California, Mexico and will include an introduction to several different types of surf breaks on this spectacular peninsula.

Special Topics in ADV: The Copper Trail: Exploration of Alaska’s Copper Country
The Copper River and its tributaries are one of the great river systems of North America. Draining some of the continent’s most magnificent glaciers, this system forms the boundary between the Chugach and Wrangle/ St Elias Mountains in Alaska and the Yukon Territory. Home to a variety of northern latitude mega fauna and world famous for its salmon fishery, the river also provides a glimpse into Alaska’s human history, for the river country was a pathway for the exportation of some of the purest copper ore ever uncovered. In this course students will travel from the upper reaches near Kennicott Glacier to the Copper River Delta where the murky waters finally reach the ocean. The focus of the course will be on understanding this wild and magnificent country through various phases of land use from pre European discovery through an era of boom in natural resource exploitation, and finally towards a modern economy based primarily on appreciation of wilderness values and outdoor recreation. Study and exploration will be by foot travel, glacier walking, backpacking and river rafting.

Special Topics in ADV: Whitewater Kayaking & Swiftwater Rescue
This course provides students with the opportunity to learn the basic skills of whitewater kayaking in several different western rivers. The educational value of the course is heightened by involving the group in discussion and observation of the widely varying geographical locations and the natural history of river valleys. Course content may include: equipment selection and care, kayaking terminology, safety issues, wet exits, self rescue and rescue of others, eddie turns, ferry gliding, surfing techniques, and other related subject matter. The grade of difficulty encountered ranges from easy to class III white
water. Students are encouraged to paddle at a level that is comfortable and enjoyable for them. A swiftwater rescue training seminar is integrated into this course using an independent service provider to supplement and diversify the students scope of training.

Special Topics in ALE/ENV: Wood fired Ceramics & Native Materials
This course is an introduction to the art of high temperature, wood fired ceramics. Students will be working in the studio to produce a body of work for the wood kiln. Instruction will be given in both wheel throwing and hand building, using primarily stoneware clays. The importance of kiln loading, kiln design, and firing techniques will be considered. The course will draw on local expertise to include aspects of geology, soil deposits, woody plants, and archeology to provide valuable insight for the class, while enhancing our knowledge of the use of native clays by southwestern cultures. Also, an introduction to the basic chemistry of wood types in the area will demonstrate how these fuels can result in varied texture and natural glaze coloration on finished pieces.

Special Topics in ALE: Argentine Tango
Argentine Tango is a partnered social dance from Buenos Aires, Argentina. It is an intimate, elegant dance, which emphasizes deep listening to oneself, to one's partner and to the shared present moment. In Argentine Tango there is no standard way of dancing, emphasis is on improvisation and each dancer carries within themselves a particular way of dancing it. In this two week block course, students will learn the fundamental concepts of the Argentine Tango consisting of walking in partnership, the tango embrace and fundamental dance figures. We will practice partner connection exercises, learn the qualities of lead and follow roles, and discover proper alignment and embrace. Students will be introduced to tango music, and explore ways to improvise with tango rhythms. In addition to the movement we will study some of the history of the dance and music of Argentine Tango. We'll study how European immigration to South America and Argentina in particular formed the roots of the Tango. We'll listen to roots of the music from the early 1900's, the great orchestras from the "Golden Age" 1930 1940, and be introduced to the Nuevo Tango movement and music that started around 1950 and continues to the present. The customs of traditional social etiquette for the tango will also be discussed and practiced.

Special Topics in ALE: Butoh Ritual Dance
Butoh is an avant garde contemporary dance form which originated in Japan in the early 1960's. Tatsumi Hijikata, the foremost pioneer of Butoh, developed a new language of dance derived from observing nature and working with the imagery and energy of the natural circle of life and death. The source and inspiration for this work is energetic. It trains the dancer to learn how to be receptive and to let energy pass through the body and out again to earth, air, people and the universe. The training helps one to learn how to experience the limit, the deepest, the furthest extent of a position or feeling or sensation. The student's practice of a specific form or piece given by the mentor is a significant part of the work. The mentor's piece is carefully designed to contain opposing qualities of energy and the potential for transformation. This work provides a unique integration of awakening sensitivity and moving the energy of the body. The goal is to improve and increase physical and spiritual presence in daily life and in turn to contribute positive energy to one's community.
Special Topics in ALE: Contact Improvisation
Students will learn the skills of Contact Improvisation, an improvised dance form based on the communication between two moving bodies that are in physical contact. Practice includes rolling, falling, being upside down, following a physical point of contact, and supporting and giving weight to a partner. This open ended improvisation is sometimes highly athletic, sometimes quiet and meditative, depending on the momentum and inertia of the partnership. The practice develops skills of listening, sensitivity, and trust of self and partner. The course will include the history of Contact Improvisation from its origins in 1972, with founder Steve Paxton, to contemporary developments.

Special Topics in ALE: Farm Dance
Farm Dance provides a forum for dialogue between artists and farmers, creating an interdisciplinary conversation that investigates the relationship of the cultural and the agricultural. The class will visit nearby farms and gardens, observe and participate in land cultivation practices, and allow our artistic impulses to be informed by each site. We will examine and experience how aesthetics and labor interplay and how each feeds the other. We will look at the connections and crossovers between food cultivation and art making processes. As part of our artistic training, we will volunteer at local farms and study the aesthetics of dance composition and site specific work. Focus will be on the body and how it responds to imagery, hard work, and the cycles of nature. The mediums of dance, performance, and visual art will be used as vehicles to increase awareness in the local community about how and where our food is grown in the Prescott area.

Special Topics in ALE: Filmmaking as Social Action
This class is designed for students who are eager to work with digital video in an atmosphere of social change and justice. Students will explore the potential of video as a tool for raising awareness and creating change. The course will begin with an introduction to basic camera operation and documentary filmmaking. Students will then work individually or in small teams to produce short documentaries under the direction of the instructor, working through all stages of the process, from pre production concept and development to capture of images to final edit. For the field portion of the course, the class will travel to Nogales, where students will film for at least one week. Works in progress will be shared, and special emphasis will be placed on effective and creative use of the camera. Back in Prescott, students will spend the last week of the course editing the short documentaries and preparing them for public presentation.

Special Topics in ALE: Historical Fiction & Fictional History
Our understanding of key historical figures and historical events is heavily mediated by film and literature. In this course, which combines literature, film, and creative writing, we will examine the methods by which writers and filmmakers transform history into stories, novels, films, and poetry. We will explore historical sources and discuss the ways that imaginative artists create narratives from documented fact. We will study theories about the challenges and opportunities of blending history and literature. Assignments will include short analytical essays on film and literature as well as assignments
that include research on historical events and figures of each student's choosing. This course will culminate in workshop of original stories, poetry cycles, or script treatments by the students.

Special Topics in ALE: Literature of Adventure
Adventurers have always told good stories, returning from their travels to their desks to produce an extensive, varied, and provocative body of literature that tells us much about the complexity of encountering different kinds of physical, psychological, and social landscapes. During this course, students will have the opportunity to sample this literature. We will read in a variety of genres including autobiography, nonfiction narrative, biography, fiction, poetry, and journalism and discuss the literature of adventure in terms of individual invention, genre, historical context, and cultural documentation. Our collaborative learning process will include discussion, literary analysis, critical writing, journals, and individual adventure projects.

Special Topics in ALE: Music & Movement for Everybody
In this course students develop interdisciplinary skills as creative musicians and dancers. The class will explore the inherent connections and crossover between dance and music, by working with voice, musical instruments and movement exercises aimed at locating the merged and distinct territories of physical and musical expression. Students will exercise improvisational skills to draw out the playful and intuitive elements of creativity, working individually and collaboratively. The class will employ a humanistic approach, emphasizing participation, inclusion, listening and witnessing as necessary components to expression, composition and movement.

Special Topics in ALE: Native American Literature
"So many stories have been told about Indians," Cherokee novelist Thomas King has written, that "there is no reason for the Indian to be real." This course explores how Native Americans retain their reality in the face of dominant culture narrative hegemony, in part through the inherent power and playfulness of the stories Native people themselves tell in their oral and written literatures. We will experience a variety of Native voices in fiction, poetry, nonfiction, and film, and we will develop cultural and historical contexts for what we experience, focusing on issues of culturally based aesthetics, sovereignty, community, responsibility, and storytelling. This is an intensive discussion based course that will require a moderate to extensive amount of reading, a willingness to share openly in new ideas, and frequent informal but critically engaged writing projects.

Special Topics in ALE: Race, Class, & Gender in Literature & Film
This course explores the depiction of race, class, and gender in film and literature. We will consider the ways in which the identities of the artists (writers, directors, actors) influence the portrayals of race, class, and gender in the texts. We will focus on the spectrum of identity expression and how identity can be revealed, obscured, emphasized, misappropriated, or taken for granted. This course will also help students develop skills in literary analysis and synthesis, as well as in critical reading, writing, and thinking.
Special Topics in ALE: Stories to Screen: the Art of Adaptation
When a novel is adapted into a screenplay, often viewers who’ve read the book find themselves disappointed by the movie. In defense of those screenwriters, it’s nearly impossible to do justice to most novels within the standard two hour movie script. This is not the case when adapting short stories to the screen. Most stories are manageable in size and scope, while still being inherently substantial, and are more focused on characters’ inner lives than on numerous twists and turns of a plot. A recent trend toward using stories as sources for film includes We Don’t Live Here Anymore, In the Bedroom, Brokeback Mountain, and Away From Her. In this course, we will read stories and screenplays, see the films made from them, and consider the challenges and opportunities adaptation presents. All students keep a journal of responses to stories and movies, and eventually select a story (one of their own, or one by an author they admire) to adapt for the screen. LD students will write a review of one story/film process and an adapted screenplay for a short film. UD students will write a critical analysis of one story/film process and an adapted screenplay for a longer film.

Special Topics in ALE: The Big Read
A number of important works of literature are too frequently either merely excerpted or even omitted altogether from course reading lists because of the combination of their length and complexity. Works like Spencer’s The Fairy Queen, Milton’s Paradise Lost, Melville’s Moby Dick, Tolstoy’s War and Peace, Dostoyevsky’s The Idiot, James’ The Portrait of a Lady, Proust’s Remembrance of Things Past, Joyce’s Finnegans Wake, Pynchon’s Gravity’s Rainbow, Barth’s Letters, or Wallace’s Infinite Jest are examples of “Big Reads” that require time, commitment, and the use of secondary sources. This course provides students with an opportunity for in depth study of one of these texts. During the first few days of the course, students will research possible texts and then work as a group to select by consensus a single major text that they all will read. The rest of the course will consist of the detailed study of the selected text in a seminar format emphasizing close reading, theoretical methods, student presentations, and discussion. Each student will complete a final writing project.

Special Topics in ALE: The Literature of Modernism
"On or about December 1910," wrote novelist Virginia Woolf, "human nature changed." She was talking about the beginning of the modern period in western literature, art, and political culture. Modernism’s wide range of avant garde experiments and its many aesthetic movements, like Dadaism, Surrealism, Expressionism, and Futurism, rejected bourgeois Victorian values to produce a literature characterized by intense subjectivity, reflexivity, discontinuous narrative, and fragmentation. Bold innovators like Ezra Pound, T. S. Eliot, Gertrude Stein, Marcel Proust, William Faulkner, James Joyce, and Virginia Woolf undertook the reinvention of human experience and provided us with the foundation from which all subsequent literature must rise. This course examines the exciting phenomenon of literary modernism. Although modernism is generally considered an urban or cosmopolitan movement, this course will also explore whether there exists such a thing as an "ecological modernism" and it will trace the highly ambiguous boundary between modernism and postmodernism.

Special Topics in ALE: Writing for the Professions
Writing for the Professions focuses on transactional writing: writing to get things done. Students are given the opportunity to gain skills in developing and editing documents such as proposals, technical/business reports, feasibility studies, and so forth. Along with completing several smaller assignments, participants individually write, edit, and submit a formal 20-25 page document of their choice to be used in an actual professional environment (for example: a non-profit organization, a for-profit business, a community organization). Participants should come with a preliminary idea of the document they plan to develop. The class includes workshop sessions as well as lecture and discussion. By the end of the course, participants will have a portfolio of professional writing samples including a resume.

Special Topics in CRS: Anti Racist Organizing 
This course will examine structural issues of inequality in modern society as it pertains to race. Students will interrogate the ways white supremacy manifests in our daily lives, and learn strategies for combating oppression. Focus will be placed on movements for social justice, specifically how to create transformative multiracial alliances and collaborative organizing efforts. We will examine the work of anti-racist organizations such as People’s Institute for Survival and Beyond and the Catalyst Project.

Special Topics in CRS: Border Justice 
This course takes students to the Arizona Sonora border to participate directly in border justice movement work. This first version of Border Justice will take students to the No More Deaths project in Arivaca, Arizona where they will be trained by No More Deaths staff in direct humanitarian aid philosophy and skills and then spend 3 weeks in camp, walking migrant trails, delivering water, food, and first aid supplies at drop off points, and assisting migrants in need. The instructor will provide students with an intensive overview of U.S. Mexico border enforcement and immigration policy, the social, economic, environmental, and human and civil rights crises associated with border militarization and the criminalization of immigration, and the border justice movement in southern Arizona. Throughout the course, students will reflect on their service experiences through various modes of communicative expression, both individually and collectively, and analyze their overall learning experiences in final presentations to the Prescott College community. The instructor will facilitate ongoing discussions of the theory and practice of humanitarian aid work situating it within the larger contexts of social justice strategies, ethics, spirituality, and the political economy of globalization. This course offers students direct, hands on experience saving lives, and is emotionally and physically demanding.

Special Topics in CRS: Borrowing Ritual: The Smoki and the Uses of Native Religious Practices 
Formed in 1921 by prominent Prescott businessmen and politicians (none of whom were American Indian), the Smoki People would don ceremonial attire and perform native dances, reenacting sacred rituals. These performances, which became immensely popular, raised money for the Prescott rodeo. Smoki members (who consisted of men, women, and children) claimed they were preserving native rituals that might otherwise vanish. However, this is not how Southwest native peoples saw it when the Smoki performed their sacred rituals. With support from other nearby tribes, the Hopi protested the dances, asserting that such acts were an affront to their sacred ceremonies, and to their religion. After
great pressure, the Smoki People finally disbanded, but not until 1991. Nonetheless, the controversy surrounding the Smoki’s activities remains unresolved. Former Smoki members and Prescott residents still claim that they were helping the native peoples to preserve their culture, while the Hopi insist that such appropriation is shameful and disrespectful, and that as a self determining and autonomous people, they had no need of outsiders’ help to preserve their culture. Through interviews with important Hopi leaders who participated in the protests and panel discussions with people within the greater local community, we will examine both sides of this issue. Are these borrowed dances a form of spiritual imperialism that further perpetuates the horrors of colonialism that are part of this nation’s shadowy past? Or, are the Smoki People right: are these performances acceptable because they ensured a preservation of a culture and way of life? In examining these issues we will also take a look at other borrowed uses of indigenous ritual, as for example, non native’s building sweat lodges (such as the one used in Sedona where several people died). Are these acts also a form of spiritual imperialism, or is such borrowing acceptable or harmless in some instances?

Special Topics in CRS: Cultural Geography of Latin America
This course will provide a broad overview of the land and the people of Latin America, covering a wide range of the countries from Mexico to Argentina. Topics will include history, indigenous peoples, culture, religion, ethnicity, population, politics, economics, agriculture, natural resources, and environmental challenges in the region. Indigenous groups and ancient civilizations, the impact of European colonization, as well as modern history and current events ranging from politics to environmental issues will be examined. An insight into the unique cultures of the various countries will also be gained through ceremonial dance, art, novels, and films. Students will immerse themselves in the cultures and landscapes of Latin America through academic explorations, experiential activities, and field excursions, coming to better understand and appreciate the peoples and places that make up this diverse and important region of the world.

Special Topics in CRS: Declassified: The Personal Politics of Money in American Culture
Why is it so hard to talk honestly about money? What are the results of this silence for those of us interested in social change? This class will focus on the junction of personal and political experiences of socio economic class. Students will work as a group to examine and unearth some of the root causes of the shame and fear that often accompanies the way many of us living in the United States relate to money. This class will reconstruct the historical roots of the U.S. cultural relationship to money, drawing extensively from the work of contemporary activists to understand the possibilities that exist in this historical moment to create new relationships with power and privilege. Students will learn about a new, cutting edge movement of mostly young people in the U.S. who are organizing around social privilege and the possibilities of personal wealth. Students will gain insight into where and how the movement is successfully effecting social change.

Special Topics in CRS: Decolonizing Development: Critical NGO Studies
What is International Development and how does it work? Do outside NGOs cause more harm than good in communities around the world? This course will serve as an experiential introduction to both scholarship surrounding International Development work and to people and organizations in
Washington, DC. We will spend a week in Prescott studying the financial structure and theory of International Development in Prescott, and two weeks in Washington, D.C. meeting with people who work in various capacities in the NGO industry. Students will study the relationship between colonialism and development work in terms of representation of people in 'developing' countries and economic structures and explore the potential of "decolonizing" development work in order to support local movement building throughout the world.

Special Topics in CRS: Geography of Social Justice
In this course, students will analyze the relationships among globalization, inequality, and struggles for social justice though an investigation of contemporary geography. By integrating undergraduate and graduate students, an advanced dialogue between the two programs will be cultivated. RDP students (and in residence MAP students) will work in classroom seminars while technologies such as Moodle and video conferencing will connect distance learning MAP students. The content of the course will examine topics and dialogues that have emerged among geography and justice scholars, opening with pioneers including David Harvey and moving to the present day with cutting edge analysis from activist academics such as Laura Pulido. Students will explore the impacts of globalization through the critical lens of cultural geography to seek a greater understanding of both rubrics and develop avenues for appropriate intervention and the promotion of social justice.

Special Topics in CRS: Globalization & the Environment in Latin America
As our world continuously grows more interconnected, so too do the relationships among economy, society, and the natural environment. In this course, we will identify key actors and components of globalization and examine the manner in which globalization has affected Latin American livelihoods and environments in different ways at different times. The term globalization has been the subject of heated debate, with advocates promising that it will lift entire populations out of poverty through trade and economic growth. Opponents, however, argue that it will lead to environmental damage, cultural homogenization, and social instability at the hands of multinational corporations. We will first have an overview of globalization in Latin America and then focus on specific cases to determine how globalization is affecting the natural environment, local livelihoods and indigenous cultures. We will examine how we can weigh notions of environmental conservation and preservation with the pressing needs of poverty alleviation and social justice. Using Latin America as a case study, we will explore whether globalization is helping or hindering attempts to obtain this ever elusive balance.

Special Topics in CRS: Interpreting Contemporary Events
(2 semester credits) In this seminar each participant will commit to follow at least one thread of developing contemporary events, and report to the group as this unfolds. This will lead to open discussions, in which participants gain more information, and the thinking and interpretation skills to understand what is happening within the larger context of our ongoing, living world.

Special Topics in CRS: Land & Theft: Property & Environmental Justice in the American West
Students will explore the macrohistory and evolution of U.S. property law and land ownership in the American West in light of race, class, nationalism, and the Environment. Students will study the
development of natural resource economics in the West and look at the relationship between
development and gentrification, looking particularly at 19th and 20th century History, as well as more
contemporary issues including the current mortgage crisis. The course may involve field trips to projects
where people are reclaiming land for community control.

Special Topics in CRS: Legacies of Otherness: Encounters with Gods & Monsters
Encounters with others inform our daily experiences and our sense of identity. These legacies of
otherness are an essential aspect of globalization, in that globalization comes about through the
construction, incorporation, and marginalization of otherness. This course will make visible how others,
in the forms of strangers, gods, and monsters, are a central dynamic of the globalized age. They are not
simply a source of global anxiety and conflict, but also of connection and transformation. We will give
particular attention to otherness in terms of religion. At its most basic level, religion is about otherness,
whether we experience the other as god(s), monsters, strangers, or even as aspects of ourselves. These
encounters happen both within and without, from individual experience of the sacred and divine, to
engagements with sociological, ethnic, gendered, and cultural others. Nonetheless, these others tell us
something important about ourselves. From Leviathan to Kali, to the Babylonian goddess, Tiamat, and to
Jews, women, and “primitives,” the constructions of and confrontations with otherness will guide our
study. We will begin with an examination of gods and monsters in various religious texts from the
ancient Near East and India. Our focus will then turn to otherness in terms of social and cultural identity
in which we will read Dracula, the book of Esther from the Hebrew Bible, and philosophical and
theoretical materials by modern and postmodern thinkers concerned with otherness.

Special Topics in CRS: Native American Traditions
It is impossible to categorize the rich variety of Native American sacred ways into a single construct such
as “Native American Religions.” Furthermore, the dominant Euro American concept of religion reveals
some of our own predilections toward what constitutes religion and the sacred. This course will proceed
from these understandings, and serve as an introduction to the study of Native American sacred ways
and perspectives by exploring historical, literary, ethnographic, and cultural artifacts, and undertaking
fieldtrips to nearby sites and museums. Specific focus will be given to Southwestern peoples, such as the
Navajo and Hopi. Other tribes that we may study include the Koyukon, Cherokee, Sioux, and Yup’ik.

Special Topics in CRS: Normalizing the Body: Race, Gender, & Disability in the U.S.
What is a normal body? How do the ways that we understand bodies—our own and other people’s—
relate to broader social inequalities? The body has become a primary unit in the creation of our current
terms of normalcy and determining who is to be excluded from the dominant society. Beyond our
personal body images—whether we 'like' our body or not—are relations of power that have specific
histories and that are connected to broader social institutions. This class will explore how we relate to
our own bodies in terms of normality, how we create identities based on differences between bodies
and how political and social institutions are designed around these 'ethics of otherness'. We will look at
several different ideas of the body, particularly through the lenses of race, gender and disability, and
begin to explore how these realities came to be and how they are held in place. This course will offer
exposure to critical and poststructural theories and cultivate reading skills and terminology for future
study in these areas. Students will have a chance to conduct self directed informal interviews, surveys and observations in the wider Prescott community to investigate how various understandings of the body are entrenched and reinscribed in daily life. Possible areas of focus include: understandings of disability and accessibility at Prescott College; how ideas of the body are informing current immigration legislation in Arizona; how queer bodies are constructed in popular media and our local communities.

Special Topics in CRS: Political Studies: AZ 1070
This course is a political studies research seminar that explores the political economic contexts and contemporary social and cultural dynamics that have made it both possible and politically viable for the Arizona legislature to pass SB 1070, a law authorizing state government to enforce federal immigration law in ways that challenge federal jurisdiction over national borders and that are explicitly designed to create an atmosphere of intimidation designed to drive Latino immigrants from the state. This course offers an expedition in the here and now, as support for and opposition to 1070 have exploded across the U.S. and internationally. During the first 3rd of this course, students will learn the major analytical frameworks and methods of political economic and cultural studies research and explore the history of racial and ethnic formation in the state of Arizona. The course will include field trips to Flagstaff, Phoenix, and Tucson to meet with lawmakers, impacted communities, law enforcement officials, and social justice activists. Students will conduct individual and group research projects, and organize an end of semester academic conference that will invite students from across campus to participate in workshops and presentations on 1070 and related topics being studied in many courses across the curriculum this semester.

Special Topics in CRS: Prisons: Advocacy, Impacts, & Opposition
The buildup of prisons in the U.S. over the past 30 years has played a key role in shaping the larger economic and social crises unfolding in the nation today, from the scale of neighborhoods and small towns to the national budget. This course takes students to the San Francisco bay area to learn directly from activists, academics, and policy makers who are on the cutting edge of addressing the wide array of social problems researchers and analysts link to prison expansion. Students will spend 3 weeks in San Francisco, where they will engage in service learning and conduct interviews with individuals working in the prison abolition, prisoner advocacy, and prison reform movements. Students will have a diverse array of opportunities to engage in volunteer work, such as tutoring incarcerated youth, assisting in grassroots campaigns for sentencing reform and the repeal of gang injunction laws, and working with death penalty mitigation experts. This course offers engagement with political economic analysis of the impacts of prison growth, hands on experience working in and learning about a wide variety of jobs available in these fields, and an opportunity to understand a significant contemporary social movement from the perspectives of its leaders and participants.

Special Topics in EDU: American Sign Language & Deaf Culture
Students will explore the challenges faced by Deaf individuals living in a hearing centric world by researching the history of Deaf culture and American Sign Language (ASL). Students will gain expressive and receptive ASL skills through study and practice. As a result of their increased awareness of Deaf culture and ASL, students will develop strategies to improve the relationships between Deaf and hearing
individuals. These strategies will be critical for students who may interact with Deaf individuals in education, adventure, and counseling settings.

Special Topics in EDU: Banned Books: Critical Literacy for Social Justice
In January of 2012, the Tucson Unified School District removed Latin@ and Native American literary works from the classrooms and deemed them banned. These works include books by Leslie Silko, Ana Castillo, Rudy Acuña, Paulo Freire, Simon Ortiz, Sherman Alexie, Matt de la Peña, Sandra Cisneros, Luis Alberto Urrea and others. This course will apply a critical literacy lens to analyze not only the literature itself but also how it is situated in a much larger political context that impacts educational access for Latin@ youth. Freire and Macedo's theories on "reading the world before reading the word" will be applied to the critical analysis of this literature. Students will have an opportunity to hear first hand from several of the authors of the "banned books" as they share their insights on this historical removal of acclaimed literature from the classroom. Teachers from the former Mexican American Studies program will also offer insights into how this literature was formerly used in the classroom and the results of its removal.

Special Topics in EDU: Barrio Pedagogy: Praxis Along the Border
This course explores the theories and methodologies associated with barrio pedagogy, critical pedagogy and social justice education as a means for countering the hegemonic forces so prevalent in our public school system. By engaging in specific educational movements in southern Arizona, with a focus on Latin@ and border communities, students will have an opportunity to apply theory and practice to on the ground community organizing and learn from experts in the areas of Ethnic Studies and educational access for Latin@ students. A key component of this course will be a focus on activist teaching as a method for deconstructing the impact of neoliberalism in education and for working toward a pedagogy of liberation.

Special Topics in EDU: Critical Consciousness, Theory and Pedagogy
This advanced course is designed to provide an in depth study of relationships among critical theory (including critical race theory and Latino critical race theory), critical pedagogy and critical consciousness. Social theory is emphasized as a critical tool for practical application in classrooms, community settings, and political arenas with an aim to understand the necessary links among these social domains of pedagogical practice and the lived experiences of students, teachers, parents, administrators, organizers and the community. This course takes the position that reading the word and the world is a dialectical process and that how one reads the world influences but does not necessarily determine the manner in which one chooses to live in the world. Critical pedagogy will be analyzed, not as a recipe or methodology to be implemented, but rather as a praxiological approach that enables the strategic application of theory to the context of groups and individuals in real world struggles. Critical consciousness will be studied as an end goal to be reached through liberatory education brought about by collective struggle and praxis.

Special Topics in EDU: Culture, Environment & Cross Group Connections SEAMS
This course addresses the key components of communication and connection, as they relate to social & environmental justice work and the many facets of sustainability. Participants will examine personal resistances to partnering with those whom they perceive to be culturally or ideologically different from them. Learners will engage with a range of humanitarian & environmental issues (including the intersections within and between both) in order to cultivate the discursive and receptive skills of bridging the distance between polarized groups. Students will critically deconstruct systemic and internalized oppressions, commit to learning about others’ paradigms, and work together to foster new ways of communicating, connecting, and working across differences. This course offers participants opportunities to challenge binary ways of thinking and being, as we learn from relevant texts, each other, and the lived experiences of community members.

Special Topics in EDU: Culture, Power & Society
This course explores ways in which social categories of difference – such as race, class, ethnicity, gender, sexuality, age, ability, and citizenship – are socially constructed through power struggles that take place under specific historical and current conditions. It is designed to provide students with the critical skills required to identify and analyze social forces shaping identity, power, and social inequality through the lenses of struggles for social justice. Through texts, films, current events, and participatory experiential learning, students will explore how cultural difference matters in issues such as social decision making power, wealth distribution, community health, cultural and environmental sustainability, politics of representation, globalization, human and civil rights, education, opportunity and life chances.

Special Topics in EDU: Environmental Problem Solving & Sense of Place Education
Radical can be traced to the Latin word radicalis which means, "of or having roots." In this course students will seek to return to environmental education's deep roots by re-establishing principles and pedagogy that have guided sustainable communities for countless generations. Students will gain facility with a conceptual framework built upon the foundations of environmental problem solving and sense of place education. Those principles will then be applied in public secondary schools through curriculum development and teaching. A central focus of the course is the development and practice of environmental problem solving pedagogy. The course ultimately intends to reorient secondary environmental education towards what CA Bowers calls a "vision of a shared future."

Special Topics in ENV: Advanced Seminar in Biodiversity Conservation: China
This advanced special topics seminar will explore China’s economic and political emergence and the resulting consequences for 1) conservation within a country that harbors globally significant biodiversity and 2) international scale conservation including climate change, global timber trade, etc. We will take several short field trips to meet with biologists and researchers active in Chinese conservation.

Special Topics in ENV: Advanced Seminar in Conservation Biology
In this advanced course students will read extensively in the primary literature of conservation biology, as well as government agency documents related to endangered species and habitat management, and be responsible for presenting a series of readings and facilitating class discussions. We will take an interdisciplinary approach to conservation biology, with readings covering biological science, ecosystem
management, as well as values and policy issues. This course will provide excellent preparation for graduate study and professional work in conservation biology and related fields.

Special Topics in ENV: Carnivore Ecology & Conservation
Carnivores are often the focus of intense interest in conservation science, special interest groups, and the media. Humans have a long and conflicted relationship with carnivores which, in some areas, has recently begun to change. This course is designed to examine the role of top predators on ecosystem health, specifically focusing on carnivores of the Rocky Mountains. Biological, behavioral, and ecological evidence will be presented, while developing an understanding and appreciation of the political, sociological, and economic considerations of living with large predators. Reintroduction programs will be compared and evaluated with attention given to the limitations and opportunities for carnivore restoration.

Special Topics in ENV: Community based Conservation in Costa Rica I & II
This course explores the social, economic and cultural aspects of conservation and contrasts community based vs. top down (e.g., national parks) conservation approaches. The course also touches on topics of sustainable development, community organization and eco tourism. Our course travels throughout Costa Rica for three weeks exploring a variety of sites that are representative of different ecosystems, cultures and conservation strategies. Among these sites, we will visit the subalpine paramo at the highest elevation in Central America as well as lowland rainforests on the Pacific and Caribbean slopes. We will also study a Pacific Beach where 10s of 1000s of sea turtles nest. Students will analyze each one of the sites that we visit from different angles such as the nature of the environmental problem that is being addressed, the institutional and participatory aspects of the community conservation efforts, the effectiveness of the local efforts for biodiversity conservation, the distribution of community benefits and participation, and the long term sustainability of the conservation efforts.

Special Topics in ENV: Ecology of Weeds & Invasive Plant Species
The invasion of non native plant species into anthropogenic and natural habitats is accelerating throughout the world. This is a direct result of human population growth and the associated impacts. Non native plant invaders negatively affect biodiversity and can fundamentally alter natural systems and environmental processes. In most studies of weed ecology and invasive plant species the focus is on a narrow range of biological and ecological characteristics that are primarily relevant to their control, such as seed production, seed dispersal, germination behavior and genetic exchange. There has been much less attention given to the basic biological characteristics and ecology of these organisms. In this course students investigate the biological and ecological characteristics of weeds in order to understand how these plant interact with the abiotic and biotic processes of the environment by altering such things as soil conditions, hydrological regimes, fire cycles, community composition and species interactions. In addition, the course will focus and how the application of this knowledge can help mitigate the negative ecological impacts of invasive plant species.

Special Topics in ENV: Field Methods in Alpine Environments
In this field research course, students with natural history and ecology and interest in research methods will take part in ongoing research projects in high alpine environments. Students will participate in field based data collection, data entry and analysis and will gain experience with spatial (Geographic Information Sciences) and statistical analysis and modeling. The class will contribute to written summary of research. In summer 2013, the projects will take place in the San Juan Mountains of southwestern Colorado. The course will be based out of Silverton, Colorado.

Special Topics in ENV: Food Systems of the Bolivian Andes
In this Special Topics course, students will explore the food systems of Bolivia by studying the food economy of the capital city of La Paz and agroecosystems of the Bolivian Andes. Students will learn about the ecology, cultural importance and economics of specific crops by following a journey from the dinner table of Bolivians, to markets, to distribution centers and ultimately back to farms where the crops were grown. Those farms, most of which are not mechanized and rely entirely on local inputs and rotational systems for soil management, not only produce food for local consumptions and security, but also for residents of large urban centers such as La Paz (1.5 million), Cochabamba (600,000) and Santa Cruz (1.2 million). Contrary to claims that mechanized, synthetic input dependent systems are essential to feed large urban populations, the food systems that support La Paz demonstrate that small scale, low input systems can produce a food surplus sufficient to support large cities. By integrating studies in history, politics, ethnicity, ecology, and architecture, students will develop an in depth and interdisciplinary understanding of a regional food system that contrasts markedly with the food system of the United States.

Special Topics in ENV: Practicum in Energy Conservation
In the broad context of studying means for energy conservation, students will identify and analyze techniques used to measure energy usage of buildings on Prescott College Campus. The class will perform a detailed energy audit and subsequent analysis of data, and participate in the retro-commissioning of the Prescott College Crossroads Center. Topics to be covered include utility costs, building envelope analysis, heating, ventilation and air conditioning systems, kitchens, computer facilities, lighting, and building control systems. Students will evaluate the energy use of the Crossroads Center; calculate the energy savings of possible retrofits; and explore the environmental impacts of energy efficiency and renewable energy projects. Through case studies and literature reviews, students will learn how buildings can be designed and retrofitted to increase energy performance. In their final paper, students will apply their knowledge of sustainable building systems to design a campus master plan for reducing energy consumption in Prescott College buildings.

Special Topics in ENV: Predators & Prey: Ecology & Management in the Colorado Rockies
The High Lonesome Ranch in Colorado represents an emerging model of managing "working landscapes" for conservation values. This course offers students a special opportunity to study wildlife ecology and to interact with field scientists and land managers who seek to improve ecosystem integrity while accommodating land uses such as hunting, fishing, resource extraction, education, and recreation. The ranch and surrounding lands support populations of many predators (e.g., black bear, coyote, mountain lion, bobcat, marten, and perhaps lynx and wolf) and prey (e.g., mule deer, elk, wild horse,
beaver, and much more). In addition, birds and fishes provide numerous examples of interactions and conservation challenges. Students will study concepts such as behavioral ecology, nutritional ecology, trophic dynamics (food webs), population biology, ecological restoration, human impacts, conservation strategies (including landscape scale approaches), and environmental ethics.

Special Topics in ENV: Stream Ecology
This course examines patterns and processes in stream ecosystems. Classroom sessions will explore biological communities and basic ecological processes in streams (including geomorphology, hydrology, nutrient cycling, trophic interactions, and stream riparian linkages). Course field trips will focus on experimental and analytical techniques used to study streams (including stream discharge, physical habitat, and stream organisms). Students will also examine the influences of social systems and aesthetic values on aquatic environments and the implications for stream management. This course will focus on Southwestern streams but the ecological principles will be applied to streams in other regions.

Special Topics in ENV: Sustainability Assessment & Reporting
This course will provide an introduction to a wide range of tools, frameworks and methods for sustainability assessment, primarily at the scale of individual organizations. Students will learn about common approaches for framing the precedent of sustainability initiatives as well as development of measurable indicators for assessing and managing performance in each of the triple bottom line domains of sustainability performance (environmental, social, economic). Collaborative learning methods will be used for self directed research on leading sustainability reports, and also for development of preliminary draft materials contributing to a formal sustainability assessment and report at Prescott College.

Special Topics in ENV: Sustainable Nepal: Dreams & Designs, I, II, & III
Nepal has gone through milestone changes in its political and cultural contexts within the last decade. While the dust of new political arrangement is settling in and a new, post monarchical, and a republican constitution is being written, Nepal represents one of the best promises to introduce ecological concepts and designs in all aspects of life national planning, bioregional imaginations, sustainable livelihoods, agroecology, sustainable foodsystems, herbal economy and indigenous health practices, ecotourism, ethnic identity and federalism. The accelerated pace of climate change in the Himalayas makes search for such ecologically informed options even more urgent and appealing. In this course, students will sample the viability of a number of themes and topics including: 1. Natural History, Climate Change, Ecological Design, Social History, and a search for a Democratic, Secular and Inclusive Nepal. In addition, each student will design one independent study course topic according to his/her own area of interest and write a culminating report/paper on that theme. Modes of delivery will be classroom instructions, home stays, guest lecture, field trips, self exploration and internship/practicum during the last 3 weeks of the course.

Special Topics in ENV: Sustainable Urban Food Production
Interest in local and regional foods has increased dramatically in the last decade. One result of this interest has been a quiet but pervasive urban agricultural revolution. From backyards to school yards,
church parking lots to the South Lawn of the White House, Americans are beginning to grow food very close to home. But unlike previous generations of home gardeners who often purchased fertilizers and insecticides at the local hardware store, the current urban food revolution is intent on growing food as sustainably as possible; maximizing quality, optimizing quantity, and minimizing social and environmental impacts. In the Southwest, sustainable translates into such activities as rainwater harvesting, mulching, soil building, composting and seed saving. In this special topics course, students in the Agroecology Summer Semester will explore a wide range of urban food production systems. They will broadly evaluate the sustainability of the systems using ecological, economic, and other sociological criteria which they also employ in the other Agroecology Summer Semester Courses. In addition, students will experiment with urban food production practices in the Prescott College gardens and share their findings in user friendly guidelines for those engaged with urbanizing the food system.

Special Topics in ENV: The Environment of Sound & Animal Communications
The soundscapes of natural communities are very noisy. Research is increasingly revealing how different species manage within this array of community sounds and the amazing complexity of animal sound communications, whether it be the use of the ultrasonic by bats, insects and a few frogs, the long range infrasonic communication by elephants, or the chirping patterns of bark beetles after invading a weakened piñon pine. Recent sound recordings near Alamos reveal previously unknown sounds, including a strong ultrasonic pattern from a broad billed hummingbird and a very rapid, high pitched (into the ultrasonic) croak by an unknown toad along the Rio Cuchujaqui. We will study the sound environment in habitats near Alamos to reveal the complexity of sounds in tropical deciduous forest settings and to explore how sound patterns can be used to monitor the health of these habitats and for studying elusive animal species.

Special Topics in ENV: The Idea of Nature
Through literature and film, this course will explore humanity's conceptions of nature. How have these ideas varied across time and across cultures? What have been the consequences for nature of various ideas of nature? Have technological excesses brought an end of nature and the advent of an artifactual Earth? General views considered may include the traditional indigenous sense of kinship with other living creatures and landscapes, the European Enlightenment’s de animation of nature, the Romantic and Transcendentalist veneration of nature, and contemporary ecofeminist and deep ecological views of nature. Works by authors such as Lao Tzu, Susan Griffin, Bill McKibben, Rachel Carson, Henry David Thoreau and many others, along with select films, will provide the basis for intensive class discussion.

Special Topics in ENV: Urban Wildland Interface: Conflict Among Culture, Conservation, & Wildness
As urbanization continues to alter and degrade natural habitats, these urban landscapes present new challenges for wildlife management, and also become increasingly important for the conservation of wildlife. Many species thrive in urban ecosystems, creating positive opportunities for humans to enjoy and appreciate their presence on one hand, and creating conflicts on the other hand. As a research oriented course, students assess the values, attitudes and beliefs that underlie human wildlife relationships, as well as the nature and causes of conflicts between human and non-human residents of
Prescott. Students also examine how the design and planning of urban landscapes can influence wildlife. This course provides a field based, hands on experience in research where students integrate different research approaches, field trips, interviews with key informants, and historical reviews.

Special Topics in Environmental Studies: Ecology of Ectotherms in Arid Environments
In this field course we will examine the similarities and differences that arthropod and vertebrate ectotherms have evolved to deal with the challenges of living in dry climates and temperature extremes. Basic physiology of thermoregulation, water relations, behavioral responses, and energy dynamics of terrestrial and aquatic arthropods, amphibians, and reptiles will be introduced. Building on this, we will examine the physical environments of North American deserts (Mojave, Sonoran, Chihuahuan, Great Basin, and Colorado Plateau) and discuss solutions that ectotherms have evolved to exist under these conditions. We will spend time in two deserts (Sonoran, Colorado Plateau), experiencing the thermal environments of ectotherms in these biomes.

Special Topics in HDP: Arizona Trail: Expeditionary Horsepacking
This course is a horse packing exploration of the Arizona Trail. Starting on the Colorado Plateau of Southern Utah, then descending through the heart of the Grand Canyon, around the San Francisco Peaks, across the Mogollon Rim, and through the Superstition and Sky Island Mountains, the Arizona Trail is a rugged and varied 800 mile route from Utah to Mexico. Students study and apply all the equestrian and backcountry skills necessary to skillfully and safely travel with horses. Topics covered include equitation, nutrition, basic veterinary and natural hoof care, local natural history and ecology, and route finding, and Leave No Trace Horse packing.

Special Topics in HDP: Arizona Trail: Psychology of Sustainability
Sustainability can be defined as the ability to meet needs of the present generation without compromising the ability of future generations to meet their needs. There is continually mounting evidence that current patterns of human behavior are not sustainable on either a social or ecological level. This course studies the psychological underpinnings for individual and collective dimensions of choice and motivation. Topics such as choice theory, the evolution of consciousness, and integral psychology will provide a theoretical background for an applied immersion in the study of personal, collective and ecological sustainability. Within the context of a major expedition, students explore the potential for the healthy integration of task and relationship.

Special Topics in HDP: Arizona Trail: Relational Leadership
Today, more than ever, the world needs effective, compassionate, and conscious leadership. Students will explore the evolution of human consciousness over time, track how priorities and possibilities shift as life conditions allow for shifts in awareness, and how viewing these shifts objectively allows for a comprehensive, non judgmental leadership model. Explorations of emotional intelligence, self awareness, and leadership in relation to other will provide access to the more immediate, personal aspects of our studies. Clear communication, use of pressure, intention, and evolutionary development will all be considered as students develop and apply their own unique leadership style on a day to day basis through relationship and partnership with their horses and each other.
Special Topics in HDP: Domestic Mediation and the Law
Domestic mediations are perhaps the most common mediations in the United States, as most states require parents to attend mediation prior to appearing before a judge to resolve parenting time for each parent. This course reviews the specifics of domestic mediations, including working with attorneys and completing a domestic Parenting Plan, as well as the family systems dynamics between parents and between parents and their children. It examines the discontinuous family life cycle stage of marital dissolution and the requisites developmental goals necessary to attain an emotional and legal divorce. Further, this class investigates the emotional dynamics between married couples who are divorcing, parents living together who are not married, and parents who were never in an emotionally committed relationship. Finally, this course explores the legal aspects of marriage and marital dissolution, as well as the legal and ethical issues for mediators and parents in domestic mediation. Students will have opportunities to practice domestic mediations in mediation simulations in order to refine basic mediation skills and to develop specific domestic mediation skills. Having acquired domestic mediation skills and knowledge of legal issues regarding parenting, marriage, and marital dissolution, students will receive a Level II Domestic Mediation Certification.

Special Topics in HDP: Gender & Human Behavior: A Multi dimensional Approach
When a baby is born, "It's a boy!" or "It's a girl!" trumpets its arrival. Many languages, and U.S. law, require strict adherence to the gender binary; yet seldom does the human species or even the animal kingdom fit easily into this simplistic framework. Some social commentary has attributed the origin of human gender diversity to modern medical and technological advancements that allow for gender manipulation. Yet men and women have displayed cross gender behaviors since pre historical times. This course will examine biological, historical, cultural, and socio political perspectives on gender and behavior. We will also explore contemporary influences on gender presentation, including how environmental damage increases pseudo estrogens, leading to mutations of gender. We will focus on developing a sustainable model of understanding gender variance that underlies effective counseling of individuals who present with primary difficulties in gender identity.

Special Topics in HDP: Gestalt Therapy: Theory & Practice
Gestalt Therapy is a method of psychology that honors each human being as a unique expression of life, while living in a culture that may not always allow that uniqueness to be expressed. Gestalt Therapy is a creative process that challenges those involved to be authentic, spontaneous, and present. The Gestalt process is an invitation to actualize one's possibilities and resolve internal and external conflicts. Students will learn and experience the basic principles, concepts, and techniques relevant to the practice of Gestalt Therapy.

Special Topics in HDP: Sustainable Skills and Holistic Living
Sustainable living includes the long term health of the individual, the community, and the planet. The emphasis in this course will be on the relationship between simple sustainable skills and holistic health practices. We will tend to mind, body, and spirit as we make conscious choices that lessen our environmental impact. Areas of technical skill building include: Composting, bicycle powered appliances,
solar and bio fuel energy, cold frames, greenhouses, food dehydrating, sprouting and growing greens, raw food recipes, and identifying wild edibles. Our physical labor and study will be balanced with yoga, mindfulness, creative play and celebration (i.e., song, music, dance), recreation, and quiet time in nature. Our primary local transportation will be bicycles. We will address how our sustainable, holistic, and creative life styles influence our communities, local and global.

Spiritual Landscape in the Indigenous Southwest
Indigenous communities around the globe, including Indian people of the American Southwest, have a complex relationship to their respective landscapes. A special relationship between Indian people and their land provides a visual map of a community's significant identity, culture, and historic events as recounted through its oral tradition. With ethnographic readings, exploration of tribal mythologies, and field trips to the landscapes of some Southwest tribes, we will examine these significant relationships that inform the creation of community, social values, and spiritual traditions. However, this requires that we critically engage some of our own assumptions and projections about Native peoples and our environment in order to understand Euro American cultural tendencies to romanticize and stereotype this connection. We will look at ways that cultures can be bridged with respect, and how indigenous and non indigenous communities can collaborate on this work.

ST in ADV: In the Creeks & Canyons: Exploration of the Mogollon Rim
In the arid southwest water is the elusive catalyst to life and beauty. On the southern boundary of the Colorado Plateau, known as the Mogollon Rim, geology and hydrology coalesce creating a series of majestic perennial wet canyons of rare aesthetic and environmental significance. In this field based course, students will gain a comprehensive understanding of the geographical and ecological value of these high desert gems, and also of the historical and ongoing threats to their long term survival. Course themes will include: natural history, geomorphology, aquatic biology, botany and riparian ecology (including threatened species), human impact past and present, safe travel and navigational techniques for technical canyoneering, and low impact travel and camping methods. Students will learn to conduct environmental assessments of the canyons explored, which will assist land managers in their appraisal of ecosystem health.

ST in ADV: Origins & Directions: AE for a Just World
This course provides students with academic literacy in the field of adventure education. In this special offering, our focus will key into topics of justice that have led to the creation of adventure education as well as those which remain a challenge for the field. Economic status, gender, and physical capability are just a few factors that have shaped the norms of adventure education and similar fields including outdoor education, recreation, environmental sciences and experiential education. In this course, students rigorously practice several modes of research, discussion and writing while critically examining current trends. Additionally, students have the opportunity to plan and present a workshop at the AEE Rocky Mountain Regional conference held in Prescott. Upon course completion the successful student will have developed the ability, as well as the real life experience, to converse intelligently with professionals demonstrating depth regarding the past, current and future significance of adventure education as a field of study and career. This course is a true resume builder.
ST in ALE: Ceramics Sculpture
This course will be a hands-on workshop in creating 3D ceramic sculpture and will cover methods and concepts of ceramic construction, installation, and site specific art, as well as technical methods of glazing techniques and kiln firings. This course will include relevant art history and contemporary approaches, artist research, critiques, visits to museums and galleries, and guest artist lectures and/or studio visits. Students taking this course for upper division will further hone their ceramics skills, with special attention to improved craftsmanship and advanced design. Upper division students will be expected to take on a leadership role in the class.

ST in ALE: Combined Media: Land Art & Human Construction
In this combined media arts course, students will create art projects according to various themes relevant to site-specific artworks in the Southwestern U.S. Students will travel throughout the region visiting public arts projects and institutions dedicated to land use. In the landscape, students will document their experience through photography, drawing and video while creating individual and collaborative site specific sculptures. This course covers historical and contemporary approaches to public art including earthworks, site specific art, and photographic and time based projects. Technical instruction in various cameras and formats will be provided, including an investigation of a wide range of media approaches like permanent and temporary sculptural media, mixed media, and new genres. The work created in the field will be synthesized and completed in the studio on campus and then presented in a multimedia exhibition.

ST in ALE: Contact Improvisation
Students will learn the skills of Contact Improvisation, an improvised dance form based on the communication between two moving bodies that are in physical contact. Practice includes rolling, falling, being upside down, following a physical point of contact, and supporting and giving weight to a partner. This open ended improvisation is sometimes highly athletic, sometimes quiet and meditative, depending on the momentum and inertia of the partnership. The practice develops skills of listening, sensitivity, and trust of self and partner. The course will include the history of Contact Improvisation from its origins in 1972, with founder Steve Paxton, to contemporary developments.

ST in ALE: Literature of Adventure
Adventurers have always told good stories, returning from their travels to their desks to produce an extensive, varied, and provocative body of literature that tells us much about the complexity of encountering different kinds of physical, psychological, and social landscapes. During this course, students will have the opportunity to sample this literature. We will read in a variety of genres including autobiography, nonfiction narrative, biography, fiction, poetry, and journalism and discuss the literature of adventure in terms of individual invention, genre, historical context, and cultural documentation. Our collaborative learning process will include discussion, literary analysis, critical writing, journals, and individual adventure projects.

ST in ALE: Race, Class, & Gender in Literature & Film
This course explores the depiction of race, class, and gender in film and literature. We will consider the ways in which the identities of the artists (writers, directors, actors) influence the portrayals of race, class, and gender in the texts. We will focus on the spectrum of identity expression and how identity can be revealed, obscured, emphasized, misappropriated, or taken for granted. This course will also help students develop skills in literary analysis and synthesis, as well as in critical reading, writing, and thinking.

ST in CRS: Global Engagement Speaker Series
Through this course, advanced students will create a speaker series for Prescott College students, and the larger Prescott community, that present diverse perspectives, based in their own experience, about specific theme related social justice work. The class will research, identify, and contact speakers, study their work, and organize and advertise speaking events in the college and the larger community. Students in the class will also comprise a panel at each event to respond to the talk and facilitate conversation. They will present their research and developing understanding about social justice work through several papers written through the course of the semester.

ST in EDU: Undocumented & Unafraid: Campaign for an American Dream
This is a 2 credit course running from August 28th until September 11th. The Campaign for an American DREAM is a student initiated national movement to raise awareness about the DREAM Act through a 3,000 mile trek across the country led by five brave undocumented youth. The DREAM Act is a crucial piece of legislation that would allow undocumented high school students the opportunity to pursue a higher education and will be a major focus of the 2012 elections. This course will research and investigate access to education, specifically for immigrant youth, and will join the campaign walk as they near their final destination of Washington D.C. By situating ourselves directly into a movement, participants in this course will be expected to support the campaign in any way necessary, including walking with the campaigners for a week and providing support during that time. This course offers a unique, historical opportunity to practice solidarity through participatory action and requires all students to commit to a critical learning process that engages with the pedagogy and leadership of directly impacted communities.

ST in ENV: Advanced Seminar: Integrating Social & Ecological Perspectives
How can social and ecological perspectives be integrated into critical thought and reflection as well as practical engagement on behalf of the world and all of its diverse inhabitants? We will examine concepts such as compassion and peacemaking as motivating forces in both social and environmental activism. With this linkage in mind, we will explore the goals and challenges of social justice, humanitarianism, environmentalism, spiritual ecology, and conservation biology in order to better understand the potential conflicts and concordances among them. We will address these issues through readings of primary and secondary literature from multiple disciplines, seminar style discussions, meetings with guest speakers, documentary films, and field trips to sites of social and environmental concern.

ST in HDP: New Frontiers of Human Consciousness
As the third millennium approaches, humankind must undergo a fundamental evolution of consciousness if humans and non-humans are to survive and thrive on the planet. A paradigm shift is being ushered in by pioneers in a diverse array of disciplines. This course investigates a sampling of twenty-first-century scientists, artists, philosophers, and theorists who are on the forefront of evolutionary change. These persons include Terence McKenna, Riane Eisler, Rupert Sheldrake, Joanna Macy, John Lilly, Ralph Abraham, Ram Dass, Depak Chopra, Luce Irigaray, Mihaly Csikszent Mihaly, and Kenneth Pellettier. Their leading edge and controversial theories such as chaos theory, natural and general systems theories, cultural transformation theory, the Gaia hypothesis, morphogenetic resonance theory, quantum mechanics, and the new physics, and sociobiology theory are explored and critiqued. In addition to exploring the frontiers of ‘new consciousness’ through reading and discussion, aesthetics will be emphasized through yoga, movement, and music. These experiences will assist students with the integration of the intellectual, emotional, physical and spiritual realms of consciousness. The central objective of this course is to introduce students to the emergence of a new consciousness. The central prerequisite is a receptive mind, and adventuresome spirit and an open heart.

Statistics for Research
Statistics for Research teaches the research skills needed to seek answers to complex ecological, biological, and social questions. This course focuses on hypothesis testing and the design of experiments and surveys. Experience will be given in acquiring large data sets and the statistical manipulation of quantitative data. Subjects include data distributions, descriptive statistics, analysis of variance and t-test, regression and correlation, and non-parametric alternative tests. Exposure will be given to multivariate testing. Students will gain hands-on experience with SPSS.

Structured English Immersion
(3 semester credits) This course provides teacher education students with an introduction to Structured English Immersion (SEI) issues, challenges, and methods designed to meet Arizona State Board approved standards for pre-service and in-service teachers of English Language Learners (ELL). Students will examine ELL Proficiency Standards, assessment strategies and tools for use with ELL, and SEI foundations and strategies. Students will study the Standards, strategies, and tools with a focus on students with ELL needs. Students will gain the competence to teach in an inclusive classroom, maximizing opportunities for proficiency in oral and written skills as a result of research, observation, and practicum experiences. Students will analyze disaggregated data to differentiate instruction and parental involvement. Students must obtain, for use with this course, specific study and professional materials as designated by the Arizona Department of Education. This course meets ESL Endorsement requirements in conjunction with other coursework.

Structured English Immersion, Advanced
(3 semester credits) This course provides pre-service and in-service teacher education students the opportunity to master the knowledge and skills necessary to meet the requirements in Structured English Immersion (SEI) for full endorsement as required for the standard Arizona teacher education certificate. Students will focus on the requirements as they are applied to students with ELL needs. Building directly on the knowledge and skills acquired through successful completion of the first Prescott
College course in the two SEI course sequence. "Structured English Immersion Methods," pre service and in service teachers will examine, extend, and apply material related to the following State SEI goal areas: ELL Proficiency Standards; Data Analysis and Application; Formal and Informal Assessment; SEI Foundations; Learning Experiences SEI Strategies; and, Parent/Home/School Interactions and Communication. Students will gain increased competence to teach in an exemplary manner in inclusive classrooms through research, observation, and practicum experiences. Students will analyze disaggregated data and interpret results to effectively differentiate instruction for ELL and maximize home/school/community involvement and resources. Students must obtain, for use with this course, specific study and professional materials as designated by the Arizona Department of Education.

Student Teaching, Elementary: Senior Project
Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a grade and subject appropriate classroom.

Student Teaching, Secondary: Senior Project
Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a grade and subject appropriate classroom.

Studio Projects
This course is designed for the advanced student with a solid background in one or more of the following visual arts media: painting, drawing, printmaking, or sculpture. In a rigorous studio environment, students will create several projects along individual themes in various media, under the guidance of the instructor and with the critical feedback of classmates. For each project students will be required to present a proposal including a project description, timeline, budget, and preliminary drawings. This course emphasizes critical discourse and values the exchange of ideas; the successful student will be willing to offer opinions and take risks. Workshops on advanced drawing, painting, printmaking, and woodworking techniques will be offered, as well as documentation and preservation methods for completed artworks. Models will be scheduled for a portion of the course.

Studio Projects 3D: Sculpture & New Genres
This course is designed for the advanced student with a solid understanding of sculptural techniques and media. Students will spend the semester creating a number of self-directed projects along individual themes in the medium of their choice, under the guidance of the instructor and with the feedback of their classmates. A timeline for each project will be established, and students will be required to submit a written proposal for each project including a description, budget, preliminary drawings, etc. This course emphasizes critical discourse and values the exchange of ideas. The successful student will be willing to offer opinions and take risks. Workshops on advanced sculptural processes such as casting, alternative materials, installation, and environmental sculpture will be offered, as well as documentation and preservation methods for 3D artworks.

Sudden Fiction: The Art of the Very Short Story
In this block course, we will examine and write very short stories. In our discussions, we will attempt to identify why this subgenre of short fiction has become so popular; define some of its distinguishing characteristics (how it seems, for instance, to be a cross between a poem and a short story); and classify and analyze its inherent strengths and limitations.

Summer Environmental Science Explorations of the Grand Canyon & the Colorado River
This expeditionary course will introduce students to the modern and ancient landscapes of the Grand Canyon region through intensive field based study. By learning about basic geological processes and taking observations on the Colorado River, in the Grand Canyon and at nearby sites of geologic significance, students will learn to describe sedimentary rock formations, which help tell the history of ancient environments on the Colorado Plateau. These rock layers clearly record ancient and profound changes in the climate in this region, and provide a valuable context for understanding modern climate changes. By studying variations in the flow of ground and surface water in the modern Colorado River system, students will learn about an important indicator of contemporary climate changes that is also directly tied to the well being of the ecosystems and human communities of the region. By comparing the ancient rocks of the Grand Canyon region to the modern environment, students will be able to anticipate the changes likely in the future of the environment of this region, including the availability of that most basic resource for life, water.

Sustainable & Unsustainable Food Production in Costa Rica
This course focuses on topics related to food systems and food sustainability in theory and practice. The course will take place in Costa Rica where students will examine the production of coffee, chocolate, banana and pineapples as case studies for understanding the global environmental and social contexts of food production. Students will experience, first hand, practices of unsustainable multinational corporation food production as related to biodiversity loss, deforestation, use of agrochemicals, globalization and land usurpation that is displacing local communities. In contrast, students will spend time at sustainable, organic small scale food production farms in the central highlands and the Talmanca region where we will interact with the Bri Bri and Cabecar peoples. Through comparison of both ends of the spectrum of food production, students will gain an understanding of the challenges of feeding an increasing human population while protecting the environment and striving for social justice.
Systematics of Seed Plants
In this course students become acquainted with the aims and principles of plant systematics and the various philosophies and areas of research that contribute to this modern science. Students will develop skills in using and interpreting taxonomic keys and plant descriptions for the purposes of identifying plants and become familiar with the characteristics used to recognize important plant families, genera and species of the flora of the southwestern North America. Students will learn to recognize natural variation, its causes and importance in classification. The field and laboratory components of the course will emphasize identification skills and methods for collecting and preserving plant specimens for scientific study. Course content and geographic emphasis of the course may vary depending on the instructor and season.

Tai Chi & the Sense of Self
This course will study the fundamental concepts of Taoism and application of Taoist principles through the practice of T'ai Chi Ch'uan, Wu style, long form. Originating in China, T'ai Chi Ch'uan is a gentle martial art that combines meditation and movement. The outcomes of the practice of Tai Chi Ch'uan include improved flexibility and balance as well as stress reduction. The course will focus on learning the movements and the application of the Taoist perspective in contemporary life. Class discussion could include the Tao and its relationship to nature, power, health, poetry, art, war, education, and leadership.

Teaching & Learning in Adventure Education
What does it mean to be a highly effective educator? This course introduces students to the intentional application of a variety of effective teaching practices applicable to a wide range of educational endeavors with an emphasis on adventure education settings. Particular focus is placed on facilitating cognitive and psychomotor skills development, increasing student engagement through the effective use of questions and discussions, formulating learning outcomes, planning lessons, and assessing student learning. Students gain practical experience in developing and delivering lessons through multiple peer teaching sessions where ample opportunity is provided to refine their skills as educators. Students also develop and practice the ability to give and receive meaningful, growth oriented feedback. With this course as a foundation, appropriate subsequent courses for adventure educators may include The Art of Teaching, Curriculum Design, Learning Theories, Group Process, and teaching practicum courses.

The “F Word”: Feminism, Women & Social Change
What does it mean to be a woman? What is feminism? Is it outdated? Have women achieved equality? How have changes in women’s and men’s roles affected the sociopolitical landscape in America? Over the past two decades, many have come to believe that feminism is dead, or should be. However, when large groups of people are surveyed as to their beliefs about gender roles, by and large those polled strongly agree with feminist principles and values, although balk at being referred to as “feminists”. Feminist scholars have now deliberately coined the term “The F Word” when referring to this backlash against feminist terminology. This course explores these questions and examines the interaction between gender and other social stratifiers such as race, culture, class, age, sexual orientation, and
ability. We will address the role of systems of social injustice; explore avenues for creating both individual and collective change through social action; examine global issues; and study women from other cultures.

The Art of Making Dance
This course introduces students to the skills of movement composition and provides an exploration into the underlying conceptual motivations of choreography. The components of visual design, theme and variation, rhythm, chance procedures, and dynamic tension will be studied. People are the medium through which this art form is expressed, so it is also crucial for a choreographer to develop the capacity for understanding self and others. Students will explore a combination of compositional skills and movement improvisations, which will provide the groundwork for making dances expressive of each student’s unique artistic vision. The class will attend live performances and study seminal choreographers of the twentieth century and current trends in contemporary dance. Students are encouraged to take this course to increase their knowledge of dance and artistic composition, gain self-knowledge through their physicality, and prepare for production and performance courses. Students of all skill levels who are looking for an exploratory immersion in dance-making are welcome. The focus of this course is on skill building in choreography rather than on creating a culminating performance.

The Art of Teaching: Community, Curriculum, & Cooperation
This course is an overview of three crucial elements to the Art of Teaching: Community, Curriculum, and Cooperation. Students will investigate creating and managing communities, curriculum that is engaging, cooperation, and optimal learning. Through hands on practical experience, research and analysis, students will learn to create and manage optimal learning environments designed to meet the needs of diverse learners as well as design and implement lessons and activities in a variety of subject areas in both outdoor settings and traditional classrooms. This course is ideal for adventure educators, alternative educators and students interested in learning how to teach with a balanced emphasis on course content and individual students in a variety of settings.

The Bicycle: Vehicle for Social Change
This course explores the multifaceted role of the bicycle as a vehicle for personal and community transformation. Students examine the cultural, social, historical and technological significance of the bicycle through independent study, in class activities, films, and community based interactions. The skills of riding in traffic and maintaining and repairing bicycles are learned and practiced throughout the course. Students investigate the state of local community attitudes, resources, and infrastructures related to bicycling. A key course goal is reaching out to the larger Prescott community through the facilitation of appropriate bicycling workshops and seminars. Students should expect to become better skilled and informed cyclists with the skills and knowledge to serve as ambassadors for the benefits bicycling can bring to individuals and communities.

The Camera, Servant of the Photographer’s Eye
The camera—“the object that may be the only true marriage of science and art”—is the focal point of this course. Photography has always been influenced by technical developments in the photographer’s
equipment. This course will explore the visual syntax of the photographic image as it is related to the choice of camera. Through experimentation with a variety of cameras such as pinhole, 35mm, Holga, disposables, medium and large for- mat, students will explore a range of subject matter and critically examine aesthetic approaches. Students will also study the historical development of the camera and contemporary practices. The course will involve extensive field/location shooting and lab work to create a final portfolio of images.

The Derivative Image: Abstract Painting
In this course students will learn a variety of painting techniques in acrylics and oils while developing a personalized language of abstraction. The course will begin with perceptual exercises, from which students will work towards varying degrees of abstraction. Students will develop content and imagery along individualized themes, and be challenged to articulate their ideas with painting approaches that support their thematic interests. This course will cover significant artists and trends in the history of abstract art, as well as look at the relationship of visual art to modes of abstraction in literature and performance. Students will develop technical skills in acrylic, oil, and mixed media painting, while learning approaches to image development, juxtaposition, color theory, inclusion of text, appropriation, and critique.

The Documentary: Film making for Fun, Profit, & Justice
More and more businesses, non profit organizations, and individuals are using documentary techniques to bring attention to their activities. As a result basic documentary skills are becoming a common workplace requirement. In this course students learn the basics of short and medium length documentary production by completing 2 projects. Each student selects a topic, conducts research to prepare for filming, and shoots and edits the footage into a short documentary and a longer version that are shown to the Prescott College community. Students can work with organizations in Prescott who are asking for help in documenting their work or they can develop their project from their personal interests. This course is designed to teach fundamental documentary skills to students in all programs at the college, especially those who anticipate including video in their senior projects or their professions. It also serves as an introductory course in video production for students who want to develop a competence in film.

The New Darkroom: Intersecting Analog & Digital Photography
This course provides opportunities for students to practice and explore a wide variety of current photographic processes to develop personal vision and a greater understanding of the photographic medium. Students will use both the analog darkroom and the digital darkroom to produce photo based images using techniques including negative and print manipulation, combination printing, and alternative digital processes. This course will focus on technical and aesthetic development, while teaching extended means of print and negative enhancement through diverse darkroom processes. Additionally, students will gain knowledge surrounding historic and contemporary genres, applications, and influential artists within the history of photography.

The Othering of American Literature
A whole cast of often minor characters exists within American literature – variously marginalized, made-fun-of, used, chastised, stereotyped, silenced, and sometimes dehumanized characters who did not fit the prevailing model of American identity and behavior. This course asks a central question. What happens to the way we read American literature when we take minor or otherwise marginalized characters and make them the center of our reading attention? That is, what happens when we intentionally “misread” a book as if it were about its minor characters? Moving from early American exploration and promotional literature, through the nineteenth century, to the present, we will look at the historical contexts of the books we read to better understand literary events from the perspectives of minor characters and compare what we learn to what we take to be the perspectives embodied in the books themselves, that is to say, what the books seem to want us to think. Learning in this course will be based on assigned readings, lively discussion, collaborative work, both critical and creative writing projects, and student-led instruction.

The Portrait as Process
What is it that separates a portrait from a casual photograph of a person? Can the outer facade ever truly represent the inner self? This course will explore the intimacy and emotional significance within the process of photographic portraiture. Photographers making portraits have a great responsibility of portraying the authenticity of their subject. They also have a responsibility of owning self expression in their work - where do the two merge? Students will learn the various histories behind portrait making and then work individually and with each other, and the community of Prescott to develop a personal attitude which will fulfill both obligations. This course is open to students working in both digital and darkroom.

The Troubled Middle East: History, Culture, & Current Issues
The Middle East is the world’s most volatile political and social region. Before our eyes revolutions are taking place which will forever change Arab civilization as the old system of dictators’ rule is overthrown and the people are searching for new models of governance. This region has become a focus of both Eastern and Western worlds, because half the world’s oil reserves are there, creating fierce competition and grim politics. Israel and the Arab world are locked in a struggle over land, water, and ideology. Islam, Judaism, and Christianity collide there, and fundamentalists of all three believe the prophesied apocalypse to bring our world to final judgment will be ignited there - and soon. The United States has been a major player, for good or evil, over the last fifty years, and is now leading a struggle to prevent Iran’s development of atomic weapons and delivery systems. By invading and nation building in Iraq, we have been involved in the deaths of well over a hundred thousand people on all sides - soldiers, Iraqi citizens, contractors, and terrorists. Iraq is poorer and more conflicted than before, but may develop a real democracy. And in these conflicts we have spent over a trillion (one thousand billions) dollars building up a huge national debt, and certainly billions have been spent by others. Yet we are now committed to building a democratic society in Afghanistan, a project which many great empires since the Ancient Persians and Greeks have fail to achieve. For these reasons, everyone should learn about this vital region and the forces causing such turmoil, as well as hopeful signs and possible solutions to age old problems. In the first part of the course, we will study the history that has shaped the Middle East from ancient times to the present. Then we will study in detail the social, political, religious, and
economic forces driving events today, including how we might deal with our own issues related to the Middle East. Finally, we will examine all options we have to help bring peace and stability to the Middle East.

Theatre and Social Change
In this course, students will examine the role of playwrights and performers as social commentators and activists by studying the theory, techniques, literature, and history of theatre, including avant-garde and political theatre. Using research, students will develop and participate in creative projects, both individually and as a class. Students will engage in both creative and critical writing assignments to explore the connections between the theatre and its communities.

Theatre Production
Theatre Production is a practicum course that explores the process of creation and collaboration in the theatre. The members of the class work as an ensemble under the direction of the instructor to accomplish all the necessary tasks involved in producing full-scale performances of a play. Students will be involved in some combination of the following: acting, directing, technical crew, lighting, props, costumes, set construction, publicity. The class attends plays presented by other companies, and each student documents learning through a written portfolio of assignments including character sketches, play reviews, rehearsal notes, and a final synthesis essay. Meeting times will vary, but a complete rehearsal schedule will be provided, and additional meetings for field trips and work calls will be scheduled in consultation with the class.

Theories & Methods of Couple & Family Therapy
Couple and family therapy represents a growing population for those seeking counseling and psychotherapy. This course examines the major models and schools of family therapy theory, including intergenerational, structural, strategic, experiential, post modern, feminist, Bowen family systems, and other relevant theoretical approaches. In addition to providing an overview of couple and family therapy, this course includes methods of systemic therapies. We will also watch DVDs of master clinicians as they implement their theories and methods.

Theory & Practice of Self directed Learning
In this course students will have the opportunity to assess their strengths as learners. They will learn how they learn best. Students will become aware of resources at the College that can help them be successful intellectually, emotionally, and physically. They will learn tools of inquiry, critical and generative thinking, time management, and organization. Students will explore various components of academic discourse and appreciate the variety of discourses used by individuals. The ultimate goal of this course is to promote students' success as learners in college, as individuals, and as community members.

Therapeutic Use of Adventure Education
This is an advanced-level course for students seeking a combination of skills in both Adventure Education and Human Development. It will be highly experiential, as well as being based on a strong
theoretical foundation. The course will start with some time on campus exploring wilderness therapy models and theory, and participating in a local service project. During the campus phase of the course, students will choose from a range of special populations and begin research for a paper on this population. An extended field component of the course will allow students to explore what it is about the wilderness setting that is therapeutic for most people, and will serve as a starting point for study of designing wilderness experiences for special populations. Time will be spent examining those groups who most often receive wilderness programming as an adjunct to traditional treatment programs. Populations covered generally include: youth at risk, disabled, survivors of sexual abuse, and individuals in recovery from drug and alcohol addiction.

Topics in Geography: Alaska
This course applies theoretical concepts in physical, cultural, and bio geography to specific regions of Alaska. Interrelationships between landscapes, ecological systems, and human cultures, past and present, will be explored. Students will analyze and compare temperate rainforests, interior forests, and arctic and alpine tundra in the contexts of geomorphic development, ecological habitat, and human lifeways. In addition to intensive field experience and interviews with local people, students will engage with course material through lectures, readings of primary literature, and seminars.

Transforming Community Food Systems
A watershed is an area of land that drains to a particular waterbody. Landscapes and organisms are connected through this flow of water. A foodshed similarly can be thought of as the geographic links between farm and fork and the multitude of relationships between producers, processors, and consumers. Prescott’s foodshed, as in most places, is global. As concerns about the ecological, social, and health impacts of cosmopolitan food mount, there is an increasing call to shift the policies and practices of this global, industrial model toward regional, diversified agroecosystems. Despite rising interest among consumers and expanding markets, locally grown foods remain a relatively small percentage of total food purchases. This course will examine the current status of Prescott’s foodshed. Based on this community food assessment and an exploration of other regionally based community food initiatives, we will collaborate on projects that highlight alternatives to current the food system and evaluate their effectiveness. Watersheds are delineated by topography. Foodsheds, however, are malleable. This course aims to vision and map more durable food routes.

Transpersonal Psychology
This course explores the foundations of transpersonal psychology, often referred to as the “fourth force,” and the most recent development in the field. Students discover how this modern force reaches back to the Greek derivation of “psychology,” the study of the “psyche,” a term that originally signified the “soul.” Thus the course is a psychological exploration concerned with ultimate motivations and questions of purpose. Topics and themes include: the nature and evolution of consciousness; altered states; eastern theories and practices; “peak” experiences; the confluence of modern western science and mystical traditions; and the co-mingling of psychology and religion. The course is designed with both theory and practice in the interest of developing a form of psychology that is responsive to the emerging perils and promises we face in the 21st century.
Travel Writing: Journey as Metaphor
We will focus in this class on the journey as a dominant metaphor. Our primary goal will be to write stories, poems, and nonfiction based on our travels; we will be, individually and collectively, analyzing and documenting our reactions to community, culture, and place as subjective chroniclers. To inform our writing and discussion, we will also examine famous classic and contemporary texts that use the journey as their primary metaphor or unifying device. We will read and discuss selected pieces about the places where we will be traveling.

Tropical Biology: The Natural History of Costa Rica
Although only the size of West Virginia, Costa Rica boasts an impressive diversity of habitats and their associated floras and faunas. Over 820 bird species, about 200 kinds of mammals (half of which are bats), numerous reptiles, amphibians, and insects, and a multitude of plants are found in this tropical land, which has attracted research biologists from around the world. This field course emphasizes not only the identification of plants and animals, but also an understanding of the complex interrelationships between and among the life forms and physical conditions that constitute tropical environments.

U.S. Mexico Border Studies
Students will develop a critical analysis of local, state and U.S. immigration policy and its impacts on the U.S. Mexico border reality with a focus on labor struggle, race, gender, religion, global economics and migration. We will explore the multiple responses to border issues through visits and conversations with community organizers, humanitarian aid workers, border educators, faith leaders and immigrant rights activists. The course will provide the opportunity for cultural immersion in the borderlands through visiting multiple border cities, home stays, shelters and having conversations with migrants, factory workers, miners and day laborers. Readings will include a look at the multi level social implications of globalization, racism, sexism, nation building and border making and how to develop effective organizing strategies in response. Teaching methodologies of popular education and experiential learning will be the predominant pedagogy embraced throughout the course.

Varieties of Religious Experience & Practice
This course introduces students to various forms of practice and types of experience from the world's religious traditions. Students begin by considering the meanings of the terms "religious" and "practice" and "experience," and proceed to engage in various practices and activities from several different religions. Each student in the course investigates one particular religious practice and teaches the other members of the class how to do it, describes the experiences that are meant to arise from this practice, and provides an overview of the religious worldview and culture in which this practice was developed. The primary activities of the course are practice of various religious activities and discussion of the experiences these practices aim to cultivate, supported by readings from primary and secondary sources and some lectures.

Vertical Margins: Literature of Mountaineering & Exploration
Climbers and explorers tell good stories. Since the mid-nineteenth century, mountaineers and explorers returning from their travels to their desks have produced an extensive, varied, and provocative body of literature that tells us much about the full complexity of encountering mountain and wilderness landscapes. During this course, students will have the opportunity to sample this literature. Reading in a variety of genres, including autobiography, non-fiction narrative, biography, fiction, poetry, and journalism, we will discuss mountaineering and exploration literature in terms of individual invention, genre, historical context, and cultural documentation. Assigned readings might include such works as Maurice Herzog’s “Annapurna,” Felice Benuzzi’s “No Picnic on Mount Kenya,” Jeff Long’s “The Ascent,” Ernest Shakleton’s “South,” and Jim Perrin’s “Mirrors in the Cliffs,” as well as selections from a variety of climbing and exploration journals. Learning will be self-directed and often collaborative and will include discussion, critical and creative writing work, and group projects and journals.

Vintage Verse
When asked to define poetry, poets tend to be purposefully evasive. Frost said, “Poetry is the kind of thing poets write.” Coleridge said, “The best words in the best order.” These definitions, nevertheless, reflect the purpose of this introductory literature course: to familiarize students with the works of revered poets, conventional language, techniques and forms, and the inventions that have transformed notions of acceptable content and form. This overview of the genre is discussion-based and is strongly recommended for both literature and creative writing students. The readings will be focused primarily on English and American figures whose work continues to influence contemporary poets, but will also include works in translation. These will include King Solomon, Sappho, Shakespeare, Marvell, Blake, Yeats, Dickinson, Eliot, Pound, Li Po, Stevens, Cummings, Williams, Neruda, Wright, and others. This course demands extensive reading, discussion, and analytic writing.

Video Art
This class explores time based media focusing on video, sound, installation and performance. The course is designed to provide a studio/workshop for an in depth study of video as an art form, and its expanding role in contemporary art and society. Digital Video will be the main focus of this class, but alternative options to creating moving images will be explored. Students will participate in all aspects of video production and post production, including storyboarding, shooting, editing and screening of final works and installations. Time based media screenings and discussion are an integral part of the class. Informal and formal critiques of work are central to the course and a high level of personal engagement and initiative is expected. Technical workshops will be offered routinely during the semester. However, artistic voice is emphasized over technical skills. Students are required to have their own video cameras and are obligated to participate in a final exhibition of their works.

Visual Arts Exhibition Practicum: Gallery Management
This course is for students to participate in a working cooperative of gallery management and operations for designated visual arts spaces on the Prescott College campus including the Gallery at Sam Hill Warehouse. Under the supervision of the instructor, students will be responsible for all aspects of gallery management which including exhibition installations, assistance with art archive, public relations, establishing an annual fundraising event, and coordinating the student visual arts competition.
course can be repeated for upper division credit. Students will explore a variety of gallery and museum preparation and presentation techniques, policies and professional logistics.

Visual Arts Professional Development Practicum
What does an art student do after graduation? This integral course prepares the next generation of new artists for a wide variety of professional and educational career opportunities in the Visual Arts: graduate school, teaching, curatorial, commercial, and freelance work. Students will learn to professionally document and edit their artwork and compile a visual portfolio, blog, and/or website, as well as write individual resumes, cover letters, artist statements, and grant proposals. Students will leave this course with a complete professional portfolio. Field trips will introduce students to various arts professionals, organizations, and opportunities. This course is part of the Gallery Practicum curriculum, and the class will also participate in the operation of the Prescott College Art Gallery at Sam Hill Warehouse; students are responsible for helping staff the gallery during the course.

Voices from Latin America: Literature in Translation
In this course students will become familiar with a variety of modern and contemporary authors from several regions within Latin America. Students will read poems, short stories, and novels in translation, examining the cultural and historical implications of the works as well as thematic and structural concerns. The reading list will include authors such as Pablo Neruda, Jorge Luis Borges, Juan Rulfo, Gabriel Garcia Marquez. This course requires extensive reading, discussion and writing.

Voices from the American Mosaic
In this course, students will become familiar with modern and contemporary authors whose voices are unique in responding to an evolving America, and whose works, when considered together, create a bigger picture, a mosaic, of what it can mean to be human beings within the varied landscapes and cultures that constitute America. Students will examine the historical implications of the works as well as the thematic and structural concerns. The reading list may include works by Mark Twain, William Faulkner, Zora Neale Hurston, Toni Morrison, John Steinbeck, Vladimir Nabokov, and Chang-rae Lee. This course requires extensive reading, discussion, and writing.

Voices from the World Mosaic
In this course, students will become familiar with modern and contemporary authors whose voices are unique in responding to an evolving world, and whose works, when considered together, create a bigger picture, a mosaic, of what it can mean to be human beings within the varied landscapes and cultures that span the globe. Students will examine the historical implications of the works as well as the thematic and structural concerns. The reading list will include established and emerging authors from Europe, Asia, Africa and the Americas. This course requires extensive reading, discussion and writing.

War and Peace in Film and Literature
War and Peace have been central themes in literature dating to antiquity, including works such as the Bible and the Bhagavad-Gita. In the modern era, film and cinema likewise have explored issues of war and peace since the earliest days of the medium and continuing through the present. This course will
consider the effects of images of war in fiction and film, as well as the potential for peace conveyed through such media. By screening films and reading foundational texts, the course will investigate issues of war and peace in historical and contemporary contexts, drawing upon both documentary depictions and the power of speculative fiction. The aim will be to develop an understanding of the centrality of war in film and literature, and to assess the challenges of promoting peace under such conditions. To that end, in addition to a series of required analytical essays, students will be asked to keep a detailed journal of critical inquiries into the films viewed in class, which will explore both the nature of war and the prospects for peace.

Water in the West
This course is a comprehensive survey of the role of water resources in the development and life of the western United States. Topics include basic hydrology, the quantity and quality of water sources, water uses and distribution, water supply management and development, water politics and laws, history, and current status of water supply problems. Arid regions in other parts of the world will be reviewed, as will proposals for the future.

Weather and Climate
This is an introductory course on the atmospheric environment: basic descriptive meteorology. Topics covered include: global climate, climate changes, the behavior of air masses, energy exchanges in the atmosphere, atmospheric moisture, cloud development, precipitation, winds, and severe storms. Weather in the western United States is emphasized.

Wetland Ecology & Management
Wetlands, declining in both extent and quality, have become habitats of global concern. In this class, students are exposed to the diversity of wetland types in Arizona, concentrating on physical and biological characteristics, ecological relationships, and conservation approaches relating to freshwater wetlands. Special emphasis will be given to the Verde River watershed. Field trips will sample wetland ecosystems under the jurisdiction of the diverse entities (e.g., municipalities, Arizona Game and Fish, U.S. Fish and Wildlife Service, Bureau of Land Management, U.S. Forest Service, National Park Service, The Nature Conservancy, and private ownerships). Students will document their learning process in portfolios and in the form of papers presented as a proceedings.

Whole Athlete, The
This course takes holistic approach to physical training and coaching. Modern and traditional principles of exercise physiology will be studied from eastern and western medical traditions. “Alternative” training methods are also considered. This foundation will then be applied in rigorous student-designed exercise programs; these programs are integral academic components of the course. Students will learn techniques for increasing body and mental strength and their connection to the health of the whole person. An emphasis will be placed on the study of awareness as an athlete. The goal of the course is to raise levels of overall fitness and bodily awareness. Students are encouraged to look beyond issues pertaining to their own health and discover how methods acquired in this course can be transferred to others while working in a facilitator role such as coach, outdoor instructor, or classroom teacher.
Wilderness Emergency Care
This course combines theoretical information with practical skills and common sense. The curriculum is designed to make the student proficient in administering care to the sick and injured. An emphasis is placed on the wilderness context of prolonged transport, severe environments, and improvised equipment. Successful completion results in two certifications: American Heart Association’s CPR and Wilderness First Responder through the Wilderness Medicine Institute of the National Outdoor Leadership School.

Wilderness Exploration & Landscape Studies I: Expeditionary & Technical Skills
This course will introduce students to fundamental expedition skills and models through presentations, discussions, and practice. Topics will include minimum impact camping techniques, map and compass, equipment use and management, group living and decision-making processes, public land access issues, and recreational considerations in a variety of environments. We will also investigate fundamental theories and current issues in expedition leadership. In rigorous field settings, students will cultivate proficiency in outdoor technical skills congruent with the environment in which they are traveling.

Wilderness Exploration & Landscape Studies I: Expeditionary & Technical Skills for Coastal Exploration
This course introduces students to fundamental sea kayaking, freediving, and expedition skills and knowledge through presentations, readings, discussions, and practice. Topics include minimum-impact camping techniques, navigation, equipment use and management, group living and decision-making processes, public land access issues, and recreational considerations in the coastal environments of the Northern and Central Gulf of California. Students also investigate fundamental theories and current issues in expedition leadership. A significant portion of the course is spent on the water in sea kayaks. Sea and weather risk assessment and paddling and rescue skills are emphasized and practiced in a variety of conditions.

Wilderness Exploration & Landscape Studies I: Expeditionary & Technical Skills for River Environments
With the Green and Colorado Rivers as our floating classroom, this course will introduce students to the fundamentals of whitewater rafting and river expedition skills. Through readings, extensive first-hand practice, class discussions, and presentations, students will learn about expedition planning and logistics, group management and outdoor leadership, Leave No Trace practices, raft repair and maintenance, boat piloting, whitewater hydrology, safety and swift water rescue, and recreation on public lands. Students will also investigate fundamental theories, current issues, and historical perspectives in expeditionary leadership, and develop strategies that help create an effective learning community.

Wilderness Exploration & Landscape Studies II: Canyon Country Geography
This course is an exploration of landscapes of canyon country of the Colorado Plateau. Study will emphasize physical, biological, and cultural geographic factors at work in this varied environment. The curricular focus will be on geomorphic processes and landscape evolution, weather and climate, aridity and desertification, and geographic patterns of distribution and migration of flora, fauna, and past
human occupation. This course has a strong regional focus but also includes a survey of arid regions and desert people across the globe.

Wilderness Exploration & Landscape Studies II: Desert Geography
This course is an exploration of arid landscapes and the physical, biological, and cultural geographic factors at work in these environments. We will survey defining characteristics of arid environments, desert types (“hot” and “cold” deserts, Sonoran, Mojavian, Chihuahuan, and Great Basin, etc.), geomorphic processes and landscape evolution, desert weather and climate, biogeography of desert flora and fauna, and human cultural lifeways in arid environments. This course has a regional focus but also includes a survey of desert regions across the globe.

Wilderness Exploration & Landscape Studies II: Introduction to Marine Science
This interdisciplinary field course compares and contrasts the varied coastal environments of the Northern and Central Gulf of California, and affords students the opportunity to build a strong foundational knowledge in a wide variety of marine sciences. Coastal explorations are used to study relevant topics in oceanography, marine biology, ecology, natural history, and coastal conservation. The large geographic area that the course area encompasses gives students the unique opportunity to experientially study these concepts and apply them in ecologically varied settings.

Wilderness Exploration & Landscape Studies II: John Wesley Powell’s Journey/Expl of CO Plateau In this course, whitewater rafting and river expeditioning are utilized to study the natural history, cultural history, and contemporary conservation issues of the Colorado Plateau with an emphasis on the region’s river systems and watersheds. Through readings, first hand observations, and field exercises, students will study the Plateau’s geology, biogeography, and riparian landscape ecology, and learn to identify the common plant and animal communities. An overview of the Plateau’s human history – both Native American and European – will include a special focus on the John Wesley Powell expeditions and other historic figures of the Colorado River system. These studies will set the stage for exploring current conservation issues related to public lands, river conservation, and water resource management on the Plateau. Finally, from an educator’s perspective, this course provides students with an experiential model of how a bioregional theme can be used in wildlands-based adventure education.

Wilderness Exploration & Landscape Studies II: Mountain Geography
This course is an exploration of mountain landscapes and the physical, biological, and cultural geographic factors at work in mountain environments. We will survey mountain building processes, geomorphic processes and landscape evolution, mountain weather and climate, snow dynamics, basic glaciology, biogeography of mountain flora and fauna, and human cultural lifeways in high mountain environments. This course has a regional focus but also includes a survey of mountain regions and mountain people across the globe.

Wilderness Exploration & Landscape Studies III: Landscape Exploration and Interpretation This course focuses on developing techniques for exploring and interpreting wilderness landscapes, and builds on foundational knowledge and experience in both geography and wilderness travel. Within the context of
a specific wilderness region, the relationships among regional geologic history, pertinent geomorphic processes, regional weather and climate, biogeographic patterns among flora and fauna, and human history will be explored. Expeditionary skills will be applied to place by practicing relevant travel skills (may include rafting, backpacking, skiing, and/or mountaineering depending on focus and location of course), investigating regional terrain considerations, and all aspects of planning and implementing extensive backcountry explorations in the specific region. Throughout the course students will practice qualitative interpretation of landscapes through intensive field journaling, written and oral synthesis, and a personal research component.

Wilderness Exploration & Landscape Studies III: Teaching & Facilitation Methods for Adventure Ed
This course builds on students’ knowledge of basic expedition and technical skills by allowing them to study and practice the implementation of adventure education activities. Topics include ethically responsible group management, risk management, and lesson planning, as well as facilitation skills such as framing, delivery and debriefing. Students are guided in implementing activities and lessons for their peers. Focus is placed on teaching expedition and technical skills, Leave No Trace, and natural history topics. Students take a major role in course planning and logistics, decision-making, and the establishment of an effective and mutually supportive community of traveling scholars.

Wilderness Leadership, I, II, III
This is an advanced course for students emphasizing Wilderness Leadership or Adventure Education as a competence or strong breadth. Leadership skills and theories are introduced in practical ways through a series of outdoor expeditions and field experiences. Intensive debriefing will define pertinent issues. Students will, at times, take responsibility for curriculum planning, logistics, decision making, and safety, with the instructional staff maintaining close supervision. Related topics such as expedition behavior, group dynamics, interpersonal communication, leadership theory, and teaching methods will be covered in a variety of ways. These will include group discussions, field exercises, and analyses of group and individual performance. In an effort to learn from each other and practice oral presentations, students as well as staff will conduct discussions on pertinent topics. Students need to demonstrate maturity, initiative and proficiency in foundational outdoor skills (i.e., the Adventure Education course). In addition to the stated prerequisites, students are required to have technical skills specific to course activities. See Prerequisites and Special Notes for all information.*

*Specific technical skills focus will vary depending on the season and year. Students may sometimes choose to take more than one version of this course.

Wildlife Management: Applied Conservation Biology
Preservation of biodiversity is supplanting old notions of wildlife management. This intensive course, a sequel to Conservation Biology, will expose students to the wildlife management field – past, present, projected future. Aspects of population biology and demography and visit wildlife refuges and other managed lands, meeting with administrators, biologists, and researchers active in the field will be examined. Subjects to explore include captive breeding and reintroduction, waterfowl biology, and community-based conservation.
Women’s Literature
This discussion-based course will focus on nineteenth and twentieth century works by women authors from a variety of cultural backgrounds. Authors may include: Kate Chopin, Edwidge Danticat, Kaye Gibbons, Charlotte Perkins Gilman, Toni Morrison, Tillie Olsen, Leslie Marmon Silko, Louise Erdrich, Francine Prose, and Hisaye Yamamoto. Three writing assignments will progress from informal to more formal analysis and research. In the first unit, Reader Response, students interact with a chosen text in a playful, inventive way. In the second unit, Critical Analysis, students learn to interpret a text and support that interpretation with textual evidence. In the final unit, students have three choices: 1) to expand the critical analysis from Unit Two into a research paper; 2) to write a paper on any women’s issue touched on in the literature; or 3) to write a substantial creative piece (story, essay, memoir, play), inspired by the material of the course, exploring some aspect of the female experience. Pairs of students will be assigned to lead discussion on several texts from the series Women Writers: Text and Contexts, which introduces students to various approaches to criticism.

Women’s Topics in Wilderness Leadership
In this course, students will explore women’s unique psychology, learning styles, and group behaviors in the context of wilderness expeditioning. The ultimate intention will be to discuss and develop methods for effectively serving female adventure education participants. Building competence and confidence, students will practice technical skills, which may include rock climbing, backpacking, canyoneering, boating, mountaineering, navigation, and low-impact camping in a supportive, non-competitive environment. Students successfully completing this course will be more able to perform in single and mixed-gender adventure education settings as leaders and participants. This course is also intended to serve as additional preparation for upper division technical skills courses.

Women’s Wisdom and Nature
There is a call to women to access their inherent wisdom and offer leadership in relation to current planetary conditions. To step into our roles as wisdom keepers implies not only embracing our personal stories, but also going beyond the personal, into making common good for common cause. This course will draw upon a number of disciplines, with an emphasis on their relationship with the natural environment: archetypal psychology and ecopsychology. We will address areas of study relevant to women and nature including women’s rites of passage, personal empowerment, the creative arts, ceremony, recreation, and potential cycles of women’s psychological and spiritual development. Our approach will be holistic, integrating the mind, body, and spirit. We will complete the course by focusing on the integration of our studies and experiences into our personal lives and the world at large.

World Languages Level I: (target language name)
Students acquire and practice basic communicative skills (comprehension, speaking, reading) with an emphasis on structured conversations with fluent speakers each week. The language acquisition process is further supported by the creation of an e portfolio/blog in which students document their progress toward proficiency in the target language, their use of electronic technology to communicate in the target language, and their growing cultural awareness of and connection to speakers of the target language.
World Religions: Christianity, Islam, & East Asian Religions
This course provides an introduction to the world’s religions, via study of their history, scriptures, doctrines, rituals, myths, ethics, and social systems/institutions. In this course students strive to grasp what “religion” is, and what it means to be religious. Students develop critical and empathetic appreciation of the religious foundations of world cultures, of the various ways humans have tried to understand the nature of reality, and the roles of religion in human community. The course includes discussion, application, and critical consideration of differing approaches to the study of religion, and gives students the opportunity to learn to identify and evaluate information resources appropriate to the study of religions. Students also reflect on their own religious backgrounds and influences and develop self-awareness about their religious worldviews. The specific religions addressed in this course include Christianity, Islam, and East Asian religious traditions (Buddhism, Taoism).

World Religions: Judaism, Hinduism, Buddhism, and New Religious Movements
This course provides an introduction to the world’s religions, via study of their history, scriptures, doctrines, rituals, myths, ethics, and social systems/institutions. In this course students strive to grasp what “religion” is, and what it means to be religious. Students develop critical and empathetic appreciation of the religious foundations of world cultures, of the various ways humans have tried to understand the nature of reality, and the roles of religion in human community. The course includes discussion, application, and critical consideration of differing approaches to the study of religion, and gives students the opportunity to learn to identify and evaluate information resources appropriate to the study of religions. Students also reflect on their own religious backgrounds and influences and develop self-awareness about their religious worldviews. The specific religions addressed in this World Religions course include Judaism, Hinduism, Buddhism in South and Southeast Asia, and some new religious movements.

Writers in the Community
In this advanced practicum course, pairs of students are matched with various community groups/agencies to lead writing workshops for participants of these groups. (Possible groups might include veterans of war, elementary school children, the elderly, the homeless, and others.) The first two weeks of class time will be spent in intensive training for the field work, focusing on methods of teaching writing, exercises, strategies, goals and objectives of service learning, concept of community, and logistical considerations for the field portion. As of the third week, students will spend two class periods per week with the group/agency to whom they’ve been assigned, leading the 90-minute workshop. The third class meeting of each week will be in the classroom and will be devoted to debriefing the field sessions, exchange of ideas, reports on the effectiveness of certain teaching/writing strategies, and problem solving. Students will receive ample guidance from instructor, who will also rotate among the various field settings, on field days, to observe the sessions and offer constructive feedback to the student leaders. After six weeks of leading the community workshops, students will spend the final two weeks compiling one anthology, consisting of writing products from all the different groups. The course will end with a community presentation, during which members of the various groups will read aloud from their collected work. Students will be evaluated on four elements: Class
participation; the teaching of writing; service to the community; and a final paper synthesizing the effect of community service on their learning, their own writing and on themselves as members of this community.

Writing as Performance
The benefits of performance are often discussed in terms of the audience, of the public community that views it. But performance is not only what happens in front of an audience. The act of performance, like the act of writing, can be a method for learning and exploring, one that incorporates creative and critical thinking, problem-solving, analysis, and making choices that effectively communicate meaning and intention. This course examines the practical and theoretical links between writing and performance. Readings, discussions, and assignments focus on performance as a means and an end to creative writing. Students will experiment with projects in writing, performance, and interactive combinations of these areas, create new written works, and perform works created by themselves and others in the class. At the end of the term, a studio performance will showcase the students’ creative work.

Writing Workshop
This class has three primary purposes: 1) to help students develop writing strategies that reduce anxiety and produce quality work; 2) to help students identify a specific reader and purpose in order to translate exploratory writing into expository writing; and 3) to practice different forms of writing (e.g., narrative, evaluative, analytical, and argumentative) to increase flexibility. Peer and instructor responses help students develop an editorial eye for clarity and the ability to read one’s own writing critically. Students study published writing to enlarge their understanding of rhetorical methods of development and to explore and refine their personal writing style.

Yoga Teacher Training and Certification
This course is designed for students who would like to deepen their personal yoga practice and receive foundational training in the art of teaching yoga. Extensive training and practice in the techniques of asana, pranayama, meditation, and chanting will be a central part of this class. We will also explore teaching methods and such topics as sequencing, details of alignment, variations for different populations, verbal and hands-on adjustments, and verbiage for safely leading others in and out of postures. The course will also include academic work in yoga philosophy focusing on yoga history, lifestyle and ethical issues, anatomy (western and esoteric), and teachings from the Yoga Sutras. This course provides the contact time and content needed for a 200 hour Teacher’s Certificate.

Yoga: Philosophy & Practice
This course introduces the theory and practice of Hatha Yoga and Meditation. It is appropriate for any student who is seeking to expand his or her consciousness and self-awareness through a regular practice of yoga. It will be predominantly experiential, but will include relevant readings and discussions of theory. Students will keep learning journals to document their experiences and assist them in the integration of the material.
Resident Master of Arts, Social Justice and Human Rights

See the College-wide Policy and Information Section above for information pertaining to: admissions; enrollment and registration; tuition and fees; academic policies; evaluation; academic calendar; student grievances; and student code of conduct.

MA SJHR: Mission Statement and Program Overview
The mission of the Resident Master’s Program in Social Justice and Human Rights (SJHR) is to support and mentor highly committed graduate students in the development of critical, analytical, and applied skills required to engage ethically and effectively in social justice analysis and movement-building, human rights research and action, and innovative scholarship. With a faculty of interdisciplinary scholar-activists, this 36-semester credit program offers a student-centered, transformative, movement-based critical pedagogy that combines a core curriculum of interdisciplinary social theory seminars with experiential field-based courses and internships in a variety of local, national, and international settings.

The curriculum is based on an extensive study of culture, power, and politics, emphasizing diverse cultural and scholarly traditions including the analyses of social justice struggles generated by impacted communities. In addition to the core critical social justice curriculum, the program includes applied tracks designed to offer students direct experience developing strategic movement-building skills. The tracks represent the core values of this applied, critical social justice degree, offering students opportunities to work and learn in social movement settings with the mentorship of committed, experienced scholar-activists and leaders.

The program will foster the development of hands-on collaborations between theorists and practitioners, breaking down walls that have been constructed between academic and applied realms of social justice work through institutionalization and professionalization, and working at the cutting edge of social transformation in an era of intense social crises and change.

Course Delivery
Students in the Resident Master of Arts in Social Justice and Human Rights complete their degrees by taking a suite of courses taught by the SJHR faculty during the first two semesters that combine theory, practice, and applied skills training in both classroom and field settings; completing six units of practicum study during the summer term working in locations and with organizations chosen by each individual student and by completing an MA Thesis or MA Project in their third semester. Students may choose to extend their studies for a fourth semester, if needed.

Academic Calendar
The Resident Master’s program in Social Justice and Human Rights academic calendar is aligned with the Resident Undergraduate programs’ calendar: an intensive fall term orientation (block) course starting in late August, followed by a “semester” in which students enroll in 3 courses followed by an intensive winter block and a spring semester that may include 3 or 4 courses. There is a week-long break between
block and semester, and a holiday schedule mirroring that for Resident Undergraduates. During the summer, students enroll in 6 credits of practicum work. The following fall term, students enroll in 3-units of Thesis credits. Thesis work begins at the start of the fall block and extends throughout the duration of the fall semester. Students needing additional time to complete coursework, practicum work, or MA Projects or Thesis may enroll for an additional term in the spring.

Learning and Evaluation
Students learning in courses will be assessed based on course-level learning objectives. Assessment will be based on participation in class discussions and activities, on student performance on written assignments, and on student performance on exams, as determined to be appropriate by the course instructor. (Also see Practicum Evaluation, below.)

Graduation Requirements for M.A. degree in Social Justice and Human Rights
1. Theory: Demonstrating a sound understanding of existing theory and relevant research methods
2. Practicum: Demonstrating praxis through research, internships, or other means
3. Demonstrating appropriate social and ecological literacies
4. Capstone (MA Thesis or MA Project)
5. Complete a minimum of 36 semester credits consisting of:
   a. 8 core courses (3 credits each)
   b. Practicum (6-9 credits)
   c. MA Thesis or MA Project (3-6 credits total for plan, research, and completion)

Practicum Guidelines
For the practicum, each student undertakes a supervised internship or active project and reflects on the relationship between theory and praxis.

There are no set requirements for number of hours per week for practica and internships; students and their practicum mentors need to take into account individual needs and, where appropriate, outside requirements. As a rule, 3 semester credits of practicum involves approximately 125 – 150 hours of the student’s time and 12 to 15 hours of the practicum supervisor’s time. This is only a guideline. Students or mentors should consult their core faculty if this does not seem applicable to an individual situation.

The practicum takes place during the third semester of the program. A frequently asked question is whether one’s job can be considered as an acceptable practicum. It is often ideal to use one’s work site for a practicum— as long as the practicum is based on the student’s learning in the M.A. Program, provides new challenges, and represents a stretch for the student. In other words, business-as-usual is not sufficient. Prescott College has no requirements regarding graduate students being compensated for practica—if a student can obtain a paying practicum, that’s fine.

Practice versus Praxis
Often students in the M.A. Program complete hands-on, field-based, or practical research as part of their studies. Although practical in nature, this is new theoretical learning and is not a practicum. A practicum must consist of praxis—the practical application of a branch of knowledge. This means that in
all cases, the practicum must provide opportunity for the student to demonstrate the learning that has taken place in the theoretical component of the Master of Arts Program.

**Practicum Mentors and Practicum Supervisors**
The student will work with a graduate mentor for the practicum. Students may also work with an on-site practicum supervisor. The practicum mentor is responsible for working with the student to finalize the syllabus for the practicum course, choosing both objectives and a topic for the final paper, and evaluating the written work for the practicum. The practicum supervisor is responsible for on-site or in-person supervision, review, and evaluation of the actual practicum.

The practicum mentor is generally the student’s primary mentor. Depending upon the practicum, the student may also locate and secure an appropriate on-site practicum supervisor. The student’s practicum mentor and CF approve the practicum supervisor. Approval is documented on the practicum supervisor requisition form, which is completed by the student and routed through the Academic Operations Office to the mentor and CF. The web form requires upload of the proposed practicum supervisor’s c.v. The web form is located at: [http://www.prescott.edu/assets/webforms/form-ma-practicum-supervisor-request.html](http://www.prescott.edu/assets/webforms/form-ma-practicum-supervisor-request.html).

Sometimes the amount of support and oversight required for a practicum will lead the student and faculty to choose an on-site practicum mentor. In this case the person on-site will serve as the mentor for the practicum and will be responsible for both the written paper that covers the learning (see section on study packets) as well as the on-site supervision. The student’s CF must approve a practicum mentor. See the "M.A. Course Description and Mentor Request" electronic form on the forms page. It may be possible that a particular practicum does not require a unique individual to supervise the student’s work and so a practicum may go without a unique practicum supervisor. This unsupervised practicum must have final approval from the CF.

**Note:** Under no circumstances may a current student in the Master of Arts Program serve as the practicum supervisor for another Master of Arts student.

**Credentials**
Practicum supervisors are selected by each M.A. student for what they can bring to the student’s work and thinking. In some situations the reasons for selection will be academic and based on the potential supervisor’s previous academic research; in some cases, the selection will be based on professional experience and personal knowledge rather than on educational background; in some cases, the selection is limited by the geographic region in which the practicum will take place. Students should keep their own needs in mind, in terms of what the supervisor may offer as support and how it relates to the support already available from the graduate mentor.

Whenever possible, a practicum supervisor should have:

- a terminal degree (preferred) or graduate degree in an academic discipline that is appropriate to the student’s work;
• several years of professional experience in the field, preferably serving as a supervisor;
• a superior reputation based on her professional experience, or record of research, publications, accomplishments, or speaking related to the subject;
• a state or national credential at the level the student is seeking or higher (as appropriate).

**Practicum Supervisor Honorarium**
Most practicum supervisors do not require a fee for the service of supervising a graduate intern—in most situations it is an expected part of the person’s work and the individual or organization is compensated via the actual service or work the student provides. Students should ask potential practicum supervisors if they require such a fee. If supervising a graduate student is not one of the practicum supervisor’s regular responsibilities, Prescott College will pay an honorarium of $40 per credit. The fee is requested on the practicum supervisor requisition form.

**Practicum Evaluation**
All practicum supervisors are required to complete the practicum supervisor portion of the course evaluation at the end of the practicum. This form is completed and launched by the student, is routed to the supervisor who adds her evaluation, and then goes to the practicum mentor and core faculty. It will become part of the student’s official Prescott College transcript. The evaluation should include the dates, total number of hours, and duties of the student's internship; the student’s strengths and weaknesses; and suggestions for further work. The practicum mentor will add her own evaluation of the practicum, which should address the student’s learning and understanding of the integration of theory and praxis. The faculty advisor will add an evaluation. These criteria are set individually given the specific nature of each practicum description and are approved by the student’s core faculty advisor.

**Potential Career Paths for Graduates**
- Community Organizing Fund Raising
- Human Rights Investigation Leadership: Not-for-Profit Organization Progressive Communications
- Social Justice Research
- Advocacy Journalism

**Core Course Descriptions**
(Not all courses offered every semester. See Class Schedule for particular year/term.)

Urban Field Orientation: Justice, Home, and Community
Contemporary globalization has reconfigured landscapes of power, in part, through the emergence of global cities such as Los Angeles. In addition, for the first time in history, the majority of humans live in urban areas. The study of urbanization has become crucial to understanding processes of uneven development, social decision making, and struggles for social transformation and sustainability. This course takes each new cohort of M.A. Social Justice and Human Rights students to Los Angeles to orient them toward processes of experiential learning, expose them to major questions and debates in the interdisciplinary and applied study of urbanization and globalization, to build an intentional learning
community, and to explore themes of justice, home, and community in diverse contexts of social justice organizing and activism.

Praxis: Organizing and Activism
Praxis: Organizing and Activism offers an exploration into various models of social and political activism, comparing and contrasting strategies and tactics such as legal action and advocacy, technical assistance, legislative and policy advocacy, humanitarian aid, coalition building, direct action, grassroots community organizing, and building power in impacted communities. The instructors will facilitate ongoing discussions of theory and practice situating both within the larger contexts of social justice organizing, ethics, spirituality, and the political economy of globalization. The course will take students to Phoenix, Flagstaff, Florence, Arivaca, Kino Bay, the Tohono O'odham Nation, Tucson, Douglas, and Nogales to work with and learn from human rights, anti-racist, indigenous, faith-based, environmental, and food justice, grass-roots projects and organizations. Experiential learning opportunities in these contexts will include activist trainings, community gardening, door knocking, voter registration, humanitarian aid, tutoring, trash clean up, prayer vigils, and other activities.

Landscapes of Neoliberalism: Conditions of Crisis and Change
Landscapes of neoliberalism engages students in intensive field study in the crisis-ridden economic free zones, maquiladoras, threatened ecosystems, immigration detention centers, depressed rural communities, indigenous nations, and prison systems that comprise the U.S.-Mexico borderlands. The course explores the rise of neoliberalism and the implications of neoliberal ideologies and practices for communities experiencing the most negative impacts of contemporary global development, governance, and policy. Combining close reading, discussion, and scholarly research with hands-on interviews and service learning in militarized border communities, students will explore a diverse array of critical, interdisciplinary, and community perspectives on the human and environmental costs of neoliberalism, using new frameworks and perspectives to make sense of the crises that characterize contemporary globalization.

Coalition Building and Alliance Politics
Political theorists, activists, policy advocates, and organizers agree - and the evidence is clear - that building alliances and coalitions are crucial to the success of social change movements. Coalition Building and Alliance Politics explores this challenge in the context of social justice work by posing the overarching questions: Why are political alliances and coalitions important parts of social justice movement building? How are they built and sustained across geographic, socio-economic, cultural, and other power differences? What are the ethics, risks, challenges, and rewards of learning to center the analysis and needs of communities most impacted by systems of social inequality? Throughout the course, students will reflect on their learning through various modes of communicative expression, both individually and collectively, and demonstrate their overall learning in a final, collective work of advocacy journalism designed to support social justice movement visibility that will take the form of the student's choice -- for example, a blog, Indy media site, newsletter, vlog, etc. This course requires students to learn about and practice social justice activist "dispositions" and other hands on skills.
Identity, Power, and Privilege
This course will examine the social construction of difference and the historical conditions, institutions, and dynamics that led to current distributions of power and privilege in the world, and specifically in what is being referred to as the Global North. The course will focus attention on categories of social identity, for example those constructed around race, class, gender, sexuality, ability, ethnicity, citizenship, and language. Students will explore the invention and perpetuation of race through interdisciplinary critical lenses, and will look at different societal constructions of race in different parts of the world as well as common ways that race functions in the maintenance of economic and political privilege. We will explore the different social constructions of gender and sexuality, and the emergence of queer and trans-identities, and the ways that identity functions in different approaches to activism. We will look at economic class as the deep waters through which “differences” are imagined into being and made real; social and political institutions established; relationships between the Global North and South built and maintained, and activisms given form. This course is designed to help students read social justice and human rights issues through complicated lenses informed by perspectives that challenge dominant cultural limitations on what is possible.

Historical and Contemporary Social Movements
Social movements have appeared throughout history wherever economic and political inequality is present. In this course we will survey some of the key social movements of the last 150 years, including movements for workers and civil rights, women’s liberation and peace. We will explore the theoretical underpinnings of different movements and compare specific examples of tactics and strategies and their relative effectiveness. The history sets the stage for deeper exploration of contemporary movements responding to the complex web of impacts stemming from 21st century globalization including, for example, the immigrant rights movement in the U.S. Southwest, the ‘Arab Spring,’ the Occupy Wall Street movement, and movements for indigenous cultural survival. We will examine points of meeting between neoliberal agendas and grassroots vision through such examples as: ways that western feminism contributes to the construction of outsider and insider activism in third world contexts; conflict and collaboration between environment conservation movements and anti-racism work in environmental justice activism; and the core issues and values represented by movements for housing, labor, and welfare rights. The course is designed to help students become empowered to take action by developing understanding of the ideological, historical, theoretical, global, economic, and political terrain that activism seeks to impact.

Research Methods
In this course, students will develop research and analytical skills in settings that foster immersion in the culture and topography of the Southwest. We will examine research methods and their application to social problems, and also inevitably the production of knowledge itself and how privilege factors into the determination of what questions are asked and pursued, what resources are available to research what topics, how research contributes to the reproduction of dominant cultural power or can also be used to empower marginalized communities and their perspectives. Topics will include evaluating sources of information, types and testing of theories and hypotheses, problem design and analysis, modes of social and scientific inquiry, data analysis and reporting, and the ethics and politics of social
research. Students will examine how these skills help determine how problems are conceptualized, investigated, and resolved. Students will gain both theoretical and practical knowledge of research methods and will demonstrate the ability to apply these methods in developing and answering research questions through both qualitative and quantitative inquiry. The class will explore how research can be conducted in a manner that recognizes that the subject/object paradigm through which much research is undertaken can be upended. When conducted with a commitment to rigor, transparency, and equality, research, which is vitally needed in social justice and human rights work, can be a means to equalize power and representation rather than ingraining further marginalization of the ‘subjects.

**Practicum and Capstone Course Descriptions**

**Practicum**

The graduate practicum is a period of praxis relating and applying the theoretical work that the student is completing for the Master of Arts degree. Praxis, the practical application of one’s learning, requires not only that the work be hands-on or practical, but also that it be a clear and specific demonstration of the theoretical learning being carried out in the graduate program. The 6 semester credit graduate practicum will prepare students to complete their capstone Participatory Social Justice Research Project in the final semester.

**Capstone: Participatory Social Justice Research Project**

During the final semester, students will culminate their work in a final Participatory Social Justice Research/Project. There are three options offered and each student will choose one: 1) a Research Paper/Thesis, 2) an Organization/Campaign Project Report, or 3) Media and Communications Proposal and Product. All of these research-based options are considered to be of equal merit and value. Students will choose the option that is most appropriate for their research interests and future plan for professional work.

**Option 1: Research Paper/Thesis**

This option is designed to support students planning to pursue further academic study, such as law school or doctoral work. The final M.A. research paper will identify a question or problem of particular relevance within the field of social justice and human rights. This option requires a traditional research-based master’s thesis, including the formulation of a research question and the collection and analysis of data. The thesis will 1) include a literature review of scholarship on the topic of the research, 2) describe the research methodology, 3) present the data collected, 4) offer a synthesis and analysis of those data to support the paper’s argument, and 5) relate the research to the larger questions that framed it. Students opting to write a Thesis will present and defend an original argument based on their own data, drawing on and challenging secondary sources. Thesis proposals must be submitted by the end of the second semester of the MA program.

**Option 2: Organization/Campaign Project Report**

Students choosing this option will develop and demonstrate specific skills and knowledge designed to support careers in social justice movement work, such as grassroots community
organizing, non-profit fund-raising, campaign development, legislative advocacy, or other areas reflecting the student's interest. This option will require a student to design and initiate an original project that responds to an identified need by an existing organization or project. The student choosing this option will identify and work with an organization or effort at least by the end of their second semester, as a paid staff member or volunteer. The student will work with the organization in the summer semester for their 6 credit practicum and continue working on the project design through their final semester in the fall. The student is responsible for making contact with the organization or effort and must demonstrate initiative and creativity in their design of the project. The Project Report will present the literature reviewed in preparation for carrying out the project. It will detail the organization or effort and the identified need, and the student's original contribution to responding to it, the project created, and the research methods/steps taken toward implementation.

Option 3: Media and Communications Proposal and Product
Students choosing this option will develop and demonstrate skills they will use to support social justice and human rights work through media and communications. Students will design a project such as one of the following—documentary filmmaking, investigative journalism, GIS mapping, media campaign development, communications framing for community organizing, social media strategy. The project will be designed in collaboration with an organization or campaign and undertaken by the student working with faculty mentors and will be informed by critical analysis derived from the core and elective curriculum. The final project can take many forms: a documentary about land rights and rural to urban migration of indigenous peoples in Mexico; a media campaign to promote a local political initiative somewhere in the U.S.; map that details points of environmental discrimination claims; an investigative article on a little known, community led social movement; or a social media campaign to raise awareness about a human rights issue. Students will submit, with their final project, a paper presenting the literature review and describing how the project was informed by a critical analysis of the issue as well as a full description of the methods used to design and implement the project.

Limited-Residency Bachelor of Arts
See the College-wide Policy and Information Section above for information pertaining to: admissions; enrollment and registration; tuition and fees; academic policies; evaluation; academic calendar; student grievances; and student code of conduct.

Limited-Residency Bachelor of Arts Goals
The Limited-Residency Bachelor of Arts seeks to fulfill the College’s mission by providing a structure and atmosphere within which students achieve competence in their chosen field, the empowerment associated with self-direction, and insight into the human and natural community while fulfilling personal and profession- al goals. The program respects adults’ prior learning, both inside and outside the classroom, as a foundation for new learning and growth. Programs of study reflect students’ needs,
values, and the importance of life-long learning. Students are regarded as collaborators in their educational process; they are trusted to be intrinsically motivated by personal experience and heartfelt aspirations to pursue and apply their learning in their communities. Limited-Residency Bachelor of Arts students are often working professionals whose drive to complete the bachelor degree stems from a desire to grow in their chosen fields without having to step out of their professional networks and communities while they study. The combination of self-directed, experiential learning with community-based instruction provides a high-quality complement to the residential offerings.

Areas of Study
The various degree titles offered by the College are grouped into interdisciplinary study areas. Students select one of the following study areas and enroll in the Core Seminar and PASS I and PASS II courses associated with that study area to support the development and completion of their program of study.

Arts & Cultural Studies
Students in Arts & Cultural Studies explore the many ways that humans relate to each other and their environments through a political, economic, social, cultural, historical or aesthetic lens. As active, even activist, artists or scholars, they increase awareness and participation in intercultural dialogues while they examine their own and others’ beliefs and make contributions to existing and emerging bodies of knowledge and practice. Individualized programs in Arts & Cultural Studies prepare students for graduate study or careers in areas that include:

- Anthropology
- Cultural and regional studies
- Expressive Arts
- History
- Journalism
- Management
- Museum curation
- Performing arts
- Public administration
- Regional and community planning
- Philosophy
- Social advocacy and education in non-profit organizations.

Human Development
Human Development Studies (HD) provides relevant and rigorous theoretical and experiential preparations for students interested in advocacy, community-service, and the helping-professions generally. Students pursue courses and internships that provide perspectives on human needs and potential while encouraging personal growth and increasingly sophisticated communication skills. They develop self-awareness and a respect for both human and non-human worlds that fosters integration of the cognitive, emotional, behavioral, social, and spiritual aspects of the human personality with an
understanding of systems perspectives. This kind of integration often requires a shift in attention beyond modern Western views of human nature.

**Human Development Specializations**
Although each student is free to design an individualized program of study, many students opt for one of these popular learning paths:

- Counseling Psychology
- Ecopsychology
- Equine-Assisted Mental Health
- Holistic Health
- Human Services
- Psychology
- Therapeutic Use of Adventure Education
- Women’s Studies.

**Sustainability and Environmental Studies**
Sustainability & Environmental Studies (SES) is home for those students who are passionate about using their knowledge and skills toward sustaining whole communities for generations to come. Students choose to focus on one of two distinct tracks, both rooted in a commitment to helping people understand and appreciate that their well-being is inextricably connected to the health of the natural world.

**Sustainable Community Development (SCD) Track**
Students engage in studies and experiential learning toward mastering knowledge and skill-sets that span four core content areas designed to support comprehensive and balanced knowledge of communities and their ecological, psychological, social, spiritual, and physical dynamics. Community-based research and outreach are emphasized.

**Environmental Studies (ES) Track**
Students who enroll in Environmental Studies may choose to focus their degree in related areas such as Environmental Education, Agro-ecology, Environmental Policy, and Natural History, among others. These students master knowledge and skills in biological and earth sciences, field research methods, holistic management of natural resources at small and large scales, understanding of the dynamics of environmental policy-making at various jurisdictional frames, and communicating with and educating members of the public and stakeholder groups to invite their participation in caring stewardship of the natural world.

**Education and Teacher Preparation**
The Education & Teacher Preparation study area emphasizes current educational research and theory, as well as practical experience in the classroom, leading to the teaching certification in the student’s home state. For those students pursuing teacher certification, the programs include course work, field experiences (including a 12-week student teaching experience), and a set of structured assessments distributed throughout the program. Individualized degree programs in Education typically focus on
alternative learning environments such as outdoor, adult, or early childhood education. See Teacher Preparation Program section for details.

Core Content Areas
- Secondary Education
- Elementary Education
- Cross-Categorical Special Education
- Early Childhood Education
- Early Childhood Special Education

Endorsement Offerings
- Early Childhood Education
- Reading Specialist
- Structured English Immersion

Post-Degree Certification Offerings
- Secondary Education
- Elementary Education
- Cross-Categorical Special Education
- Early Childhood Education
- Early Childhood Special Education

Limited-Residency Bachelors Graduation Requirements

The Core of the Curriculum: One Competence and Two Breadths
A student graduates from Prescott College by demonstrating a comprehensive theoretical understanding in the competence area (major) that is demonstrated through successful completion of coursework and the Senior Project. In addition, the student must complete two breadth (minor) areas that support and expand the learning within the competence. The path to competence is documented at the beginning of the program through the development of a Degree Plan that maps out all courses and credits needed to apply for graduation. Learning that has occurred prior to Prescott College through transferable courses and/or life experience documentation is also incorporated into the Degree Plan. Program completion is also marked by the successful completion of the Capstone Graduation Eportfolio.

Competence
The major area of study is called a competence for a reason. The student is expected to be competent in this field at the baccalaureate level by the time of graduation. A competence is normally comprised of at least 16 courses, including courses demonstrating practical application, and includes a Senior Project completed in the final semester of the student’s program.

Liberal Arts Breadth
All students are required to complete a breadth in the Liberal Arts in order to demonstrate their learning in the major academic areas of the liberal arts. These areas are:
• Social Sciences: Psychology, Sociology, Anthropology, Economics, Geography, Political Science, Education, History.
• Humanities: Literature, Fine Arts, Philosophy, Religion, Foreign Languages, History.
• Math/Science: Mathematics, Physical Sciences, Life Sciences.
• Communication/Writing: English Composition, Rhetoric, Creative Writing, Speech, Interpersonal Communication, Journalism, Media Studies, Computer Learning.

Elective Breadth
One area of study that supports and broadens the student’s academic background is the elective breadth or minor. This breadth should not overlap with the competence area to the extent that it duplicates it. The elective breadth should also be distinct from the Liberal Arts breadth. A breadth normally includes approximately 8-10 courses that sufficiently address essential components of the chosen field.

Graduation Overview
Below is a summary of the major graduation requirements of the Limited-Residency Undergraduate Program beyond those that apply to all Prescott College students. Note that graduation requirements for undergraduate Teacher Preparation study areas may follow additional mandates from the Arizona Department of Education and are subject to change. Please see the Teacher Preparation Handbook for further details.

The graduation requirements at a glance are:
• Attend New Student Orientation in the first enrollment period
• Complete a minimum of 32 course equivalents
• Complete a minimum of 120 semester credits

Competence:
• Minimum of 16 courses (approximately 60 semester credits) which includes
  o Senior Project (8 credits, 2 course equivalents)
  o Core Seminar
  o Professional and Academic Success Seminar I & II (PASS I & II)

Breadth 1:
• Minimum of 8 courses (approximately 30 semester credits)

Breadth 2 - Liberal Arts:
• Minimum of 8 courses (approximately 30 semester credits) with at least 2 courses in each of the following areas of study:
  o Social Sciences
  o Humanities
Of the above courses, at least ten courses must be Upper Division (UD) courses. Each student is required to develop a degree plan for approval by their faculty advisor and the Curriculum Committee. Each degree plan must clearly indicate how the student will:

- Integrate an ecological thread across their program of study
- Integrate a social justice thread across their program of study
- Complete the Math Requirement
- Complete the Research Paper Requirement
- Complete Capstone Graduation Eportfolio

**New Student Orientation**
New Student Orientation is designed to help students learn how to succeed in the limited-residency approach to learning. Attendance at Orientation in all non-optional sessions is required. Students who attend Orientation but miss required sessions may be asked to repeat Orientation the next time it is offered.

**Professional and Academic Success Seminar I**
The Professional and Academic Success Seminar I (PASS I) begins at Orientation for all new students and continues through the first semester. The focus of this course is on creating an individualized yet compelling Bachelors of Arts curriculum, practicing research and library skills, learning to network with professionals and fellow students in the competence area, increasing awareness of social and ecological implications of each student’s competence, writing and processing study contracts and self-evaluations, and learning how to develop the required eportfolio.

The PASS I also supports students’ orientation to the procedures, policies, faculty, and requirements of Limited-Residency Undergraduate Program. The PASS I must be passed in the first semester of enrollment; if not, it must be repeated, along with Orientation, in the second enrollment period.

**Professional and Academic Success Seminar II**
The Professional and Academic Success Seminar II (PASS II) is taken in the final semester. The focus of the course is on ensuring all graduation requirements are met and that the capstone graduation eportfolio is completed. Students will engage in reflection about their academic journey and in a dialogue about next steps in their professional and/or academic careers.

**Core Seminar**
In the first semester all students take a Core Seminar in the study area of their proposed competence. These four study areas are Education and Teacher Preparation, Sustainability and Environmental Studies, Arts and Cultural Studies, and Human Development. The Core Seminar engages students in the intellectual rigors of the overarching discipline that includes their chosen competence, with special focus on the ecological and social justice implications of this discipline. As space allows students may take additional Core Seminars in other study areas. If the Core Seminar is not passed, it must be repeated.
Degree Plan
The Degree Plan is a listing of all completed and proposed courses in the competence and two breadths, including approved transfer courses and any credit earned through the Life Experience Documentation process. With the guidance of core faculty advisors, students create a curriculum that is academically sound, balanced, and personally meaningful. Students begin working on this document at Orientation. As part of the PASS I, the Degree Plan is submitted for approval by the Curriculum Committee. Any subsequent revisions to the Degree Plan must be approved by the core faculty and the Curriculum Committee at least three months prior to the intended graduation date. The final Degree Plan is submitted with the Petition for Program Completion where it must be verified by the Registrar before degree conferral.

Math Requirement
Three options are available for Limited-Residency Undergraduate Program students to meet the math requirement:

1. Receive at least a C in an approved math proficiency course transferred from another accredited college (or taken at Prescott College). These courses include College Algebra, Applied Algebra, College Mathematics (e.g., Math 142), Math for the Liberal Arts, Finite Mathematics, Trigonometry, Pre-calculus, Calculus, and in some cases Statistics. Any course with a different title must be approved by the Curriculum Committee. Note that a grade of “pass” or “credit” in a transferred math proficiency course may or may not be accepted by Prescott College. Contact your core faculty to initiate a timely evaluation of transferred math course(s).

2. Complete one of the following testing options:
   a. Complete the College Level Essential Mathematics (CLEM) test through Prescott College with a score of 80% or better.
   b. 2) Score 50 or higher on the College Board’s CLEP test in any of the following: Calculus, College Algebra, or College Mathematics. Consult the CLEP website for more information: http://clep.college-board.org/exam. Passing CLEP scores will also result in transfer credit.

3. Successfully complete the Math Explorations course, offered via Moodle, through Prescott College or complete an equivalent course from the Prescott College.

Research Paper Requirement
The required Research Paper is one of several ways that faculty measure student development in the areas of reading, writing, and critical thinking skills. Fulfillment of this requirement begins in the students’ first semester as faculty introduce and guide students through the creation of a formal research paper. Students may continue to work on the research paper drafted in the Core Seminar until they have achieved a final version for review as the Required Research Paper. Alternatively, students may submit a research paper written for any Moodle course or mentored study once they feel that it meets the standards for approval. Research Papers will be approved when they meet the minimum criteria set out in the Limited-Residency Undergraduate Program Research Paper Evaluation Rubric as evaluated by the Limited-Residency Undergraduate Program Writing Coordinator.
Senior Project / Student Teaching
All students are required to complete a Senior Project that shows a practical application of the theory and skills gained within the program. Typically this is either an internship or extensive research project that culminates in a substantial paper or product. The Senior Project is completed in a 8-credit mentored study course for Liberal Arts Students and an 8-credit Student Teaching placement for Teacher Preparation students during the student’s final semester.

Any students completing a senior project that involves research with living beings, therapeutic procedures with others, backcountry-technical skills, travel out of the country, contact with native cultures or lands, or interaction with sensitive ecosystems or endangered species must go through a risk management and Human Subjects review. Students planning such a project should contact their core faculty early to begin the review process. Students working in their field may qualify to complete a Life Experience Practicum.

Students seeking teacher certification are required to complete a 12 week full-time Student Teaching placement as their Senior Project. The Student Teaching Application must be turned in to the core faculty at least 3 months prior to the beginning of the placement; core faculty approval of the Student Teaching Application is required prior to the beginning of any student teaching. Teacher Preparation students are advised to review the Student Teaching Application process at the start of their programs in order to meet program requirements and deadlines as described in the Student Teaching Information Packet on the College website.

Capstone Graduation Eportfolio
Students begin writing and collecting materials for their Capstone Graduation Eportfolio in the PASS I. Instructions for creating and writing the eportfolio are covered in the PASS I and PASS II. Students submit their eportfolio link to core faculty by the end of PASS II. Students are expected to develop and enhance their eportfolios throughout their degree program. Students will polish and refine their eportfolio content and design during the PASS II.

Course Formats
Low-Residency Undergraduate students engage in courses in a variety of ways:

- Online and hybrid courses using the Moodle learning management system (see the course schedule is published each semester)
- Mentored study academic courses
- Mentored study internship courses

Overview of Mentored Studies
The Limited-Residency Undergraduate Program offers students an opportunity unique among four-year, liberal arts colleges to choose professionals in their home communities with whom they wish to study for their degree. Such local experts are referred to as community-based mentors, or simply mentors. Students work closely with Limited-Residency Undergraduate faculty to practice and assess their academic skills in the required PASS courses and Core Seminar(s). Faculty are responsible for helping
students create and pursue a rigorous degree plan that suits the students’ educational goals. However, students are expected to select mentors for many of their other courses and work with these mentors to design and undertake the study needed to complete their course work. As they work with local mentors, students build a network of professionals in their field of study that often leads to rewarding internship and employment opportunities. Mentors proposed by students must be approved by core faculty after credential verification. Study contracts for proposed learning activities, evidence of learning, and final evaluation of learning must be approved by core faculty. Please see the LRUP Student Handbook on the College website for detailed information on mentored studies including the qualifications of mentors.

**Life Experience Documentation**

Prescott College’s commitment to student-centered, experiential learning includes a respect for the adult student’s prior college-level learning. During the first semester, Limited-Residency Undergraduate Program students may apply to begin a process in which they document and request assessment of their prior college-level learning in order to earn Prescott College credits. This process is known as Life Experience Documentation (LED). Complete details about the Life Experience Documentation are available on the PC website and in the LED Handbook:

https://prescott.digication.com/life_experience_documentation_handbook/Welcome/published

**Limited-Residency Bachelor’s Degree Program: Sample Courses**

Note: Not all courses are offered every semester. See class schedule for particular year/term. See Teacher Preparation Program section for education courses. See Resident Undergraduate Course listings for other undergraduate course descriptions.

**Children and Nature**

This Children and Nature course will bring to students, teachers, parents, and other learners who are concerned for the quality of life of young people an understanding of how children's physical and mental health is served by the presence of the natural world in daily life. Students will read and discuss the fascinating research presented in the required readings. These texts illuminate theories that suggest direct interaction with nature provides neurological nourishment to enhance children's cognitive capacities and their sense of emotional well being. Activities in the course will help students observe and note the relative presence or absence of nature in children's lives, and will offer students a chance to bring a modest project to their household, school, neighborhood, or to local decision makers. That project will be designed to bring some measure of direct experience of nature into the lives of young people in the community.

**Topics in Ecology**

This is an introductory, field oriented course that is designed to give the student an understanding of basic ecological concepts by direct examination of the complex interplay between biotic and abiotic components of the environment. Using the ecosystems of your local region as a classroom, this course looks at how organisms have adapted to the earth's physical processes, how organisms interact within
and between species, in populations and communities, and the dynamics of how communities are affected by the physical environment. Students are encouraged to think ecologically and to develop their power of inquiry to pose and attempt to answer meaningful questions about the environment and its organisms. Students are also encouraged to study and reflect upon the human impacts on the ecology and ecosystems of your region. Another goal for students is to become a better observer and recorder of natural phenomena.

Ecological Economics
This course is designed for non economics majors. Though we will review some of the basic concepts and theories of ecological economics, we will emphasize and rely upon case studies to build up our understanding of how modern local and global market forces impact the environment and societies. This course will approach the subject in the form of weekly topics taken from current and recent world events. We will also review papers and journal articles that explain the concepts of ecological economics. From the impacts of deforestation in the Amazon, to the overthrow of Central American governments, to the impacts of the drug trade, and "green washing," we will discuss the myriad problems a variety of economic forms present to the environment. We will also study programs that seek to balance biodiversity preservation and social justice with local sustainable economic development. We will examine not only the problems, but search for practical answers, if they exist, to local economic needs.

Ecopsychology
Ecopsychology is an emerging area of inquiry concerned with the psychological dimensions of our relationship to non human nature. Ecopsychology identifies the dysfunctional relationships humans of western civilization have developed with the rest of the natural community, over time, as a result of the dominating values of western culture. It is a study of the rift between the human psyche and that of the natural world. A true ecopsychological view recognizes that the individual's psyche is embedded within the natural world and that the natural world is, in turn, affected by the individual's psyche. The relationship is reciprocal. This does not mean that humans are half of the relationship and all other sources of life comprise the other half, but instead, recognizes that all of life is interconnected in infinite ways. Ecopsychology thus provides the opportunity to identify that which constitutes healthy, or conversely degrading, relationships with our planetary system.

Life Experience Documentation
This Life Experience Documentation Course (LED) is required for all students approved to begin the Life Experience process. In this course, students learn to develop their LED toward one of these three processes: 1) conversion portfolio (CP), 2) life experience portfolio (LEP), or 3) practicum. Within this course, the student will explore and synthesize college level learning gained from professional or volunteer experiences into a final document for review by experts in the field. Students must be able to verify the learning gained through official documentation. The CP is used for transferring non credited coursework and trainings into lower division (LD) credits. The student must have at least five years of professional experience in the practicum or life experience portfolio subject(s). Strong academic writing
skills are required, including proficiency in using the student’s style guide for the field (APA, MLA, or Chicago style manual). Students are advised to read all LED process details on the college website.

Literature for a Living Planet
As long as it has existed, literature has served to inform, incite, engage, and inspire readers to act toward their worlds in new and different ways. In Literature for a Living Planet we will devour a range of literary works by authors whose visions offer guidance as we seek a healthy long term relationship with the earth and its inhabitants. The works we read will cover everything from education, spirituality, and eco justice to the very way we perceive our animal selves in the world around us. We will spend the semester reading, discussing, and, ultimately, writing our own pieces of "literature for a living planet."

Mathematical Explorations
Mathematical Explorations provides liberal arts and education students the opportunity to transform a limited or unpleasant math background into a new and positive relationship with math. The three major components of this conceptual based math course are: reasoning exercises that enable students to develop better quantitative thinking skills, a meaningful self chosen experiential project, and self chosen research into an interdisciplinary math related topic of vital importance in the human quest to understand the world around us and our role within it.

Multicultural Aspects of Integrative Healing
This course explores the integration of healing practices found within allopathic and traditional healing communities. The course begins with a learner generated description of what paradigm is commonly applied within allopathic healing communities. Next, an in depth description of the paradigms and practices of Curanderismo, a traditional healing practice common in traditional Mesoamerican communities, will be presented. Learners will create a comparative analysis of healing paradigms between Curanderismo and an allopathic healing approach of their choice. Learners will then discover and report about an alternative healing practice other than Curanderismo, including how this healing practice paradigm differs from what is commonly accepted within the dominant culture. Learners will also explore emerging alternative healing paradigms presented in the required reading. Learners will synthesize their new learning in a final paper describing how integrative healing can be incorporated within their professional practice and personal lives.

Multicultural Counseling
Multicultural Counseling is designed to help students increase their capacity to become skilled multicultural counselors, teachers, or communicators. In this course, the student will examine her or his own membership in cultures that may include aspects of life such as family structure, language(s), sexual orientation, gender, "race" and ethnicity, religious or spiritual practices, social class, political affiliation, country of origin, differing abilities, life experiences, physical and mental health issues, war/violence, home or place, and education. From this self awareness, students will examine the history and dynamics of dominant or ethnocentric relationships in the United States. Students will gain theoretical perspectives and appropriate actions for living within a multicultural world. Furthermore, students will develop intercultural social skills to build stronger and more respectful relationships in their family,
workplace, and/or community. They will begin to participate in a more vibrant and diverse community moving toward the ability to engage in culturally appropriate activities for social justice.

Practical Research Methods
This Practical Research Methods course will provide the student with critical research skills needed to effectively support scholarly writing in the student's competence. The student will learn how to navigate and competently use the citation program RefWorks. The student will also learn the skills necessary to find relevant, scholarly information via databases such as Ebscohost, Proquest, and Google Scholar using appropriate key words and subject terms. Critical analysis skills will be developed to evaluate scholarly articles and research. The student will gain an understanding of various research methodologies as well as an understanding of how statistics are used in research. The student will use this learning to improve their ability to write a research paper.

Sustainable Community Development
What does it mean to enjoy genuine quality of life? How is such quality sustained? What are the relationships between human quality of life and the well being of the natural world? What do we mean by "community" and how do we achieve it? What are the developmental phases by which we move toward a more sustainable life? These are the core questions we will explore in our good attempt to better understand, plan for, and practice more sustainable lives. Our study will be guided by the Butterfly Curriculum, whose four realms offer a balanced perspective on the specific elements necessary to creation of more sustainable human communities that respect the sanctity of all life. Students will create a small project to plan and initiate practice of sustainability in their home community.

Transformative Early Childhood Methodologies through the Arts and Place Based Education
The intention of this course is to gain a deeper understanding of ourselves as educators. The student will explore alternative approaches to learning and teaching that promote critical thinking, reciprocal teacher/learner dynamics, and reflective teaching practices in a culturally sensitive environment. The course will examine the role of the natural environment, arts and aesthetics, sense of place, importance of play and imagination and the influential force of the external environment in the young child's life. The student will draw on the true nature of young child embracing the child's view of the world and will assist in creating a foundation for place based education that promotes living values and a holistic approach to life. This course may provide the student with a vision of education that creates equal teacher and learner relationship thus providing them both with a tremendous opportunity for endless imaginative possibilities.

Writing across the Competence
In this course, students will examine, revise, and refine their draft research papers to meet the requirements of the ADP Required Research Paper.

Teacher Preparation Programs
See the College-wide Policy and Information Section above for information pertaining to: admissions; enrollment and registration; tuition and fees; academic policies; evaluation; academic calendar; student grievances; and student code of conduct.

Prescott College recognizes that teaching is a demanding profession requiring knowledge of specific theories and practical knowledge, comprehensive understanding of state and national standards, direct applications, and on-going professional development. While students in our program will learn and apply traditional approaches to teaching, they will also be exposed to alternative theories and experiential strategies, develop critical analysis skills, as well as research emerging trends within the field.

The Prescott College teacher education program emphasizes:

- Knowledge of core competencies, standards, and emerging approaches
- Participative, experiential instruction involving learners in action, discussion, and thought-provoking activities
- Classroom management techniques stressing praise and positive regard, conflict resolution, and enhancing motivation by learner chosen activities
- Development of critical thinking skills and interdisciplinary learning
- Use of multiple teaching strategies based on variations in learner styles and cultural backgrounds within school-based teaching settings
- Student-centered learning
- Sensitivity to the environment and social justice.

Students may fulfill requirements for a teaching credential while earning their bachelor’s degree; or, if already possessing a degree, may complete the requirements for teacher certification. Upon successful completion of the Teacher Preparation Program, students apply to the College for an Institutional Recommendation, which facilitates the students’ certification through the Arizona Department of Education or through their home state’s department of education.

The Teacher Preparation Program requires that students be dedicated, informed, and resourceful learners. These are the same qualities teachers need in order to provide a dynamic, learner-centered classroom for their students. Courses emphasize current educational research and theory as well as practical experience in the classroom. Students are expected to master educational principles and experiential strategies. They are expected to apply their learning in problem-solving situations in their courses and student teaching assignments as they pass on the skills, knowledge, and tools of successful learning.

**Arizona State Certification Requirements**

All of Prescott College’s teacher preparation programs are approved by the Arizona Board of Education. For an Institutional Recommendation (IR) leading to Arizona provisional certification in education,
students are required to complete or to have already earned a bachelor’s degree; meet the College’s requirements for teacher preparation; and complete student teaching. Students must complete Structured English Immersion and Advanced Study in Structured English Immersion requirements (offered at the College) and pass the required professional and subject knowledge exams offered through the National Evaluation Series (NES). Arizona Constitution and U.S. Constitution are not required for provisional certification; however, students must complete both within a certain time frame for full certification in Arizona. See the Arizona Department of Education website for details: http://www.azed.gov/state-board-education/.

If a student is planning to obtain certification in a state other than Arizona, they are responsible for researching that state’s requirements for certification to ensure compliance and to determine whether the College’s teacher preparation programs are covered in reciprocity agreements.

Prescott College offers programs approved by the Arizona Department of Education in the following areas:

- Early Childhood Education
- Early Childhood Special Education Elementary Education
- Secondary Education
- Cross-categorical Special Education
- School Guidance Counseling (graduate and post-master’s level program)
- Educational Leadership, Principalship

**Post-Degree Teacher Preparation Programs**

Some Prescott College education students have already earned an undergraduate degree in education, or have been involved with local schools and communities. Others who possess an undergraduate degree in subjects ranging from engineering to fine art are discovering their desire to pursue the teaching profession. For those who already hold an undergraduate degree and are interested in teacher certification, the College offer post-degree teacher preparation programs through the Limited-Residency Bachelor of Arts delivery.

Courses in the Limited-Residency Bachelor of Arts Program are designed through an online modality or as mentored-study with mentors who are typically working teachers or school administrators from the students’ home communities. Core Faculty members provide support, oversight, evaluation and approval through each stage of the student’s program of study.

A student with no prior credit in education can expect to spend approximately one and one-half years (three semesters) in the Limited-Residency Bachelor of Arts Program for elementary or secondary education, and about two years (four semesters) for special education. Secondary education students who have not completed the required number of credits in a teaching subject area may need to extend their programs to obtain the necessary coursework. Students who enroll with pre-existing, transferable credits in education or the teaching subject area may have shorter programs. In addition to courses
required for certification, all post-degree teacher preparation students are required to complete the one-credit Orientation to Teacher Education (OTE) at Prescott College. All students work with faculty to plan the timing and sequence of their courses and student teaching. For students interested in completing a teacher preparation program while pursuing a master’s degree at Prescott College, see the Master of Education program.

**Bachelor of Arts and Post-Degree Course Sequences**

**Early Childhood Education (ECE)**

In order to qualify for a Prescott College Institutional Recommendation (IR) leading to Arizona provisional teacher certification in Early Childhood Education and to meet graduation requirements, Bachelor of Arts degree-seeking students must complete a minimum of 120 semester credits. Students must complete 45 semester credits in designated certification coursework, in combination with approved elective ECE coursework and College requirements such as New Student Orientation, PASS I & II, Core Seminar, Capstone Graduate Eportfolio and other general writing and math requirements. A minimum of 36 upper division credits and the student teaching/practicum must be completed with Prescott College. Post-Degree Teacher Preparation students must complete 45 semester credits of designated certification coursework, plus the Orientation to Teacher Education (1 semester credit) course and attend orientation.

**Course Sequence**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU47801</td>
<td>Foundations of Early Childhood Education</td>
<td>3</td>
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<tr>
<td>EDU47803</td>
<td>Child Growth and Development</td>
<td>2</td>
</tr>
<tr>
<td>EDU47805</td>
<td>Social and Emotional Development</td>
<td>3</td>
</tr>
<tr>
<td>EDU47809</td>
<td>Curriculum Development and Implementation</td>
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</tr>
<tr>
<td>EDU47815</td>
<td>The Exceptional Child and Special Education Processes</td>
<td>3</td>
</tr>
<tr>
<td>EDU47807</td>
<td>Early Language and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDU47811</td>
<td>Parent, Family, School, and Community</td>
<td>3</td>
</tr>
<tr>
<td>EDU47813</td>
<td>ECE Instructional Techniques and Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDU47817</td>
<td>Heath, Safety, and Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>EDU47821</td>
<td>Child Guidance and Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDU47823</td>
<td>Characteristics and Practices in a Young Child’s Behavior</td>
<td>3</td>
</tr>
<tr>
<td>EDU 47002</td>
<td>Structured English Immersion Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDU 47003</td>
<td>Advanced Study in Structured English Immersion</td>
<td>3</td>
</tr>
<tr>
<td>EDU47898</td>
<td>Practicum I: Student Teaching Birth to PreK</td>
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</tr>
<tr>
<td>EDU47899</td>
<td>Practicum II: Student Teaching K- Age 8/Grade 3</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: 8 semester practicum credits must be taken with Prescott College for degree and/or Institutional Recommendation (IR)
Total Early Childhood Education (ECE) Program Semester Credits: 45

**Early Childhood Special Education (ECSE) Program**

In order to qualify for a Prescott College Institutional Recommendation (IR) leading to Arizona provisional teacher certification in Early Childhood Special Education and to meet graduation requirements, Bachelor of Arts degree-seeking students must complete a minimum of 120 semester credits. Students must complete 47 semester credits in designated certification coursework, in combination with approved elective ECSE coursework and College requirements such as New Student Orientation, PASS I & II, Core Seminar, Capstone Graduate Eportfolio and other general writing and math requirements. A minimum of 36 upper division credits and the student teaching/practicum must be completed with Prescott College. Post-Degree Teacher Preparation students must complete 47 semester credits of designated certification coursework, plus the Orientation to Teacher Education (1 semester credit) course and attend orientation.

**Course Sequence**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 47601</td>
<td>Foundations of Early Childhood Special Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47602</td>
<td>Learning Theories and Early Childhood Special Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47609</td>
<td>Early Childhood Special Education Curriculum Development and</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Implementation</td>
<td></td>
</tr>
<tr>
<td>EDU 47604</td>
<td>Normal and Atypical Language Development and Literacy in Early</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Childhood Special Education</td>
<td></td>
</tr>
<tr>
<td>EDU 47603</td>
<td>Child Growth and Development in Early Childhood Special Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47621</td>
<td>Child Guidance and Behavior Management in ECSE</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47607</td>
<td>Methods of Teaching Early Childhood Special Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47615</td>
<td>The Exceptional Child Birth to Age Five and the Spec Ed Process</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47630</td>
<td>Diagnosis and Evaluation of Early Childhood Special Education Learners</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47002</td>
<td>Structured English Immersion Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47003</td>
<td>Advanced Study in Structured English Immersion</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47616</td>
<td>Observation and Participation: Field Experience with ECSE Learners</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47699</td>
<td>Practicum in Early Childhood Special Education: Birth to Age Five</td>
<td>8 credits</td>
</tr>
</tbody>
</table>

Note: 8 semester credits in student teaching must be taken with Prescott College for degree and/or Institutional Recommendation (IR)

**Total ECSE Teacher Certification Credits: 47**

**Elementary Education Program**

In order to qualify for a Prescott College Institutional Recommendation (IR) leading to Arizona provisional teacher certification in Elementary Education and to meet graduation requirements, Bachelor of Arts degree-seeking students must complete a minimum of 120 semester credits. Students must complete 45 semester credits in designated certification coursework, in combination with
approved elective coursework and College requirements such as New Student Orientation, PASS I & II, Core Seminar, Capstone Graduate Eportfolio and other general writing and math requirements. A minimum of 36 upper division credits and the student teaching/practicum must be completed with Prescott College. Post-Degree Teacher Preparation students must complete 45 semester credits of designated certification coursework, plus the Orientation to Teacher Education (1 semester credit) course and attend orientation.

Course Sequence

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 47001</td>
<td>Foundations of Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47005</td>
<td>Learning Theories</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47010</td>
<td>Curriculum Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47035</td>
<td>Introduction to Special Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47020</td>
<td>Reading Methods and Practice</td>
<td>4 credits</td>
</tr>
<tr>
<td>EDU 47022</td>
<td>Language Arts Methods and Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47024</td>
<td>Social Studies Methods and Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47026</td>
<td>Science Methods and Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47028</td>
<td>Mathematics Methods and Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47040</td>
<td>Creating and Managing Learning Communities</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47002</td>
<td>Structured English Immersion Methods</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47003</td>
<td>Advanced Study in Structured English Immersion</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU 47199</td>
<td>Practicum: Student Teaching / Elementary</td>
<td>8 credits</td>
</tr>
</tbody>
</table>

Note: 8 semester credits in student teaching must be taken with Prescott College for degree and/or Institutional Recommendation (IR)

Total Elementary Education Teacher Certification Semester Credits: 45

**Secondary Education Program**

In order to qualify for a Prescott College Institutional Recommendation (IR) leading to Arizona provisional teacher certification in Secondary Education and to meet graduation requirements, Bachelor of Arts degree-seeking students must complete a minimum of 120 semester credits. Students must complete 35 semester credits in designated certification coursework, in combination with approved elective coursework and College requirements such as New Student Orientation, PASS I & II, Core Seminar, Capstone Graduate Eportfolio and other general writing and math requirements. A minimum of 36 upper division credits and the student teaching/practicum must be completed with Prescott College. Post-Degree Teacher Preparation students must complete 35 semester credits of designated certification coursework, plus the Orientation to Teacher Education (1 semester credit) course and attend orientation.

Course Sequence
EDU 47001  Foundations of Education  3 credits
EDU 47005  Learning Theories  3 credits
EDU 47010  Curriculum Design  3 credits
EDU 47035  Introduction to Special Education  3 credits
EDU 47217  Reading Methods and Literacy in the Secondary Classroom  3 credits
EDU 47208  Secondary Content Methods  3 credits
EDU 47040  Creating and Managing Learning Communities  3 credits
EDU 47002  Structured English Immersion Methods  3 credits
EDU 47003  Advanced Study in Structured English Immersion  3 credits
EDU 47299  Student Teaching/Secondary  8 credits

Note: 8 semester credits in student teaching must be taken with Prescott College for degree and/or Institutional Recommendation (IR).

Total Secondary Education Teacher Certification Semester Credits: 35

Cross-Categorical Special Education Program
In order to qualify for a Prescott College Institutional Recommendation (IR) leading to Arizona provisional teacher certification in Cross-categorical Special Education and to meet graduation requirements, Bachelor of Arts degree-seeking students must complete a minimum of 120 semester credits. Students must complete 45 semester credits in designated certification coursework, in combination with approved elective coursework and College requirements such as New Student Orientation, PASS I & II, Core Seminar, Capstone Graduate Eportfolio and other general writing and math requirements. A minimum of 36 upper division credits and the student teaching/practicum must be completed with Prescott College. Post-Degree Teacher Preparation students must complete 45 semester credits of designated certification coursework, plus the Orientation to Teacher Education (1 semester credit) course and attend orientation.

Course Sequence:

EDU 47001  Foundations of Education  3 credits
EDU 47005  Learning Theories  3 credits
EDU 47010  Curriculum Design  3 credits
EDU 47302  Foundations in Mild to Moderate Cross-Categorical Special Education  3 credits
EDU 47385  Survey of Exceptional Learners &Characteristics of Specific Exceptionalities  3 credits
EDU 47331  Diagnosis and Assessment of Mild to Moderate Learner Disabilities  3 credits
EDU47380  Instructional Methods & Strategies for Mild to Moderate Learning Disabilities  3 credits
EDU47381  Instructional Methods & Strategies for Mild to Moderate Mental Retardation  3 credits
EDU47382  Instructional Methods & Strategies for Mild to Moderate Emotional & Behavioral Disabilities  3 credits
EDU47316  Classroom Management for Cross-Categorical Special Education  3 credits
EDU47002  Structured English Immersion Methods  3 credits
EDU47003  Advanced Study in Structured English Immersion  3 credits
EDU47399  Practicum in Cross-Categorical Special Education  8 credits

Note: 8 semester credits in student teaching must be taken with Prescott College for degree and/or Institutional Recommendation (IR).

Course Descriptions
Note: most but not all courses are offered each semester. See class offerings for particular year/term.

Authentic Assessment
This course examines the rationale for numerous measurement and assessment methods utilized in the education of diverse student populations. The course compares standardized testing with criterion-referenced testing and other assessment formats. Knowledge of concepts and procedures involved in student evaluation, the development and selection of assessment instruments, the analysis and interpretation of results, and the utilization and reporting of results will be explored. Applications to the classroom setting will be emphasized.

Assessment and Measurement
This course examines the characteristics and types of measurement and assessments utilized in the education of students. Knowledge of concepts and procedures involved in student evaluation, the development and selection of assessment instruments, the analysis and interpretation of results, and the utilization and reporting of results will be explored. Cultural and environmental impacts on assessment will be considered. Applications to the classroom setting will be emphasized.

Assessment and Evaluation: Early Childhood Education Elective
Educators must acquire knowledge of the current research on the assessment and evaluation of young children, from birth to prekindergarten and kindergarten to grade three/age 8, and their classroom activities and environment. This course will focus on using assessments to evaluate how young children learn starting at birth; understand how to monitor the young child’s progress; determine levels of young student’s knowledge and skills; ensure developmentally and age-appropriate systems are in place; and to guarantee educators use the young child’s language(s) and culturally appropriate instruction. The assessment tools evaluated will support individual student progress, a variety of learning styles, and the diverse abilities of young children. The analysis of the different types of assessments will take into regard their characteristics, cultural application, uses, advantages, and limitations. Assessments will consider student initiated and adult facilitated activities, learning in indoor and outdoor environments, observable behaviors, anecdotal record keeping, and portfolios of children’s work as means to document progress. Through this course the student will develop competence in reporting, as required and appropriate, young children’s progress to parents or guardians, educators, school/district, health care, and community, tribal, and state, and national governmental agencies.
Characteristics of Exceptional Children: Foundations of Special Education
This course introduces the various categories of special education eligibility. Students overview the primary characteristics, prevalence, and current placement and educational practices for individuals with exceptional learning needs, including learning disabilities, mental retardation, emotional and behavioral disorders, physical handicaps, sensory and speech impairments, and severe and multiple disabilities. Characteristics and educational practices for the gifted and talented are also introduced. Current special education law and pertinent state and national standards are examined. Attention is also given to issues of culturally and linguistically diverse backgrounds in the education of individuals with exceptional learning needs.

Characteristics of Specific Exceptionality
This course provides in-depth information about the student’s chosen category of special education (learning disability, mentally retardation, or serious emotional disability). Topics addressed include the characteristics, causes, and management protocol for the exceptionality; diagnostic and eligibility criteria; placement and IEP considerations; and common academic and behavioral strategies in the context of state and national standards. Students also consider issues of culturally and linguistically diverse backgrounds pertinent to the exceptionality.

Characteristics and Practices in the Young Child’s Behavior
This course will focus on recognition of the range of typical and atypical behaviors in young children from birth to prekindergarten and from kindergarten to grade three/age eight. The student will explore practices that facilitate a learning environment where the young child can develop his or her own physical, social and cognitive skills and age-appropriate behaviors. Using the knowledge of age-appropriate behaviors, the student can develop practices which will enhance children’s critical thinking, good health, and physical development. The student will study behavioral factors for both indoor and outdoor learning situations, including appropriate behavior in the classroom, on playgrounds, and during community visits and field trips for children from birth to prekindergarten and kindergarten to grade three/age eight. This course will examine cultural and environmental factors that can support developmentally appropriate behaviors in young children.

Child Growth and Development
Through this course, the student will gain knowledge on the theories of child growth and development. The course will include content on stages of typical cognitive and physical growth for children from birth to prekindergarten and kindergarten to grade three/age eight. The student will study children’s development through learning theories including research on brain-based cognitive development, multiple intelligences, natural and place-based environments and culturally appropriate approaches to learning. Critical to an educator’s professional development is the teacher’s ability to assess and create age-appropriate learning strategies and environments which enhance young children’s physical growth and cognitive development.

Child Growth and Development in Early Childhood Special Education
This course explores the theoretical and practical aspects of child guidance and behavior management for early childhood special education individuals birth to age five with emphasis on creating learning environments that fosters safety, emotional well-being, positive social interactions, cultural understanding, and respect for diversity, natural consequences of behavior, and active engagement. Consideration is given to culturally and linguistically diverse backgrounds as well as developmental differences. Behavior management strategies are applied to a variety of early childhood special education settings including individual and small group instruction, self-contained classrooms, and inclusion classrooms and experiences.

Child Guidance and Behavior Management in Early Childhood Special Education
This course explores the theoretical and practical aspects of child guidance and behavior management for early childhood special education individuals birth to age five with emphasis on creating learning environments that foster safety, emotional well-being, positive social interactions, cultural understanding, respect for diversity, natural consequences of behavior, and active engagement. Consideration is given to culturally and linguistically diverse backgrounds as well as developmental differences. Behavior management strategies are applied to a variety of early childhood special education settings including individual and small group instruction, self-contained classrooms, and inclusion classrooms and experiences.

Child Guidance and Classroom Management
This course will focus on child guidance and classroom management procedures to protect the health and safety of young children, from birth to prekindergarten and kindergarten to grade three/age eight, honor language and cultural traditions, and optimize learning opportunities in all early childhood settings. The student will examine language, cultural, and environmental factors that can facilitate and enhance learning strategies for all young children. Through this course the student will develop an understanding of how the physical layout of the learning environment or classroom and outdoor play areas can impact child guidance and classroom management strategies. The early childhood educator will help young children learn developmentally appropriate communication and other skills for self-awareness, self-expression, mood management, self motivation, and empathy in order to create positive relationships with other children and adults.

Creating and Managing Learning Communities
This course provides students with the opportunity to examine the theories and practices necessary to effectively manage groups in classrooms and non-traditional settings. Students will explore the correlation among effective classroom management, engaging curriculum, and optimal learning. Through observation and study, students will identify and analyze a variety of approaches to classroom management and group management styles and techniques for their utility. Students will learn to create optimal learning environments designed to meet the needs of diverse learners.

Classroom Management
This course explores the theories and practices for an effectively managed classroom. Different theories and a variety of practices related to effective classroom management will be studied. Students will
observe various approaches to classroom management in order to formulate their own classroom management style and practices. Students will learn to create optimal learning environments designed to meet the needs of diverse students considering both cultural and learning differences.

Classroom Management for Cross-Categorical Special Education
This course explores the theories and practices for an effectively managed special education classroom, in which the teacher may find great diversity and learning challenges among students. Different theories, models, and a variety of “best practices” related to effective special education instructional organization and classroom management will be studied. Students will observe various approaches to instructional planning and classroom management in order to formulate their own classroom management style, models, and strategies. Students will learn to create optimal learning environments designed to meet the needs of diverse students considering academic growth requirements, learning exceptionalities and associated needs, and environmental and cultural opportunities.

Curriculum Design
This course explores curriculum at a theoretical and practical level as it prepares the student to interpret and present standards-based curricula in the classroom. Students examine curriculum theory, issues of curriculum making, current trends in curriculum design, and the role of state and national standards, including the national common core standards. Curriculum philosophy, aims, and processes are included to enable the student to develop a definition of curriculum within the context of standards, district guidelines, school expectations, and classroom culture. Additionally, the course examines relevant applications for curriculum, strategies for successful curricular implementation, effective use of technology to support curriculum, and accommodations for special situations and individual differences. The student will explore curriculum applications that can expand out of the classroom into an authentic learning environment. The student will ensure that curricula designed and implemented embrace appropriate multiple cultural perspectives. This course will also address how multicultural and environmental factors inform curriculum theory.

Curriculum Development and Implementation
Through this course the student will create developmentally and culturally appropriate curriculum for early childhood education and classroom implementation for both birth to prekindergarten and kindergarten to grade three/age eight developmental and instructional groups. Curriculum will encourage active exploration and the opportunity for self-discovery by the children and teacher initiated or selected activities. The student will create integrated thematic units and lesson plans for mathematics, natural science, literacy, language arts, social studies, art, music, movement, educational play, and social/emotional development. The student will explore curriculum applications that can expand out of the classroom into the natural learning environment for both ECE groups. The student will ensure that the curriculum embraces appropriate multiple cultural perspectives and languages. Through this course, the student will develop an understanding of the Arizona Department of Education’s (ADE) curriculum standards and benchmarks.

Diagnosis and Assessment of Mild to Moderate Learner Disabilities
This course provides the student with an opportunity to develop a comprehensive view of evaluation and assessment for special education identification, placement, and instructional planning, including diagnostic instruments, procedures for identifying and placing individuals with exceptional learning needs, appropriate uses and limitations of such assessments, legal and ethical considerations, pertinent state and national academic standards including the national common core standards, measurement theory and key terminology, IEP procedures, and sensitivity to culturally and linguistically diverse backgrounds. Students will review the most current assessment standards and practices from the Council for Exceptional Children (CEC). Attention is also given to informal assessment practices addressing learning and behavior of individuals with exceptional learning needs.

Diagnosis and Evaluation of Early Childhood Special Education Learners
This course examines all aspects of assessment for early childhood special education (birth to age 5) learners, including diagnostic instruments, procedures for identifying and placing individuals with exceptional learning needs, appropriate uses and limitations of such assessments, legal and ethical considerations, pertinent state and national standards, measurement theory and key terminology, IEP procedures, implications of PL99-457, and sensitivity to culturally and linguistically diverse backgrounds. Attention is also given to informal assessment practices addressing learning and behavior of birth to age 5 individuals with exceptional learning needs.

ECE Instructional Techniques and Methodologies
The student will study instructional techniques and methodologies in early childhood education settings, for children from birth to prekindergarten and kindergarten to grade three/age eight, which can include curriculum that uses and honors languages; culturally and developmentally appropriate practices; different types of activity/learning centers; individualized and differentiated instruction; educational play; and multi-sensory approaches. The student will develop instructional techniques and methods for teaching subject-area knowledge in art, music, literature, language, reading, movement, mathematics, natural science, and social studies. In this course, the student will create strategies to formulate a consistent and predictable learning environment. The early learning environment shall consist of activities in indoor, outdoor, and community-based arenas offering the young children ways to be challenged and grow to their capacity.

Early Childhood Practicum (2 parts)
Section I: Practicum/Student Teaching - Birth to Pre-Kindergarten, 4 semester credits
Section II: Student Teaching - Kindergarten to Grade three/age eight, 4 semester credits
The practicum is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. The early childhood practicum must include a minimum of 4 semester credits in a supervised field experience, practicum, internship, or student teaching setting serving children birth through prekindergarten and a minimum of 4 semester credits in a supervised student teaching setting serving children kindergarten through grade three/age eight. Throughout the practicum assignment the student is expected to respond to critical feedback and participate in every facet of the daily learning environment activities and classroom teaching from daily
instruction to playground duties, extracurricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the supervisor or cooperating teacher within the specific early childhood teaching environment. The final preparation will assist the student in obtaining a professional position working with young children, from birth to prekindergarten and kindergarten to grade three/age eight, such as an early childhood classroom lead teacher.

Early Childhood Special Education Curriculum Development and Implementation
Through this course the student will create developmentally and culturally appropriate curriculum for early childhood special education learners birth to age five to be implemented in classroom settings with developmental and instructional groups. Curriculum will encourage active exploration and the opportunity for self-discovery by the children and teacher initiated or selected activities. The student will create as appropriate for the special education environment, integrated thematic units and lesson plans for mathematics, natural science, literacy, language arts, social studies, art, music, movement, educational play, and social/emotional development. The student will explore curriculum applications that can expand out of the classroom into the natural learning environment. The student will ensure that the curriculum embraces appropriate multiple cultural perspectives. Through this course, the student will develop an understanding of the Arizona and national curriculum standards, including the national common core standards, benchmarks, and performance objectives.

Early Language and Literacy
Through this course the student will study early language and literacy, including development and acquisition of oral language(s) for children in early childhood education (ECE) placements, from birth to prekindergarten and kindergarten to grade three/age eight. This course is a major component of the ECE program of study. The student will develop a culturally and developmentally appropriate repertoire of songs, poems, rhymes, finger plays, and storytelling. The student will prepare a library of classroom readings and literature for young children, from birth to prekindergarten and kindergarten to grade three/age eight. The student will engage children in learning through literacy materials that honor their cultures and the local natural environment. The student will have an emphasis on developmentally-appropriate language development, speaking home languages, teaching phonological awareness, personal name and letter recognition, print awareness, and prewriting skills. The student will gain knowledge of the Arizona Department of Education’s (ADE) essential components of reading and the Early Childhood Language and Literacy Standard and concepts. The student will also engage in activities that meet the National Association for the Education of Young Children (NAEYC) Professional Performance Standards.

Educating for the Future: Multicultural and Environmental Issues
The focus of this course is to strengthen students’ environmental and multicultural awareness. The course will explore the emerging issues in multicultural and environmental education. The course is interdisciplinary in nature and the relationships among education, culture, and environment will be examined. Students will acquire foundational knowledge of theoretical issues and concepts, as well as identify real issues in today’s world. Students will develop, through personal action, personal, societal, and education- al perspectives on cultural and environmental issues.
Elective in Early Childhood Special Education
This elective provides the opportunity to delve more deeply into a self-chosen area of interest within early childhood special education, birth to age five. Students combine in-depth research with field experience to document substantial new learning vital to the education of individuals from birth to age five with exceptional learning needs.

The Exceptional Child Birth to Age Five and the Special Education Process
The student will gain an understanding about the physical, social, and cognitive characteristics and classifications of the exceptional child starting at birth to age five. Through high expectations set by developmental specialists and educational professionals, the student will learn strategies for the inclusion of all young children with disabilities and other challenges. The course will examine the implications for inclusive practices for children in both indoor and outdoor educational environments. Through this course the student will understand the required compliance with the local, district, state, federal, and tribal special education laws, rules, policies, and regulations. The student will develop appropriate modifications to meet the social, cognitive, and physical environment requirements in order to optimize exceptional children’s learning needs. The course will offer the student the opportunity to examine the strategies of the team of educators, parents or guardians, therapists, and support people who help exceptional children during the birth to age five years maximize their learning opportunities in order to reach their highest potential. The student will complete a project/research paper based upon a specific exceptionality (e.g., attention deficit/hyperactivity disorder, autism, birth defects from premature birth, mental retardation, sensory processing disorder, cerebral palsy, etc.).

The Exceptional Child and Special Education Processes
The student will gain an understanding about the linguistic, physical, social, and cognitive characteristics and classifications of the exceptional child starting at birth to prekindergarten and from kindergarten to grade three/age eight. Through high expectations set by developmental specialists and educational professionals, the student will learn strategies for the inclusion of all young children with disabilities and other challenges. The course will examine the implications for inclusive practices for children in both indoor and outdoor educational environments. Through this course the student will understand the required compliance with the local, district, state, federal, and tribal special education laws, rules, policies, and regulations. The student will develop appropriate modifications to meet the language, social, cognitive, and physical environment requirements in order to optimize exceptional children’s learning needs. The course will offer the student the opportunity to examine the strategies of the team of educators, parents or guardians, therapists, and support people who help exceptional children during the birth to prekindergarten and kindergarten to grade three/age eight years maximize their learning opportunities in order to reach their highest potential.

Foundations in Mild to Moderate Cross-Categorical Special Education
This course introduces the various categories of special education eligibility. Students overview the primary characteristics, prevalence, and current placement and educational practices for individuals with exceptional learning needs, including learning disabilities, mental retardation, emotional and
behavioral disorders, physical handicaps, sensory and speech impairments, and severe and multiple disabilities. Characteristics and educational practices for the gifted and talented are also introduced. Current special education law and pertinent state and national standards, including the national common core standards, are examined. Attention is also given to issues of culturally and linguistically diverse backgrounds in the education of individuals with exceptional learning needs.

Foundations of Early Childhood Education
The aim of this course is to provide early childhood educators with broad foundational knowledge of the social, cultural, historical, theoretical, socio-economic, environmental, legal, financial, ideological, and political dimensions of early childhood education, which involves knowledge and experience both of the birth to prekindergarten and kindergarten to grade three/age eight developmental and instructional levels. The course challenges students to think about commonly held ideas and learning strategies, and to begin to understand the influencing factors within the learning environment. The student will be actively engaged in developing a personal perspective on the functions and purposes of early childhood education (ECE). The student will develop a critical multicultural perspective which reviews the most recent schooling reforms, including but not limited to the “No Child Left Behind Act” of 2002, within the broader implications of early childhood education in federal, military, state, public, private, and tribal systems. The student will examine the impacts of education on the natural environment and the diverse human community. Students will begin a compilation of academic and professional resources, materials, and communication skills for their Adult Degree and Graduate Programs (ADGP) studies and ECE career, which include appropriate use of instructional technologies and information literacy.

Foundations of Early Childhood Special Education
The aim of this course is to provide students of early childhood special education with broad foundational knowledge of the social, cultural, historical, theoretical, socio-economic, environmental, legal, financial, ideological, and political dimensions of early childhood special education, which involves knowledge and experience of the birth to age five developmental and instructional levels. The course challenges students to think about commonly held ideas and learning strategies; examine current special education law, pertinent state and national standards, including the national “common core” academic standards, and to begin to understand the influencing factors within the learning environment. Students will be actively engaged in developing a personal perspective on the functions and purposes of early childhood special education. Students overview the primary characteristics, prevalence, eligibility, and current placement and educational practices for individuals with exceptional learning needs including learning disabilities, mental retardation, autistic spectrum disorder, emotional and behavioral disorders, physical handicaps, sensory and speech impairments, and severe and multiple disabilities. Students will develop a critical linguistically diverse and multicultural perspective which reviews the more recent schooling reforms, including but not limited to the “No Child Left Behind” Act of 2002, within the broader implications of early childhood special education in federal, military, state, public, private, and tribal systems. Students will examine the impact of education on the natural environment and the diverse human community. Students will begin a compilation of academic and professional resources and materials for their future study and early childhood special education career.
Foundations of Education
This course is an introduction to the field of teacher education and includes knowledge of the social, cultural, historical, and political dimensions of public school education. The course challenges students to think critically about education and learning strategies, and to begin to understand the academic study of the legal, financial, and ideological constraints on the public school system. Of particular interest will be the development of a critical, multicultural, inquiring perspective which reviews the more recent schooling reforms including but not limited to the “No Child Left Behind Act” federal initiative of 2002. Students will examine pertinent state and national standards, including the national “common core” academic standards, to begin building an understanding for the factors influencing the learning environment. The broader implications of legal and political constraints that apply to federal, state and local school curricula and policy will also be a main focus.

Health, Safety, and Nutrition
This course will focus on procedures to protect the health and safety of young children, in both birth to prekindergarten and kindergarten to grade three/age eight, at home, in the community, and while engaged in learning and school environments. The student will explore methods to develop and promote healthy lifelong habits including the fundamentals of good nutrition, rest, and exercise. This course will examine linguistic, cultural, and environmental factors that can impact the health, safety, and nutrition of young children. Research will be completed which examines how brain development, nutrition, and safe environments are related. The students will develop skills, and oral and written communication, to share knowledge with families and the greater community in order to provide the safest possible environment for young children 24-hours a day. This course will advocate for the educator to establish appropriate and safe human and natural community interactions inclusive of the local environment (e.g., plants, animals, firefighters, public safety officers, and medical personnel). Furthermore, the student will understand the importance of developing curriculum to encourage safe and vigorous movement, active exploration, and opportunities for self-discovery by the children.

Instructional Methods and Strategies for Mild to Moderate Emotional and Behavioral Disabilities
The focus of this course is to provide teacher candidates in cross-categorical special education with the knowledge of and competence with those instructional methods and strategies that research and evaluation practices indicate have the most efficacy for promoting academic growth among learners identified in and challenged with an exceptionality in emotional and/or behavioral disabilities. The history of attending to the needs of emotionally and/or behaviorally disabled learners in public school classrooms, with attention to law, litigation, and the demonstration of academic standards, as well as definitions, causes, and characteristics of emotionally and/or behaviorally disabled children and adults will be reviewed. The cognitive processes of learners with and without emotional and/or behavioral disabilities will be compared, unsubstantiated explanations and false claims relating to emotional and/or behavioral disabilities will be investigated, and assessment techniques and effective teaching strategies will be addressed. Effective methods and strategies for planning, implementing, and evaluating instruction based on appropriate assessment for P-12 learners with this exceptionality in special and regular education classrooms will be investigated. Particular attention will be given to a) research-based systematic phonics as part of methodology for the teaching of reading, b) addressing the five
components of a balanced reading program – phonemic awareness, phonics, vocabulary, fluency, and comprehension; and, c) the structure and details of lesson planning necessary to meet the individual needs of emotionally or behaviorally challenged learners. Teacher candidates will teach lessons in cross-categorical special education classrooms with emotionally and/or behaviorally disabled learners as part of the student population.

Instructional Methods and Strategies for Mild to Moderate Learning Disabilities
The focus of this course is to provide teacher candidates in cross-categorical special education with the knowledge in those instructional methods and strategies that research and evaluation practices indicate have the most efficacy for promoting academic growth among learners identified in and challenged with the exceptionality, learning disability. The history of attending to the needs of learning disabled learners in public school classrooms, with attention to law, litigation, and the demonstration of academic standards, as well as definitions, causes, and characteristics of learning disabled children and adults will be reviewed. The cognitive processes of learners with and without learning disabilities will be compared, unsubstantiated explanations and false claims relating to learning disabilities will be investigated, and assessment techniques and effective teaching strategies will be addressed. Effective methods and strategies for planning, implementing, and evaluating instruction based on appropriate assessment for P-12 learners with this exceptionality in special and regular education classrooms will be investigated. Particular attention will be given to a) research-based systematic phonics as part of methodology for the teaching of reading, b) addressing the five components of a balanced reading program – phonemic awareness, phonics, vocabulary, fluency, and comprehension; and, c) the structure and details of lesson planning necessary to meet the individual needs of learning disabled youth. Teacher candidates will teach lessons in cross-categorical special education classrooms with learning disabled learners as part of the student population.

Instructional Methods and Strategies for Mild to Moderate Mental Retardation
The focus of this course is to provide teacher candidates in cross-categorical special education with the knowledge of and competence with those instructional methods and strategies that research and evaluation practices indicate have the most efficacy for promoting academic growth among learners identified in and challenged with the exceptionality, mental retardation. The history of attending to the needs of mentally-challenged learners in public school classrooms, with attention to law, litigation, and the demonstration of academic standards, as well as definitions, causes, and characteristics of mentally retarded children and adults will be reviewed. The cognitive processes of learners with and without mental retardation will be compared, unsubstantiated explanations and false claims relating to mental retardation will be investigated, and assessment techniques and effective teaching strategies will be addressed. Effective methods and strategies for planning, implementing, and evaluating instruction based on appropriate assessment for P-12 learners with this exceptionality in special and regular education classrooms will be investigated. Particular attention will be given to a) research-based systematic phonics as part of methodology for the teaching of reading, b) addressing the five components of a balanced reading program – phonemic awareness, phonics, vocabulary, fluency, and comprehension; and, c) the structure and details of lesson planning necessary to meet the individual needs of learners identified with this exceptionality. Teacher candidates will teach lessons in cross-
categorical special education classrooms with learners identified with this exceptionality as part of the student population.

Instructional Techniques and Methodologies, Early Childhood Education
The student will study instructional techniques and methodologies in early childhood education settings, for children from birth to prekindergarten and kindergarten to grade three/age eight, which can include curriculum that uses and honors languages; culturally and developmentally appropriate practices; different types of activity/learning centers; individualized and differentiated instruction; educational play; and multi-sensory approaches. The student will develop instructional techniques and methods for teaching subject-area knowledge in art, music, literature, language, reading, movement, mathematics, natural science, and social studies. In this course, the student will create strategies to formulate a consistent and predictable learning environment. The early learning environment shall consist of activities in indoor, outdoor, and community-based arenas offering the young children ways to be challenged and grow to their capacity.

Introduction to Special Education
This course introduces the various categories of special education eligibility and provides information about accommodating individuals with exceptional learning needs in the regular classroom setting. Categories addressed include learning disabilities, mental retardation, emotional and behavioral disorders, physical handicaps, sensory and speech impairments, severe and multiple disabilities, and the gifted and talented. Current special education law and pertinent state and national standards, including the national common core standards, are examined. Attention is also given to issues of culturally and environmentally diverse backgrounds in the education of individuals with exceptional learning needs.

Language Arts Methods and Practice
This course provides an opportunity for future elementary teachers to gain knowledge of and demonstrate competence in the development and delivery of Language Arts curricula. Students will explore the relationship between reading, listening, speaking and writing skills, examine “best practice” strategies and methods from the literature and through classroom engagement with learners for language arts instruction, and design and implement developmentally-appropriate lesson plans in the classroom. Students will become familiar with the Six Traits of Writing for both instruction and assessment purposes. Students will also implement the developmental phases of writing, the writing modes, and the steps in the writing process in lessons and units. Students are required through this course to research effective strategies to meet the identified needs of cognitively and culturally diverse learners, and to articulate an awareness of the potential impact on learning the language arts presented by the resources found in different physical environments.

Learning Theories
This course provides an overview of the process of learning. Various theorists who have made contributions to education will be compared as a way to provide further insight into effective teaching strategies. Theorists examined will include but not limited to Bloom, Dewey, Vygotsky, Gardner,
Montessori, and Freire. Students will explore topics such as optimal conditions for learning and how relationships within the classroom affect learning, and will gain an understanding of learning differences. Psychological and developmental factors will be examined, as well as the impact of environmental and cultural conditions.

Learning Theories and Early Childhood Special Education
This course provides an overview of the process of learning, and gives the student opportunity to apply the process of learning within the field of early childhood special education. Various theorists, such as Bloom, Dewey, and Vygotsky, who have made contributions within the field of education, will be compared as a way to provide further insight into effective teaching strategies to be implemented in response to identified diverse learner needs, especially as those strategies which support exceptional learners, from birth to age five. Students will explore topics such as optimal conditions for learning and how relationships within the classroom or other educational settings affect learning, and will gain an understanding of learning differences. Pertinent state and national standards, including the national “common core” academic standards, will be reviewed as they pertain to the theoretical approach to learning. Psychological and developmental factors will be examined, as well as the impact of environmental and cultural conditions.

Mathematics Methods and Practice
This course explores various elements of mathematics education for K-8 students. Students will gain an in-depth knowledge of the mathematics curricular areas specific to the school district, state, and national education standards, including the national common core standards. Topics covered include: use of a Constructivist approach to mathematics teaching and learning, methods for teaching mathematics to diverse populations, and methods for teaching specific mathematical operations. The integration of mathematics into other subject areas, as well as mathematics as a part of environmental topics, will be explored. Students will prepare original lesson plans, engage in classroom observations, and experience a wide range of experiential exercises for mathematics education.

Methods of Teaching Early Childhood Special Education
This course focuses on the methodology involved in teaching early childhood individuals from birth to age five with exceptional learning needs. Topics addressed include IEP development, curriculum modification and individualization, classroom layout, social skills training, instructional and behavioral strategies, appropriate assessment, alignment with state and national standards, working effectively with parents and other IEP members, and collaborating with other special education personnel and agencies. Students also learn to incorporate an awareness of culturally and linguistically diverse backgrounds into the special education methodology.

Normal and Atypical Language Development and Literacy in Early Childhood Special Education
This course examines the acquisition and development of language skills in young children, birth to age 5. Topics researched include oral language development, print awareness, name and letter recognition, pre-writing skills, the Arizona Department of Education’s essential components of reading, atypical language development, and language disorders. Students will have an emphasis on developmentally-
appropriate language development, teaching phonological awareness, personal name and letter recognition, print awareness, and pre-writing skills. The student will gain knowledge of the Arizona Department of Education’s (ADE) five essential components of reading – phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension, and the Early Childhood Language and Literacy Standard and concepts. Pertinent state and national standards, including the national “common core” academic standards, will also be reviewed. In this course, awareness of the benefits of the Individual Education Plan (IEP) will be investigated. The student will create a foundation of knowledge on atypical language patterns in order to recognize and plan instructional support for maximizing young children’s with special needs language development from birth to age five. Also addressed are appropriate methods and instructional techniques to honor and support cultural and linguistic diversity in early childhood special education, birth to age five, language development. The student will develop a culturally and developmentally appropriate repertoire of songs, poems, rhymes, and finger plays; and library of classroom readings and literature for young children, from birth to age five. The student will engage children in learning through literacy materials that honor their local natural environment.

Observation and Participation: Field Experience with Early Childhood Special Education Learners This course provides extensive opportunity for observation and active participation in a variety of early childhood special education settings. Attention is given to similarities and differences in curriculum, diagnostic practices, IEP implementation through planning and delivery of instruction, environmental influences, behavior management, and social interactions. Also considered are opportunities for nature-based activities and issues pertaining to cultural and linguistic diversity.

Parent, Family, School, and Community
The student will study the social, emotional, and psychological aspects of child, parent, family, school, and community relationships for young children, from birth to prekindergarten and kindergarten to grade three/age eight. The student will develop technology-based and other types of outreach strategies to create links and materials that can facilitate a communication flow to and from the parent or guardian, family, school, and community resources. The student will become competent in understanding the diversity of the families and the community, including looking at culture, languages, genders, abilities, family and social structures, ethnicity, socio-economical, environmental, and educational factors. In this course, the student will develop professional practices which will honor and engage the young children’s family cultural traditions, customs, and celebrations into the learning process and curriculum. Furthermore, the student will create learning opportunities that appropriately enhance and embrace the natural and human communities.

Practicum in Cross-Categorical Special Education
The Practicum in Cross-Categorical Special Education is the final capstone field experience providing the student opportunities in an authentic setting to practice the application of theoretical knowledge as well as to demonstrate mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Practicum assignment, the student is expected to respond to critical feedback and participate in every facet of special education classroom
teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the Practicum student for obtaining the position of lead teacher in a Cross-Categorical Special Education classroom.

Practicum/Student Teaching: Early Childhood Special Education: Birth to Age Five
The Practicum/Student Teaching is the final 12-week full-day capstone field experience allowing students to practice the application of theoretical knowledge as well as to demonstrate mastery in early childhood special education planning, instructing, evaluating, managing classrooms or other appropriate early childhood special education settings, and professional proficiency. Throughout the practicum assignment the student is expected to respond to critical feedback and participate in every facet of the daily learning environment activities from daily instruction to playground duties, extra-curricular commitments, parent teacher conferences, and any other additional responsibilities typically conducted by the supervisor or cooperating teacher within the specific early childhood special education teaching environment. The final preparation will assist the student in obtaining a professional special education position working with young children, from birth to age five, such as that of an early childhood special education classroom lead teacher.

Reading Methods and Literacy in the Secondary Classroom
The student will review secondary reading standards and core English and Language Arts curricula, including the national common core standards, in order to support skills and include them into her/his specific content area(s). Topics such as phonemic awareness, phonics, vocabulary, reading fluency and comprehension are central components of this course, as well as comprehension in both literary and informational texts such as expository, functional, and persuasive writing. The student will consult with district reading/instructional specialists and other professional personnel to become informed of reading diagnostic tools used within the district and state as well as additional tools and technology available to assist the struggling reader. The student will review the Arizona Department of Education (or the state in which she/he is being certified) website to maintain a working knowledge of legislation and programs that address literacy issues. The student will engage in an in-depth study of systems involved in the reading process at the secondary level. After observing in public school classrooms, the student will design lessons suitable for middle and high school students in his/her subject area, emphasizing reading skills.

Reading Methods and Practice
The student will examine the Arizona P-12 Reading/Language Arts Academic Standards, including associated national common core standards, in order to identify and understand the components of a comprehensive reading program designed to ensure student mastery in grade level skills. The student will demonstrate a thorough understanding of the five essential components of reading: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension, and the development of each among learners in the classroom. The student will become familiar with publisher core reading pro- grams and award-winning children’s literature. The student will understand legislative and state board of education mandates pertaining to the elementary reading program. The student will
explore “best practices” instructional strategies as well as diagnostic and remedial strategies which can be incorporated as part of an effective balanced classroom reading program. The student will investigate environmental and cultural factors that influence reading, as well as methods for teaching diverse learners.

Science Methods and Practice
This course explores various elements of science and environmental education for K-8 students. Students will gain an in-depth knowledge of the science curricular areas specific to the school district, state, and national education standards, including the national common core standards. Topics covered include: a variety of manipulative tools for science and environmental education; teaching science to diverse populations; science as problem solving; and a variety of specific experiential exercises for teaching ecology and science concepts. Students will prepare original lesson plans, engage in several classroom observations, and experience a wide range of “hands-on” learning activities for science and environmental education.

Secondary Content Methods
During this course the student will study methods and practices for instruction in the student’s selected content area. The student will become familiar with the content of texts in the subject area, state and national standards, including the national common core academic standards, for the grade levels of the subject, and a variety of methods of instruction relevant to the subject area. Emphasis will be placed upon creating effective strategies to meet the needs of a diverse population of learners as well as any environmental or ethical issues impacting the specific field of study.

Social and Emotional Development
Through this course the student will study the theories of social and emotional development, as they relate to the developmental and instructional stages of birth to prekindergarten and kindergarten to grade three/age eight, which can include the work of E.L. Thorndike, Howard Gardner, Albert Bandura, L.S. Vygotsky, Jean Piaget, and Daniel Goleman. In studying social intelligence, the student will develop an understanding of children’s ability to understand and relate to people, including intra- and interpersonal intelligences, and culturally appropriate communication practices with other community members. The student will create an understanding of the five characteristics and abilities of emotional intelligences: 1) self-awareness, 2) mood management, 3) self-motivation, 4) empathy, and 5) managing relationships. In addition, the student will demonstrate her or his understanding of why social and emotional health is fundamental to effective learning and why children must have an understanding of themselves and how they best learn. An overview of how the brain and emotions work and the neuropsychology of emotions will be covered. Students will also investigate cultural and environmental factors that influence social and emotional development.

Social Studies Methods and Practices
This course provides opportunities for students to explore the field of social studies education as presented in the K-8 classroom in order to meet state and district academic standards. The different subject areas to be addressed include: citizenship, government, current events, history, geography,
global studies, economics, culture, and the environment. Students will explore historical events, environmental and cultural issues, and methods for teaching the social studies to diverse populations.

Structured English Immersion Methods
This course provides teacher education students with an introduction to Structured English Immersion (SEI) issues, challenges, and methods designed to meet Arizona State Board-approved standards for pre-service and in-service teachers of English Language Learners (ELL). Students will examine ELL Proficiency Standards, assessment strategies and tools for use with ELL, and SEI foundations and strategies. Students will study the Standards, strategies, and tools with a focus on students with ELL needs. Students will gain the competence to teach in an inclusive classroom, maximizing opportunities for proficiency in oral and written skills as a result of research, observation, and practicum experiences. Students will analyze disaggregated data to differentiate instruction and parental involvement. Students must obtain, for use with this course, specific study and professional materials as designated by the Arizona Department of Education. This course meets ESL Endorsement requirements in conjunction with other coursework.

Advanced Study in Structured English Immersion
This course provides pre-service and in-service teacher education students the opportunity to master the knowledge and skills necessary to meet the requirements in Structured English Immersion (SEI) for full endorsement as required for the standard Arizona teacher education certificate. Students will focus on the requirements as they are applied to students with ELL needs. Building directly on the knowledge and skills acquired through successful completion of the first Prescott College course in the two-SEI-course sequence. “Structured English Immersion Methods,” pre-service and in-service teachers will examine, extend, and apply material related to the following State SEI goal areas: ELL Proficiency Standards; Data Analysis and Application; Formal and Informal Assessment; SEI Foundations; Learning Experiences – SEI Strategies; and, Parent/Home/School Interactions and Communication. Students will gain increased competence to teach in an exemplary manner in inclusive classrooms through research, observation, and practicum experiences. Students will analyze disaggregated data and interpret results to effectively differentiate instruction for ELL and maximize home/school/community involvement and resources. Students must obtain, for use with this course, specific study and professional materials as designated by the Arizona Department of Education.

Prerequisites: Admission to the Prescott College Degree or Post-Degree Teacher Education Certification Program or Permission of the Dean of the Prescott College Adult Degree and Graduate Programs, and completion of EDU 47002 or a comparable state-approved 3 semester credit course with the grade of “B” or better.

Student Teaching: Elementary Education
Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of
class-room teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a grade and subject appropriate classroom.

Student Teaching: Secondary Education
Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of class-room teaching from daily instruction to duties assigned outside of the classroom, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a grade and subject appropriate class-room.

Survey of Exceptional Learners and Characteristics of Specific Exceptionalities
This course provides each student an opportunity to research and construct a rich knowledge base and understanding of the primary characteristics commonly evidenced in at least four to five of the major special education exceptionalities, including learning disabilities, mental retardation, and emotional and behavioral disabilities. Topics addressed include the characteristics, causes, and management protocol for each of the identified exceptionalities; diagnostic and eligibility criteria; placement and IEP considerations; and common academic and behavioral strategies in the context of state and national academic standards. Students also consider issues of culturally, linguistically, and environmentally diverse backgrounds pertinent to the exceptionality.

Teaching Methods and Reading Strategies in the Secondary Content Area
This course covers methods and practices for instruction in the student's content area. Students will become familiar with the content of texts in the subject area, state and national standards for the grade levels of the subject, and a variety of methods of instruction relevant to the subject area. Emphasis will be placed upon creating effective strategies to meet the needs of a diverse population of learners as well as any environmental or ethical issues impacting the specific field of study. Additionally, the student will engage in an in-depth study of systems involved in the reading process at the secondary level. The student will review secondary reading standards and core English and Language Arts curriculum in order to support skills and include them into her/his specific content area(s). Topics such as vocabulary, reading fluency and comprehension are central components of this course, as well as comprehension in both literary and informational texts such as expository, functional, and persuasive writing. The student will consult with district reading specialists to become informed of reading diagnostic tools used within the district and state as well as additional tools and technology available to assist the struggling reader. The student will review the Arizona Department of Education (or the state in which she/he is being certified) website to maintain a working knowledge of legislation and programs that address literacy issues.
Master of Arts, School Guidance and Counseling

Prescott College offers a graduate degree and a post-master’s degree in School Guidance and Counseling. See Master of Arts Program section for other degree requirements in addition to the sequence of courses listed below.

Post-Master’s School Guidance and Counseling Program Course Sequence

In order to qualify for an institutional recommendation leading to Arizona School Guidance Counselor Certification, students must complete 33 semester credits in School Guidance Counseling coursework:

Course Sequence

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASG 51010</td>
<td>Counseling Theory</td>
<td>3 credits</td>
</tr>
<tr>
<td>MASG 50030</td>
<td>Social and Ecological Perspectives</td>
<td>3 credits</td>
</tr>
<tr>
<td>MASG 50020</td>
<td>Human Growth and Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>MASG 50080</td>
<td>Group Dynamics Processing and Counseling</td>
<td>4 credits</td>
</tr>
<tr>
<td>MASG 57103</td>
<td>Foundations of School Counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td>MASG 50070</td>
<td>Vocational Counseling and Career Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>MASG 50112</td>
<td>School Guidance Counseling: Program Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>MASG 50111</td>
<td>Research Practices for School Guidance Counselors</td>
<td>3 credits</td>
</tr>
<tr>
<td>MASG 51020</td>
<td>Supervised School Guidance Counseling Practicum</td>
<td>8 credits</td>
</tr>
</tbody>
</table>

Total SGC Certification Credits: 33

In addition, students must have earned a masters degree from a regionally accredited post-secondary institution prior to receiving an Institutional Recommendation from Prescott College for a School Guidance Counseling Certificate. If a student is planning to obtain certification in a state other than Arizona, they are responsible for researching that state’s requirements for certification to ensure compliance and reciprocity.

School Guidance Counseling Course Descriptions

Note: Most but not all courses are offered each semester. See class schedule for particular year/term.

Counseling Theory

This course introduces counseling theories for the field of Counseling Psychology and School Guidance Counseling. The developmental needs of individuals at all levels will be examined. It includes the study of major counseling theories, principles, and their application. This shall include five of the following theories: Cognitive Behavioral, Person-Centered, Brief Solution Focused, Behaviorism, Psychoanalytic, Neopsychoanalytic, Gestalt, Rational-Emotive, Reality, Adlerian, and Jungian.

Social and Ecological Perspectives
This graduate course builds upon the student’s undergraduate studies and any prior field experience in working with P-12 students in paraprofessional school counseling contexts. The expectation is that the student will not only cover the course content and expectations for school guidance counseling certification, but that she/he also will be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a 15-20-page scholarly research paper that demonstrates graduate level synthesis, perspective, and focus. This course provides a broad understanding of the social contexts of P-12 students. These social contexts may include factors such as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, adoption, religious and spiritual values, socioeconomic status and unique characteristics of individuals. Graduate students may explore the implications for counseling of the major racial cultural groups in the U.S., such as Hispanics, Asians, Afro-Americans, and Native-Americans. Students will also relate the concepts of ecological health to the diverse human environment within a School Guidance Counseling Program.

Human Growth and Development
Through this course, the student will study individual, family, and life-span developmental theories, which can include the work of Howard Gardner, Lev Vygotsky, Albert Bandura, Jean Piaget, Erik Erikson, Carol Gilligan, Lawrence Kohlberg, and Mary Field Belenky. Developmental differences influenced by social forces, cultural background, socioeconomic status, gender, race, ability, sexual orientation, age, and environment will be examined. Both typical and atypical development will be studied, as well as an overview of how the brain and emotions work. The neuropsychology of emotions also will be addressed. In addition, the student will demonstrate her/his understanding of the impact school, family, community, and peers have on children, why social and emotional health is fundamental to effective learning, and how these concepts relate to school guidance counseling.

Group Dynamics, Processing, and Counseling
Through this course, the student will gain a theoretical and experiential understanding of group development, dynamics, group counseling theories, group leadership styles, and basic and advanced group counseling methods and skills. The student will explain and defend the process for planning and organizing small groups in a school setting. This course will explore individual and small group appraisal and advisement, in addition to group process assessment. The student also will examine counseling and consultation processes, as well as the knowledge and skill requirements for school counselors. Course objectives are aligned with national standards proscribed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Foundations of School Guidance Counseling
This course introduces the roles and responsibilities of a school counselor. The course provides an overview of the functions and skills critical to delivering a comprehensive competency-based guidance program (ASCA Model) for ALL students in grades pre-k-12. The course will provide an introduction to school counseling knowledge and skill competencies including historical perspectives, professional identity of the school counselor, knowledge of school setting, current policies and legislation relevant to
school counseling, the role of technology in school counseling, and ethical and legal considerations in school counseling as endorsed by CACREP and ASCA.

Vocational Counseling and Career Development
This course examines career and vocational development theories; occupational and advanced education planning information sources and systems; career and leisure counseling, guidance, and education; decision-making and vocational and career development program planning and placement, and evaluation.

School Guidance Counseling: Program Development, Implementation, and Evaluation
This course is based on the study of design, implementation, monitoring, and evaluation of comprehensive competency-based developmental school counseling programs, including an awareness of various systems that affect all P-12 students, school, and home. This course will explore the means to work collaboratively in a competency-based program with students, teachers, administrators, school support personnel, business partners and community leaders.

Research Practices for School Guidance Counselors
This graduate course builds upon the student’s undergraduate studies and any prior field experience in working with P-12 students in paraprofessional school counseling contexts. The expectation is that the student will not only cover the course content and expectations for school guidance counseling certification, but that she/he also will be responsible for demonstrating graduate level scholarship, research, comprehensive specificity in study, and incisive, intellectual investment in the completion of this course. In addition to the certification content of the course, the graduate student will submit a scholarly research paper that demonstrates graduate level synthesis, perspective, and focus. This course will provide students with fundamental knowledge about the area of research method and design in the field of school guidance counseling. After demonstrating competency in research methodologies students should be versed well enough in research methods to 1) read and critically review current research in the field of school guidance counseling, and 2) design, implement, and confidently articulate the underlying theoretical principles used in the required scholarly research project. This course will require a demonstrated understanding of the following: individual and group approaches to assessment and evaluation, appropriate research methods within the field, statistical analysis, needs assessment, and program evaluation.

Supervised School Guidance Counseling Practicum
The school guidance counseling practicum is designed to provide the opportunity for graduate students to participate in all forms of the School Guidance and Counseling Program setting under the supervision of a certified school guidance counselor and Prescott College core faculty. The 600 supervised clock hours (with a minimum of 240 direct service clock hours) of graduate practicum builds upon the student’s graduate studies in counseling. Students will work in a school setting under the supervision of an experienced school counselor. Throughout the school guidance counseling assignment the student is expected to respond to critical feedback and participate in every facet of school guidance counseling. This will include daily direct and indirect interaction with students and staff involvement with
parent/guardians, administrators, and other community members, and any other additional responsibilities typically conducted by the supervising certified school guidance counseling practicum supervisor within the school environment. This final preparation will serve to prepare the practicum student for obtaining a position as a school guidance counselor in a P-12 setting.

**Limited-Residency Master of Education**

See the College-wide Policy and Information Section above for information pertaining to: admissions; enrollment and registration; tuition and fees; academic policies; evaluation; academic calendar; student grievances; and student code of conduct.

**Program Overview**

The Master of Education Program at Prescott College will provide you with academic and advanced skills you need to succeed in a competitive global environment. Our faculty is committed to providing you with a quality academic experience and an opportunity to engage in integrated and focused application of your learning. You can choose from two graduate programs (elementary and secondary) in teacher certification that encompass social and ecological literacies, sustainability, global learning, and the diversity of human experiences. We also offer a graduate degree in Educational Leadership/Principalship. Our programs allow you to remain in your home community without sacrificing your personal and professional life. Courses will be offered through an online modality and through mentor-based study. Students can benefit from the guidance of core faculty members along with experts in the field known as graduate mentors.

**Mission Statement**

It is the mission of Prescott College’s Teacher Preparation Programs to provide relevant and rigorous education that focuses on diversity, social justice and environmental sustainability. We seek to model the experiential methods and cultural and environmental sensitivities that will in turn enable our students to flourish in a variety of educational settings and meet the challenges of today’s profession.

**M.Ed. Degree Competencies**

Prescott College offers the following degrees within the Master of Education program that lead to certification:

- Secondary Education
- Elementary Education
- Educational Leadership/Principalship

**Graduation Requirements**

- Complete New Student Orientation.
- Copy of fingerprint clearance card obtained and submitted to core faculty prior the conclusion of the first course(s) taken.
• For those seeking an institutional recommendation from Prescott College: Successful completion of National Evaluation Series (NES) in both professional knowledge and subject knowledge:
  o Subject knowledge must be passed prior to student teaching.
  o Professional knowledge must be passed before program completion.
  o Principal portion of the AEPA (for principal certification students only)
• Complete six days per year residency.
• Completion of the required coursework (semester credits listed below) for each program:
  o Secondary Education 35 semester credits
  o Elementary Education 45 semester credits
  o Educational Leadership/Principalship 36 semester credits

New Student Orientation – On-Campus
M.Ed. Students in Elementary or Secondary Education and Leadership/Principalship must attend a regularly scheduled masters program orientation in January or August. See the MAP (Master of Arts Program) handbook for details. The M.Ed. in Elementary and the M.Ed. in Secondary Education rely primarily on the graduate mentored-study model described in more detail in the limited-residency M.A. section below. Most classes in Elementary and Secondary education certification areas will be mentored studies. Therefore the students will attend orientation with all MAP students in order to learn the special requirements and opportunities involved in mentored studies. The M.Ed. in Leadership uses both on-line courses and mentored studies. Students will attend orientation to learn about mentored studies, the support structures available through Prescott College, to meet the faculty and to form relationships with fellow students.

New Student Orientation -- Online
Prescott College offers an online orientation which allows students to continue to focus on all aspects of their program without a campus visit. This required orientation is delivered in an asynchronous format using Moodle, our online learning management system, which allows students to interact with faculty and other students in their cohort through discussion forums and other activities. Orientation was developed to be completed by a student in less than 4-5 hours and must be finished prior to the first day of the term.

The orientation provides the following:
• Introduction to M.Ed. faculty;
• Introduction to online learning;
• Information on how to be a successful distance student;
• Emphasis on the Prescott College mission;
• Description of College policies and procedures specifically related to registration, financial aid, billing and payment, instructional and learning technology support, etc.;
• Information on specific degree requirements for each program including both how to create a degree plan and how each degree requirement is fulfilled;
• Direction and tutorials for students to effectively navigate and complete their coursework in Moodle (learning management system);
• Overview of the reasons for and importance of creating an eportfolio and how it can be utilized;
• Tutorial on how to navigate Prescott College on-line resources including the Student Intranet for program specific resources such as forms and documents;
• Overview of Prescott College library resources including how to obtain a Prescott College library card, access on-line databases and instruction on academic research.

Full-Time and Part-Time Status
Students register for a maximum of 12 credits in a term, and no more than 6 credits in either of the 8-week block sessions, for full-time for tuition purposes. Students registered for less than 12 credits per term in a term are considered part-time for tuition purposes. In assessing students’ eligibility for financial aid, 12 credits = full-time, 6 credits= half-time, and 3 credits = less-than-half-time. Financial aid recipients are required to register for at least 6 credits in the term to qualify for aid.

Residency Requirements
PC offers two colloquia (November and April) per academic year in Prescott, Arizona; enrolled students are required to attend each colloquium. Students must make travel arrangements in order to be present at the beginning and end of each colloquium weekend. The schedule for an upcoming colloquium is published on the college website at least one month prior to the event. On a case-by-case basis students may attend an alternative residency option, bioregional colloquia, or an alternative conference that is pre-approved by the student’s core faculty and the faculty director.

Recognized speakers, faculty members, master teachers and fellow students from a variety of different competency areas will present different topics during our required residencies. We want our students to be able to have the opportunity, to come to the college campus and take part in a rich, hands-on experience that will give them the tools to expand upon their knowledge of the profession. This experience also provides students with an opportunity to meet and interact with faculty and staff.

How the Program Works
Prescott College M.Ed. is a limited-residency program that relies on both online instruction and mentored studies. With the guidance of core faculty, students complete a degree plan that outlines their course of study. The core courses in each program are proscribed in order to meet certification requirements. At the same time, there is room for some electives for students to pursue their own areas of interest and passion. In the elementary and secondary education methods courses, students will be paired up with a graduate mentor within or outside of their home community.

Online Course Offerings
Prescott Colleges uses an online learning management system called Moodle. College instructors (faculty or adjunct) offer classes throughout the academic year utilizing this online format. Our faculty and instructors are highly qualified master educators. The Prescott College M.Ed. program employs educators who are not only currently teaching at the college, but also are employed in the field or have
recently retired from the profession. We feel that our practitioner-based model can enhance our students’ experience by providing high quality expertise from our faculty and instructors.

**Mentored Studies**
The Master of Education (M.Ed.) program offers students a unique opportunity. Students have the opportunity to study face-to-face with experts in their home communities or across the world. These experts are referred to as graduate mentors. Our experienced, highly qualified graduate mentors are usually those individuals that are affiliated with a school district at the school or administrative level (teachers, administrators, school guidance and district office personnel). Mentors can also be found outside the educational sphere (retired educators, post-secondary education faculty, Head Start personnel and state and federal employees, for example). They are typically older than the average college student and are often already employed in the field. As a graduate mentor, their role is to guide the student’s learning experience, as well as provide critical practical experience and limited evaluation of performance. They serve as an expert in your field, guiding the student through the theoretical knowledge of the course subjects and challenging the student to apply this knowledge through course activities. At Prescott College, we believe that students learn by combining direct field experiences with active, intellectual work.

**How to Find and Work with Graduate Mentors**
The opportunity in the Master of Education program to learn with the help of community-based graduate mentors allows students to find experts they can meet face-to-face or possibly communicate with over the phone or through technological avenues. Usually students have some possible graduate mentors in mind prior to orientation, but this is not required. During orientation students learn what to look for in a graduate mentor, and learn more about the role graduate mentors play in relation to the M.Ed. program as a whole. The college takes responsibility in collaborating with the student to find qualified graduate mentors within their field of study. The college will also communicate with potential graduate mentors, outlining the expectations and responsibilities of the graduate mentor, and will give final approval for the graduate mentor to participate in our program. We want to ensure the highest quality individuals are mentoring and assisting our students as they go through our program.

It is important to recognize that graduate mentors are not Prescott College employees, but are essentially volunteering their time with students (there is a small stipend). While mentors may be in contact with Prescott College faculty and staff to help students achieve their learning goals, the stipend mentors receive is not intended to compensate them for each of the many hours they spend with students in each mentored course. In Prescott, Tucson and other communities there may already be approved graduate mentors who regularly work with Prescott College students. We have a preferred mentor pool of highly qualified individuals that we can pull from and match up with students based on their individual needs.

**The Role of Graduate Mentor in the M.Ed. Graduate Program**
The role of the graduate mentor is to provide expertise and guidance in the mentored-based course of study. This includes assisting and providing expertise and insights with course learning target
assignments, providing content-related advice and creating a timeline for students to complete specific course assignments. The graduate mentor will also review specific course assignments and collaborate with the core faculty member regarding coursework. They will also provide a brief narrative evaluation of how the student progressed during their time working with the graduate mentor.

**The Role of the Core Faculty Member**
Each student, upon acceptance into the M.Ed. program, will be assigned a core faculty member. The role of the core faculty member is critical to student success in the program. The core faculty has an advising role with our students in the M.Ed. program. Core faculty assist students in making sure they have submitted their degree plans, for example, and help them to understand and complete all graduation requirements. Core faculty members serve as advocates for their students.

**Program Handbooks**
Each individual program handbook is located on the Prescott College website. Program handbooks contain all of the course syllabi along with certification requirements, program standards (e.g. InTASC Model Core Teaching Standards) and other items. It is critically important that students familiarize themselves with the program handbook as this will be referred to when enrolling for a mentor-based course.

**Social and Ecological Literacies**
Students are required to develop and demonstrate social and ecological literacies as part of their program of study. The concept of social and ecological responsibility is inherent within the mission of Prescott College and the M.Ed. program, and will be a major consideration for Prescott College’s graduate students. Every student enrolled at the college is required to incorporate an awareness of and sensitivity to all matters of cultural diversity and awareness of the significance of gender, ethnicity, class, sexuality, faith and spirituality, as well as relations with the natural environment. Development of these literacies will be embedded within our coursework. Demonstration of these literacies will be developed and uploaded into the student’s eportfolio.

**Scholarly Writing**
In the M.Ed. program all written material must be produced in APA format and style. Faculty and instructors will be evaluating research papers, for example, and critiquing to ensure that APA format is being utilized. These requirements can be found in: American Psychological Association (2009). Publication Manual of the American Psychological Association (6th Edition). Washington, DC: American Psychological Association.

**Degree Plans**
The degree plan is a listing of all the courses required for graduation, including approved transfer courses. With the guidance of core faculty, students create a pathway that is academically sound, balanced, and personally meaningful. Students begin working on this document during the required online orientation. By the end of orientation students will have created a roadmap towards graduation. The degree plan will be submitted to the core faculty and, after approval, will be forwarded to the registrar’s office. This is a “living” document meaning it can be revised when needed. The final degree
plan is submitted with the Petition for Program Completion form where it must be verified by the registrar before degree conferral.

**Accelerated Courses: Educational Leadership**
During the first semester, Prescott College students in the Educational Leadership program will enroll in two semester-long foundational courses: Foundations of Educational Leadership and Graduate Scholarship and Research Methodology. All other courses are offered in 8-week block sessions within a given term. This allows students to finish a course in a shorter period of time and without having to take multiple courses at once (unless they choose to take more). The College strongly encourages students to take no more than two courses for each block. (During the first semester, all students will take the two semester-long foundational courses. They could take one more course during each 8-week session should they so choose.)

**Eportfolio Development Lab**
The Eportfolio Development Lab (1 credit) is a required co-requisite to the course taken during the first semester of the student’s study. Students begin designing and creating their graduation eportfolios during this lab.

**Eportfolio (Elementary and Secondary Education)**
Finalizing the Eportfolio is a co-requisite for the Student Teaching/Graduate Project. Students polish and refine their graduation eportfolios during this semester. Final evaluation of the eportfolio will be completed by core faculty/instructors in this lab.

**Signature Assignments**
The core assignment for each course is called the signature assignment. This body of work is important as it is evidence that the student has grasped the theoretical knowledge of the course. Some examples could be a research paper, unit/lesson plan, literature review or persuasive essay. Students must receive a rubric score of 3 or 4 on their signature assignment in order to receive credit for the course. If a student receives a lower score, he/she will be asked to modify the assignment to improve their score. Signature assignments will be uploaded to the eportfolio where all documents will be stored.

**Field Experiences**
Prescott College’s philosophy of experiential learning focuses on students “learning by doing.” In our courses there are a number of field experience hours that students are required to complete. Field experiences range from classroom observations to conducting a mini-lesson. Principal interviews are conducted in the Educational Leadership program, for example, so students can gain first-hand knowledge from experts in the field. These experiences are documented in the field experience form, which will also be uploaded onto the eportfolio site.

**Dispositions**
Dispositions are the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation and development as well as the educator’s own professional growth (National Council for the Accreditation
of Teacher Education). These dispositions are based on the Prescott College Teacher Preparation Program mission statement and reflect the Interstate New Teacher Support and Assessment Consortium (InTASC) Core Teaching Standards. All education candidates will be reviewed for dispositional growth and development throughout their program of study.

**Student Teaching**

Students wishing to enroll in our Master of Education teacher preparation programs (elementary or secondary) are required to complete an 8-semester-credit, 12 week student teaching assignment. The student teaching handbook is located on the Prescott College website. This handbook will provide students with all of the important details and timelines for submissions of documents and other pertinent information needed.

**Principal Internship**

Principalship, K-12 Capstone Internship: The goal of the Principal Internship (6 semester credits) is to provide authentic and significant opportunities for the administrator candidate to synthesize and apply knowledge and to practice and develop those skills identified in national school leadership standards. These standards are measured through sustained work in real-world settings; they are planned and guided cooperatively by the College, student, and local school district personnel.

The two-part capstone (300 total clock hours) Internship experience is an intensive opportunity for the student to apply their educational leadership knowledge and skills through experiential learning, and is a vital part of the Master of Education and post-master’s certification in Educational Leadership.

Deadlines for submission of practicum/internship application materials are as follows: Fall practicum: May 1st; Spring practicum: Oct. 1st

**Institutional Recommendation**

The Institutional Recommendation (IR) verifies the completion of a state-approved teacher preparation program. Prescott College is authorized by the State of Arizona to issue an IR to students who complete the state-board approved program coursework (or transferrable equivalents); this includes student teaching or principal internship. The Prescott College IR must be requested and issued within one year of a student completing the College’s program. The IR is valid for one year from the date it is issued, for the purpose of obtaining a teacher or principal certificate from the Arizona Department of Education (ADE). Students seeking certification in another state must research that state’s licensure requirements and adjust their requirements accordingly. Official transcripts are not required for Arizona state certification when students have an IR. Also, the application fee is less expensive with an IR. Consult the ADE website for more details.

**Preparation for Licensure Exams**

Each state certification department requires the completion of specific competency exams in order to be licensed to teach in that state. The college has developed the PC Professional Preparation Resource Site on our online platform that will assist students in test preparation for the state of Arizona’s
competency exams. This site is also useful to inquire about specific state certification requirements and what competency exams.

**Elementary Education Program/Course Sequence**

In order to qualify for a Prescott College Institutional Recommendation (IR) leading to Arizona provisional teacher certification in Secondary Education and to meet graduation requirements, Master of Education degree-seeking students must complete a minimum of 45 semester credits in designated certification coursework. Students must also fulfill required Prescott College residency requirements and pass all appropriate State-related exams.

- MAED 57001  Foundations of Education, 3 credits
- MAED 57005  Learning Theories, 3 credits
- MAED 57010  Curriculum Design, 3 credits
- MAED 57035  Introduction to Special Education, 3 credits
- MAED 57020  Reading Methods and Practice, 3 credits
- MAED 57022  Language Arts Methods and Practice, 3 credits
- MAED 57024  Social Studies Methods and Practice, 3 credits
- MAED 57026  Science Methods and Practice, 3 credits
- MAED 57028  Mathematics Methods and Practice, 3 credits
- MAED 57040  Creating and Managing Learning Communities, 3 credits
- MAED 57002  Structured English Immersion (SEI), 3 credits
- MAED 57003  Advanced Study in Structured English Immersion (SEI), 3 credits
- MAED 57199  Student Teaching, 8 credits

Note: 8 semester credits in student teaching must be taken with Prescott College for degree and/or Institutional Recommendation (IR)

**Secondary Education Program/Course Sequence**

In order to qualify for a Prescott College Institutional Recommendation (IR) leading to Arizona provisional teacher certification in Secondary Education and to meet graduation requirements, Master of Education degree-seeking students must complete a minimum of 35 semester credits in designated certification coursework. Students must also fulfill required Prescott College residency requirements and pass all appropriate State-related exams.

- MAED 57001  Foundations of Education, 3 credits
- MAED 57005  Learning Theories, 3 credits
- MAED 57010  Curriculum Design, 3 credits
- MAED 57035  Introduction to Special Education, 3 credits
- MAED 57217  Reading Methods and Literacy in the Secondary Classroom, 3 credits
- MAED 57208  Secondary Content Methods, 3 credits
- MAED 57040  Creating and Managing Learning Communities, 3 credits
- MAED 57002  Structured English Immersion (SEI), 3 credits
- MAED 57003  Advanced Study in Structured English Immersion (SEI), 3 credits
MAED 57299  Student Teaching, 8 credits

Note: 8 semester credits in student teaching must be taken with Prescott College for degree and/or Institutional Recommendation (IR)

**Educational Leadership, Principalship/Course Sequence**

In order to qualify for a Prescott College Institutional Recommendation (IR) leading to Arizona Principal certification and to meet graduation requirements, Master of Education degree-seeking students must complete a minimum of 36 semester credits. Students must also fulfill required Prescott College residency requirements and pass all appropriate State-related exams.

Required Courses:
- MEDL50000  Foundations of Educational Leadership: Merging Theory and Practice, 3 credits
- MAED57114  Graduate Scholarship and Research Methodology, 3 credits
- MEDL50020  Sustainable Leadership, 3 credits
- MEDL50030  School Law, 3 credits
- MEDL50040  School Finance, 3 credits
- MEDL50090  Personnel Management in the Schools, 3 credits
- MEDL51020  Internship in Educational Leadership, Part I  3 credits
- MEDL51021  Internship in Educational Leadership, Part II  3 credits
- MEDL59002  Signature Portfolio and Project: Sustainability in Educational Leadership, 2 credits

Electives:
- MEDL50051  Standards-Based Reform in American Public Education, 3 credits
- MEDL50060  Leading Authentic Classroom Assessment, 3 credits
- MEDL50095  Instructional Supervision
- MEDL50045  Designing the Educational Program: Curriculum, Instruction, and Assessment, 3 credits
- MEDL 50025  Sustainable Leadership for Diversity: Authentic Applications, 3 credits
- MEDL 50045  Designing the Educational Program: Curriculum, Instruction, and Assessment, 3 credits
- MEDL 50050*  History and Motives in American Public Education, 3 credits
- MEDL 50051*  Standards-Based Reform in American Public Education, 3 credits
- MEDL 50060**  Leading Authentic Classroom Assessment, 3 credits
- MEDL 50061**  Towards School Improvement: Leading Teachers as Action Researchers, 3 credits
- MEDL 50070  Systems Thinking in Education: Comprehensive Planning, Implementation, and Evaluation for Student Achievement, 3 credits
- MEDL 50095  Instructional Supervision, 3 credits
- MEDL 59000  Independent Study

*Students may register for either MEDL 50050 or MEDL 50051
**Students may register for either MEDL 50060 or MEDL 50061
Note: 6 semester credits of Internship must be taken with Prescott College for degree and/or Institutional Recommendation (IR)

**Course Descriptions: Elementary and Secondary Education**

**Classroom Management**
This course provides students with the opportunity to examine the theories and practices necessary to effectively manage groups in classrooms and non-traditional settings. Students will explore the correlation among effective classroom management, engaging curriculum, and optimal learning. Through observation and study, students will identify and analyze a variety of approaches to classroom management and group management styles and techniques for their utility. Students will learn to create optimal learning environments designed to meet the needs of diverse learners.

**Curriculum Design**
This course explores curriculum at a theoretical and practical level as it prepares the student to interpret and present standards-based curricula in the classroom. Students examine curriculum theory, issues of curriculum making, current trends in curriculum design, and the role of state and national standards, including the national common core standards. Curriculum philosophy, aims, and processes are included to enable the student to develop a definition of curriculum within the context of standards, district guidelines, school expectations and classroom culture. Additionally, the course examines relevant applications for curriculum, strategies for successful curricular implementation, effective use of technology to support curriculum and accommodations for special situations and individual differences. The student will explore curriculum applications that can expand out of the classroom into an authentic learning environment. The student will ensure that curricula designed and implemented embrace appropriate multiple cultural perspectives. This course will also address how multicultural and environmental factors inform curriculum theory.

**Foundations of Education**
This course is an introduction to the field of teacher education and includes knowledge of the social, cultural, historical and political dimensions of public school education. The course challenges students to think critically about education and learning strategies, and to begin to understand the academic study of the legal, financial, and ideological constraints on the public school system. Of particular interest will be the development of a critical, multicultural, inquiring perspective which reviews the more recent schooling reforms including but not limited to the “No Child Left Behind Act” federal initiative of 2002. Students will examine pertinent state and national standards, including the national “common core” academic standards, to begin building an understanding for the factors influencing the learning environment. The broader implications of legal and political constraints that apply to federal, state and local school curricula and policy will also be a main focus.

**Introduction to Special Education**
This course introduces the various categories of special education eligibility and provides information about accommodating individuals with exceptional learning needs in the regular classroom setting.
Categories addressed include learning disabilities, mental retardation, emotional and behavioral disorders, physical handicaps, sensory and speech impairments, severe and multiple disabilities, and the gifted and talented. Current special education law and pertinent state and national standards, including the national common core standards are examined. Attention is also given to issues of culturally and environmentally diverse backgrounds in the education of individuals with exceptional learning needs.

Language Arts Methods and Practice
This course provides an opportunity for future elementary teachers to gain knowledge of and demonstrate competence in the development and delivery of Language Arts curricula. Students will explore the relationship between reading, listening, speaking and writing skills, examine “best practice” strategies and methods from the literature and through classroom engagement with learners for language arts instruction, and design and implement developmentally-appropriate lesson plans in the classroom. Students will become familiar with the Six Traits of Writing for both instruction and assessment purposes. Students will also implement the developmental phases of writing, the writing modes, and the steps in the writing process in lessons and units. Students are required through this course to research effective strategies to meet the identified needs of cognitively and culturally diverse learners, and to articulate an awareness of the potential impact on learning the language arts presented by the resources found in different physical environments.

Learning Theories
This course provides an overview of the process of learning. Various theorists who have made contributions to education will be compared as a way to provide further insight into effective teaching strategies. Theorists examined will include but not limited to Bloom, Dewey, Vygotsky, Gardner, Montessori, and Freire. Students will explore topics such as optimal conditions for learning and how relationships within the classroom affects learning, and will gain an understanding of learning differences. Psychological and developmental factors will be examined, as well as the impact of environmental and cultural conditions.

Mathematics Methods and Practice
This course explores various elements of mathematics education for K-8 students. Students will gain an in-depth knowledge of the mathematics curricular areas specific to the school district, state, and national education standards, including the national common core standards. Topics covered include: use of a Constructivist approach to mathematics teaching and learning, methods for teaching mathematics to diverse populations and methods for teaching specific mathematical operations. The integration of mathematics into other subject areas, as well as mathematics as a part of environmental topics, will be explored. Students will prepare original lesson plans, engage in classroom observations, and experience a wide range of experiential exercises for mathematics education.

Reading Methods and Literacy in the Secondary Classroom
The student will review secondary reading standards and core English and Language Arts curricula, including the national common core standards, in order to support skills and include them into her/his specific content area(s). Topics such as phonemic awareness, phonics, vocabulary, reading fluency and
comprehension are central components of this course, as well as comprehension in both literary and informational texts such as expository, functional, and persuasive writing. The student will consult with district reading/instructional specialists and other professional personnel to become informed of reading diagnostic tools used within the district and state as well as additional tools and technology available to assist the struggling reader. The student will review the Arizona Department of Education (or the state in which she/he is being certified) website to maintain a working knowledge of legislation and programs that address literacy issues. The student will engage in an in-depth study of systems involved in the reading process at the secondary level. After observing in public school classrooms, the student will design lessons suitable for middle and high school students in his/her subject area, emphasizing reading skills.

Reading Methods and Practice
The student will examine the Arizona P-12 Reading/Language Arts Academic Standards, including associated national common core standards, in order to identify and understand the components of a comprehensive reading program designed to ensure student mastery in grade level skills. The student will demonstrate a thorough understanding of the five essential components of reading: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension, and the development of each among learners in the classroom. The student will become familiar with publisher core reading programs and award-winning children’s literature. The student will understand legislative and state board of education mandates pertaining to the elementary reading program. The student will explore “best practices” instructional strategies as well as diagnostic and remedial strategies which can be incorporated as part of an effective balanced classroom reading program. The student will investigate environmental and cultural factors that influence reading, as well as methods for teaching diverse learners.

Science Methods and Practice
This course explores various elements of science and environmental education for K-8 students. Students will gain an in-depth knowledge of the science curricular areas specific to the school district, state, and national education standards, including the national common core standards. Topics covered include: a variety of manipulative tools for science and environmental education; teaching science to diverse populations; science as problem solving; and a variety of specific experiential exercises for teaching ecology and science concepts. Students will prepare original lesson plans; engage in several classroom observations, and experience a wide range of "hands-on" learning activities for science and environmental education.

Secondary Content Methods
During this course the student will study methods and practices for instruction in the student’s selected content area. The student will become familiar with the content of texts in the subject area, state and national standards, including the national common core academic standards, for the grade levels of the subject and a variety of methods of instruction relevant to the subject area. Emphasis will be placed upon creating effective strategies to meet the needs of a diverse population of learners as well as any environmental or ethical issues impacting the specific field of study.
Social Studies Methods and Practices
This course provides opportunities for students to explore the field of social studies education as presented in the K-8 classroom in order to meet state and district academic standards. The different subject areas to be addressed include: citizenship, government, current events, history, geography, global studies, economics, culture and the environment. Students will explore historical events, environmental and cultural issues and methods for teaching the social studies to diverse populations.

Structured English Immersion Methods
This course provides teacher education students with an introduction to Structured English Immersion (SEI) issues, challenges, and methods designed to meet Arizona State Board-approved standards for preservice and in-service teachers of English Language Learners (ELL). Students will examine ELL Proficiency Standards, assessment strategies and tools for use with ELL, and SEI foundations and strategies. Students will study the Standards, strategies, and tools with a focus on students with ELL needs. Students will gain the competence to teach in an inclusive classroom, maximizing opportunities for proficiency in oral and written skills as a result of research, observation, and practicum experiences. Students will analyze disaggregated data to differentiate instruction and parental involvement. Students must obtain, for use with this course, specific study and professional materials as designated by the Arizona Department of Education. This course meets ESL Endorsement requirements in conjunction with other coursework.

Advanced Study in Structured English Immersion
This course provides pre-service and in-service teacher education students the opportunity to master the knowledge and skills necessary to meet the requirements in Structured English Immersion (SEI) for full endorsement as required for the standard Arizona teacher education certificate. Students will focus on the requirements as they are applied to students with ELL needs. Building directly on the knowledge and skills acquired through successful completion of the first Prescott College course in the two-SEI-course sequence, “Structured English Immersion Methods,” pre-service and in-service teachers will examine, extend, and apply material related to the following State SEI goal areas: ELL Proficiency Standards; Data Analysis and Application; Formal and Informal Assessment; SEI Foundations; Learning Experiences – SEI Strategies; and, Parent/Home/School Interactions and Communication. Students will gain increased competence to teach in an exemplary manner in inclusive classrooms through research, observation, and practicum experiences. Students will analyze disaggregated data and interpret results to effectively differentiate instruction for ELL and maximize home/school/community involvement and resources. Students must obtain, for use with this course, specific study and professional materials as designated by the Arizona Department of Education.

Prerequisites: Admission to the Prescott College Degree or Post-Degree Teacher Education Certification Program or Permission of the Dean of the Prescott College Adult Degree and Graduate Programs, and completion of EDU 47002 or a comparable state-approved 3 semester credit course with the grade of "B" or better.
Student Teaching: Elementary Education
Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to playground duties, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a grade and subject appropriate classroom.

Student Teaching: Secondary Education
Student Teaching is the final capstone field experience allowing the student to practice the application of theoretical knowledge as well as demonstrating mastery in planning instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to duties assigned outside of the classroom, extra-curricular commitments, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a grade and subject appropriate classroom.

Course Descriptions: Educational Leadership, Principalship

Foundations of Educational Leadership: Merging Theory and Practice
This course is the first of the required courses in the Prescott College Master of Education and Post-Master of Education Certification Program in Educational Leadership. Students gain an orientation to the overall Program of Study, including the limited residency events and requirements, the Prescott College Library as an excellent resource to support student research, and to many of the technological structures in place to support student program completion, including the online learning management system, Moodle, for course delivery and interaction, Digication for electronic portfolio establishment and use, and Elluminate for community-building through conversation and artifact sharing. Students are introduced to community-based mentored study and are welcomed into a student cohort network that will support and sustain student action throughout the Program. Students will begin to construct an understanding of national and state perspectives for standards- and performance-based education pertinent to their own work, but also as applied to past and current practices in P-12 education in Arizona and across the country.

Graduate Scholarship
Through this course the student explores the discipline of academic research at theoretical and practical levels. The student prepares to accurately and effectively acquire, analyze, and use researched materials for the purpose of producing scholarly papers and supportive documents in the field of education, and specifically, within the concentration of educational leadership. The student will acquire a basic
vocabulary pertinent to the conduct of research. The student will examine and gain an understanding of the evolving nature of educational research; of various research methodologies and their usefulness for identified purposes. The student will deal with a range of topics in both qualitative and quantitative research, including narrowing topics and formulating research questions, literature review, sampling, measurement, and statistics. The goal of this course is to prepare well each student to establish a claim, assemble reason and evidence, and provide acknowledgements and responses, leading to a sound basis for scholarly research and writing in educational leadership.

Sustainable Leadership
Essential dimensions of Prescott College’s Mission include commitment to the world community and environment, to social justice and ecological literacy, and to sustainability education. Every student enrolled in a graduate degree or post-graduate degree certification program is required to incorporate an awareness of and sensitivity to the environmental, social, and cultural contexts in which learning and the application of learning occur. In this course, students are expected to immerse themselves in research and engage intensely in an authentic investigations of Arizona (or other designated and faculty approved geographical regions) border-lands issues and impacts as they pertain to the documented longevity and effectiveness of P-12 school leadership personnel, and to demonstrate their knowledge and perceptions of sensitivity to social justice and ecological issues, which include all matters of language and cultural diversity and an awareness of the significance of gender, ethnicity, class, sexuality, faith and spirituality, as well as sustainable relationships with the natural environment through reporting the results of their on-site investigations and research, and presenting a comprehensive plan for the preparation of future P-12 educational leaders in the American Southwest (with Arizona borderlands as a case study) or similar cultural and geographical areas of the world. This is a Prescott College and Program Signature Course. All Program students are required to complete this course.

School Law
This course in School Law gives major attention to the issues of the constitutional and other legal bases of public education in the United States and the State of Arizona. The course is designed to provide all participants with a thorough grounding in the legal basis for teachers and administrators. Priority emphasis will be given to landmark decisions of the United States Supreme Court in the areas of finance, religion, collective bargaining, student rights, rights of the disabled, employee rights, and desegregation and discrimination. The course also addresses the major current and critical legal issues in education. The course meets or exceeds Arizona State Board of Education requirements for administrative certification, and covers educational law assessment items measured by both the Arizona Professional Administrator Standards and the Arizona Administrator Proficiency Assessment (AAPA).

School Finance
This course will focus on fundamental principles and techniques of public school finance with emphasis on problems of public P-12 school finance in Arizona. Finance theory and practice; historical developments in school funding; present sources of revenue and methods of allocating funds; current problems in funding schools, and the financing of education as a social issue will be examined. Students
will be expected to complete, and demonstrate at least entry level mastery of, all identified Signature Assignments, Learning Targets, and field experiences as presented within this syllabus.

Personnel Management in the Schools
This course provides an overview of the concepts and practices associated with developing and managing an effective education team in a school setting. Recruiting, training and nurturing instructional and non-instructional faculty and staff members, as well as effectively addressing other personnel issues in schools and school districts will be examined, including obstacles to effective team development, as outlined by the 2008 ISLLC Standards and Functions for School Leaders. Through such strategies as reading, dialogue, shared presentation, group and individual investigation, and written response, participants will gain practical knowledge for leadership roles in schools and school districts and will acquire the skills necessary for school level administrators to act professionally and ethically in carrying out their responsibilities in this area. Topics included will be statutory and procedural issues, human resource planning, recruitment, selection, professional development, and evaluation. Students will also explore those social and ecological issues that appear germane to the course, legal and ethical issues, conflict resolution, and formal and informal negotiations.

Standards-Based Reform in American Public Education
Students will trace the evolution of American public education as it may be viewed through diverse socio-economic, environmental and pedagogical factors. The present day impact of the “global marketplace” on governmental involvement and increased educational accountability will be researched and discussed. Emphasis will be placed on the Standards-Based Reform Movement as it began in the mid-1980’s through the resurgence of outcome-based education through performance-based education to Standards-Based Reform as we know it today. This course will encourage students to develop a future’s perspective on the results of the current educational era and engage them in strategic planning for the future of education in serving diverse needs.

Leading Authentic Classroom Assessment
A primary function of principals and assistant principals in today’s schools is to serve as educational leaders. This means that persons in these leadership positions must be thoroughly grounded in the current, “best practice” pedagogy in the three domains of the educational program: curriculum, instruction, and assessment. This course focuses on leadership for assessment that is authentic and that informs decision making relative to the instructional delivery of the curriculum. Through this course, students will gain knowledge and skills specific to authentic performance-based assessment models and strategies from such resources as the work of James McMillan that will enable them as future school-based administrators to: 1) promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders; 2) develop or adapt assessment and accountability systems to monitor student progress in the school; 3) ensure teacher and organizational time is focused to support quality instruction and student learning; and 4) to be data-driven when engaged in programmatic decision-making to raise both teacher instructional capacity and student achievement.
Instructional Supervision
During this course, students will examine the functions and processes of P-12 public education which draw together the discrete elements of instructional effectiveness into whole school action. Supervisory leadership which links instruction and classroom management with professional development, direct assistance to teachers, curriculum development, and group development through application of strategies for working with adult learners and human relations skills, and action research will be identified and studied. The importance and impact of state and national content standards to the preparation, delivery, and evaluation of instructional effectiveness and performance-based assessment in meeting the needs of diverse learners in diverse settings will be stressed. Supervisory responsibility for providing a link between individual teacher needs and organizational goals, so that individuals within the school can work in harmony toward the collective vision of what a school should be, will be emphasized.

Designing the Educational Program: Curriculum, Instruction, and Assessment
It is recommended that students complete this elective course prior to or in conjunction with their enrollment in MEDL 50020 Sustainable Leadership for Social, Cultural, and Environmental Diversity. Students will gain knowledge of “best practice” curricular and teaching models through study of prominent studies of education-al effectiveness. Students will demonstrate mastery of the application of various curricular design models including the goals-driven landmark model proposed by Posner and Rudnitski, supported by the highly utilitarian model/process from Wiggins and McTighe, “Backwards Design.” Students will demonstrate their mastery of key course enduring understandings through the development of specific standards- and performance-based units and lessons. Strategies for authentic assessment of student learning will be emphasized.

Capstone Parts I and II: Internship in Educational Administration I and II
The Master of Education Degree and Post-Degree Principal Certification Program in Educational Leadership requires a two-part summative capstone experience: Internship in Educational Administration I and II. Each part of the Internship experience requires the student to complete a minimum of 150 hours. The students receive 3 semester credits for completion of each of the two parts for a total of 6 Internship semester credits.

Limited-Residency Master of Arts
See the College-wide Policy and Information Section above for information pertaining to: admissions; enrollment and registration; tuition and fees; academic policies; evaluation; academic calendar; student grievances; and student code of conduct.
Mission Statement
The mission of the Master of Arts Program is to support passionate scholarship. We provide a space for students to design individualized programs in consultation with graduate faculty. We are committed to rigorous and innovative academic practices characterized by self-direction, critical discourse, thorough research, experiential learning, and service. Limited-Residency Master of Arts Program students are given the freedom and encouragement to integrate theory and practice in their own disciplines while developing social and ecological literacies.

Differences between M.A. and M.S. and M.Ed. at Prescott College
The professional preparation programs in Education and in Counseling are different enough from the other Master of Arts degree areas requirements that we use separate degree title structures: the Master of Arts, the Master of Science in Counseling, and the Master of Education. The M.S. in Counseling and the M.Ed. degrees and concentrations require more structured curricula given the requirements of professional accreditation and licensing bodies while the limited residency M.A. programs are much more flexible and student-directed. In addition, the M.A. degrees require a research-based thesis project while the other masters degrees may include that option alongside other capstone projects. Faculty refer to the areas of study in the Limited-Residency M.A. title structure – Adventure Education, Education, Environmental Studies, and Humanities – as the “traditional” Master of Arts program. This catalog provides separate sections to clarify the differences between the structures of the different masters degree.

Limited-Residency Master of Arts Degree Areas
Because each student’s situation is unique, the College provides each one a great deal of flexibility in designing his or her own community-based graduate program. Prescott College offers the Master of Arts degree in broadly defined programs of study: Adventure Education, Education, Environmental Studies, and Humanities. Students are able to design individualized programs including concentrations or emphasis areas within each degree title. Below are examples of concentrations and emphases that master’s students have completed and that are particularly appropriate given the College mission and faculty expertise. Many more are possible; the options are extensive. The faculty will work with the student to find a suitable graduate mentor for each individualized program of study. Students are expected to take an integral approach to graduate study and to consider the relevance of social and ecological issues within their field.

- Adventure Education
  - Therapeutic Applications of Adventure Education
  - Integral Adventure Education
  - Education
  - Experiential Education
  - Multicultural Education
  - Global and International Education
  - Equine-Assisted Learning
  - School Guidance Counseling
• Education Certification
• Imagine Education

• Environmental Studies
  • Environmental Education
  • Conservation Ecology and Planning
  • Sustainability Science and Practice
  • Social Ecology

• Humanities
  • Justice, Activism, and Solidarity
  • Green/Sustainable Business
  • Visual Arts
  • Creative or Expressive Arts
  • Nature, Gender, and Spirituality
  • Spirituality
  • Border Studies

Overview, Components, and Graduation Requirements
The Limited-Residency Master of Arts is a limited-residency, research-based, student-centered graduate program designed for working people who are ready to work creatively and independently. We wanted to free highly competent mid-career learners from the constraints of one-size-fits-all courses and classrooms, enabling them to design programs of study that exactly meet their needs and interests. Working within one of the four degree areas – Adventure Education, Education, Environmental Studies, and the Humanities – students design highly individualized, interdisciplinary programs of study. This design is presented as a degree plan that is created during the first semester with input from the graduate mentor and approval by the core faculty.

The Limited-Residency Master of Arts consists of three primary components – theory, practicum, and thesis. We begin the educational journey with a core foundations course in each of the degree areas; through that course we provide students with a learning cohort through which they move through the process. The program requires students to consider, explore, and develop social and ecological literacies throughout their studies. We also require that students understand research design and research methods in their fields and complete graduate level research for the master’s thesis.

The majority of students take four full semesters (two years) to complete their graduate work. A fourth semester is also required for students with limited academic preparation in their fields. But many students who come to the program with strong preparation and a flexible schedule are able to complete the program in as little as three semesters (18 months) of fulltime study.

In their first semester of enrollment students are required to attend orientation (in either January or August) and also a colloquium (in November for students who enrolled in August and in April for students who enrolled in January). After the first semester, a student will continue to attend a three-day residency every spring and fall semester. Colloquia provide the opportunity to present ideas and
work-in-progress to peers and faculty, receiving both support and challenge in return. Colloquia also include opportunities for individual study planning, dialogue on scholarship with the graduate faculty, consultations with the library research staff, interdisciplinary workshops, and conferences with one’s graduate mentor.

Each student has a Core Faculty who oversees and evaluates the student’s program and learning. Upon acceptance into the program, the Core Faculty works with the student to select a primary graduate mentor who will serve as guide for the student as graduate study is carried out. Throughout the student’s program, the student, mentor, and Core Faculty select other faculty members who assist with different program requirements.

Students and course mentors both write a narrative evaluation of each course as it is completed and at the end of the semester for evaluation and approval by their Core Faculty. Further evaluation is done by other faculty members throughout the program, including: the Practicum Supervisor, Qualifying Packet Readers, and Thesis Readers. Letter grades are not given in the Limited Residency Master of Arts delivery; student work is evaluated as “credit” or “no credit.”

**Responsibility for Knowing the Policies and Procedures**

Students are responsible for obtaining (and reading) the online student handbook on the College website. Each student is expected to understand the academic expectations and requirements, policies, due-dates, and specific procedural requirements of the master’s program including all procedures and academic policies. Academic Operations personnel and faculty are available to answer questions about program requirements or the contents of this handbook.

**Three Primary Components**

Students are expected to complete two or three semesters in which the focus is a combination of theoretical and practical learning in a range of courses, followed by one or more final semesters that are devoted to the thesis.

**Theory**

As students design their theoretical coursework in consultation with their primary mentor (and core faculty), they build on their previous relevant academic background and professional experience, and build toward their goals for graduate study. A solid comprehension of the theories that shape and support the student’s discipline is absolutely critical. Six credits of the theory coursework must be allocated for the Core Foundations Course (3 credits) and Research Methods (3 credits); all remaining credits are to be determined by the student and approved by the graduate mentor and core faculty.

**Practicum**

The graduate practicum relates to the theoretical work that the student is completing for the Master of Arts degree. Praxis, the practical application of one’s learning, therefore requires not only that the work be hands on or practical, but also that it be a clear and specific demonstration of the theoretical learning. A minimum of 6 semester credit hours of practicum is required from every student. Students
are encouraged not to exceed the recommended maximum of one full semester (twelve credits) of practicum. Generally, 125 – 150 clock hours is the equivalent of a 3 semester hour practicum.

Thesis
Following the theoretical coursework and the practicum work, the student writes a thesis combining their theoretical research and practical experience and constituting a relevant contribution to field of study. The thesis is read by the student’s graduate mentor, a second reader of the student’s choosing, and the Core Faculty/third reader. The thesis may be descriptive, qualitative, or empirical in form. The master’s thesis may involve a creative, business, or curricular project. In every case the thesis is expected to combine theory and praxis, to document the literature review and other research the student has completed, to reflect the student’s unique combination of interests and studies, and to make a socially and/or environmentally responsible contribution to the field. Thesis development and the final approved master’s thesis must account for a minimum of 12 semester hours of credit.

Competency in Research Methods
Before beginning their thesis all students are required to demonstrate competency in the basic research methods and terminology that are traditionally used in their fields of study. Students are to develop in-depth understanding of at least one method that can be used as the design framework for the thesis, and become familiar with additional methods. In addition to demonstrating competency in research methods, all students in all fields of study, must include an actual research component in their program.

Residencies
Limited-Residency Master of Arts students are required to attend the new student orientation in Prescott at the beginning of their first semester (August or January). Attendance at the first orientation is mandatory; any newly accepted student who cannot attend will be given the opportunity to defer to the following semester. All students must make travel arrangements in order to be present for the entirety of each colloquium weekend. The schedule for an upcoming colloquium is posted on the college website prior to the event.

- First semester students (full or part time) are required to complete orientation plus three days of residency.
- Students in their second and later semesters are required to complete three days of residency per semester at a Prescott College colloquium. On a case-by-case basis students may attend a residency alternative approved by the Graduate Program Council, or an alternative conference that is approved by the student’s mentor and Core Faculty.

Qualifying and Thesis Presentations
Students will give at least two oral presentations of their work in progress during their tenure in the program: a qualifying presentation and a thesis presentation. These presentations are designed in consultation with the graduate mentor, and approved by the mentor and core faculty before being convened.
The Degree Plan
Following acceptance into the Limited-Residency Master of Arts Program and continuing through orientation and the first semester, newly admitted students will develop a degree plan for their entire graduate program. In addition, new students will create a very specific plan for the first semester. The student will work with their graduate mentor and Core Faculty to develop the plan. The approved degree plan must be filed with the registrar by the end of the student’s first semester; any changes to the degree plan must be approved by the primary mentor and Core Faculty.

Scholarly Writing
The Master of Arts Program relies heavily on the written study-packets, the qualifying packet, the thesis plan, and the master’s thesis as the principal demonstration of the quality and quantity of work completed for the program. In all requisite written work for the Master of Arts Program, students are required to know and use the writing and publication guidelines for their field of study (e.g., APA, MLA, etc.). The faculty will not accept plagiarism under any circumstances. Please refer to the common policy section of this catalog on Academic Integrity.

Course Formats
The required cohort course in the first semester begins at orientation and is completed online via the Moodle learning management system. Students have the option of taking other online courses. A course schedule is published on the college website prior to the start of each semester. Students will complete the majority of their course work as mentored study with their primary mentor or with other suitable mentors. Students must complete the Mentored Course Plan for each mentored course.

Core Foundations Course
All students who enroll in MAP will participate in a core foundational course using a cohort model. The core course provides an overview of the basics of graduate scholarship, a supportive cohort of learners, and a focus chosen by the faculty of each program. The specific focus and requirements are left to the discretion of the chair and faculty of each program.

Mentored Course Plans
Students must complete the Mentored Course Plan form found on the Registrar’s page on the college website to register all mentored courses. The course form is due prior to the first day of each semester for continuing students and must be approved by the primary mentor and Core Faculty. No changes to course title, description, or mentor can occur after the add/drop deadline each semester. Mentored courses are completed with the submission of the narrative course evaluation at the end of the course. Failure to complete an evaluation will result in a “no credit” grade.

Thesis Plan Course
Students must complete a two credit thesis plan course. Students may not enroll for thesis credits until the thesis plan course is successfully completed. The detailed Thesis Plan that is created in this course is then reviewed and approved by three readers. IMPORTANT: Before a student can register for thesis credits or carry out any research associated with the thesis, the thesis plan course must be completed and the thesis plan itself must be approved. This policy is in place not only to ensure the student is well-
prepared for their thesis work by a process that includes collaborative development and review by the thesis committee. In cases where research for the master’s thesis will have an effect on living subjects, the thesis plan development process will include evaluation through the Prescott College Institutional Review Board (IRB). Full IRB guidelines are available on the college website.

Qualifying Paper Course/ Qualifying Packet
Students must complete a 1 credit Qualifying Paper course. Students may not enroll for thesis credits until the Qualifying Paper course is complete and their Qualifying Packet has been submitted and approved. The Qualifying Packet consists of a Qualifying Paper and a cover letter, products students complete in the Qualifying Paper course. The Qualifying Packet must receive all necessary approvals before a student can enroll in thesis credits.

Course Study Packets
All mentored course work is documented by course study packets sent to the graduate mentor. Students may also participate in instructed and catalog-listed courses, such as the core foundations course in the first semester and courses offered by instructors on-campus, via Moodle, or through some other form. These courses will have specific assignments from the instructor and specific procedures for submitting those assignments. In addition, some work, such as the qualifying packet, practicum, and thesis, is also reviewed and evaluated by additional faculty. Study packets and ongoing interactions with graduate mentors and core faculty are the heart of the Limited Residency model of learning; detailed information and guidance for student success in working with graduate mentors are presented in the Student Handbook.

End-of-Semester Processes
By the final day of each semester, a student must launch an electronic course evaluation. The link to the course evaluation can be found on the website. Students complete a narrative self-evaluation as a component to the evaluation while the mentor or instructor completes a narrative evaluation and assigns a “credit” or “no-credit” recommendation. In the case of mentored courses, the Core Faculty must evaluate student learning and approve narrative evaluations and credit recommendations. The narrative evaluations become a part of the student’s official Prescott College transcript.

Students who qualify for an incomplete (see incomplete policy) and have the agreement of the mentor or instructor to take the incomplete must complete an incomplete contract by the final day of the semester in which the course was originally taken.

Graduate-level Learning Outcomes
Students and mentors should keep in mind, as they plan each semester’s study, the ways in which they can move toward meeting the following graduate-level learning outcomes:

- mastery of contemporary and foundational knowledge and theory in the student’s field of study;
- ability to integrate theoretical and practical aspects of the field;
- mastery of modes of practice and professional ethics in the student's field of study;
- understanding and appreciation of the social context in which the field is practiced;
• ability to demonstrate written communication skills that are informed, scholarly, and passionate;
• ability to demonstrate oral communication skills that are informed, scholarly, and passionate;
• ability to collect, analyze, and interpret information, and to conduct a literature search, in the student's field;
• familiarity with research methods (qualitative, quantitative, textual, heuristic, action-based, participative, field based, etc.), and the ability to design and carry out research projects in the student's field of study;
• development of social literacies, including an understanding and appreciation of the ways humans relate to their own and other cultures, and the impact this relationship has on the student's field of study and professional practice;
• development of ecological literacies, including an understanding and appreciation of the ways humans relate to their environment (ecological, spiritual, and cultural), and of the relevance of these ideas to one's field of study and professional practice.

Social and Ecological Literacies
Students are required to develop and demonstrate social and ecological literacies as part of their program of study. The concept of social and ecological responsibility is inherent within the mission of Prescott College. Development of these literacies can be as broad or as specific as the student and their graduate mentor and Core Faculty agree is appropriate, but should be a significant factor in the student’s thinking throughout the entire program.

Adventure Education
The Adventure Education program provides students the opportunity to pursue studies that cover a range of outdoor and adventure-based programming opportunities.

Adventure Education (AE) students create degree plans according to their specific interests and backgrounds, emphasizing technical skills, program design, and administration, or focusing on specific populations, processes, or environments. Coursework may include experiential and adventure education, leadership training, wilderness travel, safety and risk management, environmental education, special education programming, challenge course facilitation, and corporate teambuilding. Students may also wish to take coursework in counseling theories, group facilitation, human growth and development, adventure therapy, ecopsychology, and ecotherapy to more ably bring these perspectives and approaches into their work with diverse populations and different educational or therapeutic settings. These courses could lead to a concentration in therapeutic applications of adventure education. Students in this program should have several years of experience in wilderness backpacking and, preferably, competence in at least one technical activity-based skill such as mountaineering, rock climbing, kayaking, canoeing, ropes course facilitation, or sailing. Experience working in the field and strong skills in interpersonal communication and group facilitation are recommended. Students are expected to continue their skill development and expand their experience base while in the program. First aid training and certification is required for all leaders in this field.
Concentration in Therapeutic Applications of Adventure Education

Students working in therapeutic applications of adventure education will prepare themselves to employ adventure-based theories and techniques in settings that focus on non-clinical counseling methodologies. This focus was created to enrich professional adventure educators’ depth and breadth of knowledge and skills in working with the affective needs of individuals and groups. It will enrich adventure educators’ applied integration of counseling theories and group dynamics, and human development. The concentration is available at various levels, depending on students’ previous experience in combination with their academic and career goals. Therapeutic applications of adventure education is not a clinical licensure degree path.

Concentration in Integral Adventure Education

An integral approach to Adventure Education seeks to bring the broadest range of perspectives, intentions, and strategies to the transformational learning potential of adventure experiences. Examining these situations through the reflective filters of individual development, social interaction, and external behaviors and expressions, unfolds and probes the relationship among humans and between humans and nature. This combination of inner and outer realms of being is a primary focus of this concentration. Each adventure encounter or connection has multiple levels of interpretation that help identify the physical, mental, emotional, and spiritual components to provide a more holistic, integrative, transformative, and transmodernist understanding of its potential value.

Adventure experiences provide a practice ground and reflective context in which to explore the four dimensions of human experience – the individual or collective, the internal or the external – to more effectively address issues and needs through programs or approaches that support integral sustainable developmental structures. The works of Ken Wilber, Robert Kegan, Andy Fisher, Don Beck, Christopher Cowan, Jenny Wade, Chris Bache, and others provide a rich context for this exploration.

Education

Students interested in the broad interdisciplinary field of Education will design programs enabling them to gain general knowledge and experience in both educational theory and practice in formal and non-formal settings, and in a particular area of special interest. Many students pursue interests in broad non-formal aspects of education, such as experiential education, environmental education, adult learning in education, multicultural education, and global/international education. Alternatively, some students elect the College’s well-developed and state-approved certification programs that include standards-based Pre-K-12 teacher certifications and school guidance counseling (see also the Master of Education section).

Concentration in Experiential Education

This concentration is for students who wish to become innovative educators who ground their educational philosophy in John Dewey’s classical belief that all genuine education comes through experience. Students concentrating in experiential education come from a variety of backgrounds as counselors, program specialists, corporate trainers, education directors in nonprofit and government
agencies, potential or current teachers, and administrators. The experiential education concentration is trans-disciplinary in nature and mirrors the Prescott College philosophy that assumes students understand that experience is the origin and test of all knowledge. Students build upon their previous knowledge and background of theories, epistemologies, and methodologies within the field of experiential education. Students research the underlying concepts of experiential education and demonstrate how experiential education can be applied in a wide variety of non-formal and formal educational situations.

Concentration in Multicultural Education
This concentration relates the field of education to the intricate systems of socially constructed identity, as they exist within the U.S. paradigm. Students will be expected to examine theoretical foundations within multicultural education as they relate to the dominant culture within the U.S. educational landscape. This concentration would be appropriate for those students who see themselves activating change in an educational context within the United States. It is designed to prepare teachers and other professionals to assume leadership roles in classrooms, school districts, colleges, universities, and other institutions that have projects, course, and pro- grams related to multicultural education and race relations. Current and prospective educators focusing on this concentration should have a foundation in educational theory and methods as well as some experience in the field of Education. Practicum work is encouraged in a cultural demographic within the U.S. that is substantially different from that of the student. Educators involved in helping school districts move from segregated to effectively integrated educational environments will also benefit from the concentration.

Concentration in Global and International Education
Students pursuing this concentration may envision their future work occurring in international schools, over- seas immersion programs, educational start-ups outside the U.S., or numerous other teaching venues outside the United States. This concentration examines many of the numerous complexities involved in working in an international educational context. Students are expected to gain skills in developing, analyzing, implementing, and evaluating new educational programs and policies at educational institutions/organizations or private sec- tor jobs by using cross-cultural perspectives in training employees and researching curriculum development. Students in the global and international education concentration are encouraged to pursue a practicum experience in a country other than their own.

Concentration in Equine-Assisted Learning / Graduate Certificate in EAL
Students having an interest in working with horses to enhance the learning of people in non-therapeutic con-texts will be interested in this area of concentration. Students will build upon their previous experience in relational skills with horses as well as learning theory to develop an appropriate curriculum that is based on socially and ecologically responsible processes. This concentration will focus on human and nonhuman systems and patterns that enhance transformative learning experiences for others. Completing the M.A. in Education with a Concentration in Equine-Assisted Learning requires additional structured and mentored coursework beyond the regular requirements for the M.A. in Education.
Required EAL Coursework:
MAEQ51031* Explorations in EAL, 3 credits
MAEQ51032* Applied Relational Horsemanship in EAL, 3 credits
MAEQ51033* Group Process and Facilitation in EAL, 3 credits
MAEQ51034* Best Practices in EAL, 3 credits
MAEQ51034 Learning Theories for EAL, 3 credits
MAEQ51036 Experiential Education in EAL, 3 credits
MAEQ51037 Curriculum and Program Development in EAL, 3 credits

*These are cohort-based courses taken in sequence; each course includes a residential intensive and a Moodle-supported component. Admissions to the Equine-assisted concentrations and certificates require documentation of practical horsemanship experience and abilities; review/approval of documentation by faculty required for admissions.

The graduate certificate in Equine-Assisted Learning consists of the four course cohort sequence above and a 3 credit Practicum / Internship.

**Teacher Preparation Programs**
Students intending to earn education certification as Pre-K-12 teachers or school guidance counselors, while pursuing a thesis-bearing masters degree may be approved to pursue the M.A. in Education. See the Teacher Preparation Programs and Master of Education sections for specific certification requirements and courses.

**Environmental Studies**
Environmental Studies is by definition multidisciplinary and interdisciplinary in its approach to problem-solving; it acknowledges that environmental concerns crosscut the boundaries of traditional disciplines and require the integration of a broad range of ideas, concepts, practices, and research. Environmental Studies engages students in discovering and understanding Earth’s natural systems and the role of humans who both influence and depend on these systems. The ultimate aim of the Environmental Studies pro- gram is to help develop compassionate, informed, and responsible citizens and scholar-practitioners who are prepared to offer constructive solutions to environmental problems, and to help develop sustainable relationships between people and nature.

First, students are asked to advance their understanding based on a variety of disciplines – from the biological and physical to the psychological and social sciences as well as the humanities – and to utilize these insights to illuminate the interrelationships between humans and non-human nature. Second, students learn specific skills in critical thinking, in research methods, and in oral and written communication. Third, students are encouraged to cultivate a philosophical understanding of, and an ethical position regarding, human-nature relationships. Fourth, students develop their abilities to apply their knowledge to “real-world” situations to prepare them for further learning and meaningful employment. Finally, Environmental Studies students are invited to continue on their personal path toward integration of the aesthetic, emotional, intellectual, and spiritual facets of their lives.
Most students who enter the Environmental Studies track have a background in the natural sciences, social sciences, humanities, environmental advocacy, environmental education, or conservation and/or natural resource management. Environmental Studies students can pursue studies of any aspect of the human-nature relationship.

**Concentration in Conservation Ecology and Planning**
The focus of this concentration is the study and practice of on-the-ground efforts to protect our planet’s remaining biophysical diversity. Scholar-practitioners with an interest in interdisciplinary programs as applied ecology, environmental conservation, conservation biology, and/or restoration ecology must be grounded in the natural sciences and understand the sociopolitical context of environmental problems. Students are encouraged to focus on multidimensional conservation, preservation, and restoration issues that integrate eco- logical science with environmental education, environmental decision-making processes, and natural resource management. Possible focused areas of study and research include biogeography, community-based conservation, riparian and wetland ecology and restoration, conservation and environmental planning, conservation, ecological restoration philosophy, landscape and ecosystem ecology, historical ecology, conservation and environmental policy, wildlife ecology and management, and wilderness and protected-area management.

**Concentration in Environmental Education**
Students in either Education or Environmental Studies may pursue a concentration in environmental education. A student’s choice of degree program for this concentration will depend on personal interests, career goals, study plan emphasis, and degree of interest in curriculum development. This concentration is intended for traditional and nontraditional educators who wish to help others develop ecological literacy and explore human and environment interrelationships. Environmental education students have grounded their graduate research in various organizations and programs: public, private, and charter schools; residential nature centers; adventure-based programs; government agencies; and various public education endeavors. Current and prospective environmental educators focusing on this concentration should have a foundation in ecology and natural history, environmental studies, and/or the field of education. The environmental education concentration includes at least four components that can be given varying degrees of emphasis depending on the students learning and vocational goals:

- education (e.g., learning theories, curriculum design and implementation, experiential methodology, multicultural issues, and assessment praxis);
- natural sciences (e.g., ecology, earth sciences, and natural history);
- human-environment interactions (e.g., environmental history and ethics); and
- environmental stewardship (e.g., ecological conservation and restoration).

**Concentration in Sustainability Science and Practice**
Perhaps the greatest challenge facing us in the twenty-first century is to learn how we can transform human civilization to reflect patterns of sustainability naturally occurring on Earth. A tremendous community-based response has already begun to unfold in a way that spans the disciplines and integrates physical and natural sciences as well as the humanities. The Master of Arts Program was designed to
give students the opportunity to design their own program for studying sustainability from within their own community. Our unique style of experiential education helps students combine scholarly research, appreciative and critical inquiry, and collaborative learning. Students are also encouraged to draw from theory-based courses while working on practical applications of their learning in an organization, community, or ecosystem of their choice. This is particularly important for students of sustainability because local communities are increasingly in need of information, tools, skills, and leadership for creating a sustainable future. Sustainability is about ensuring long-term human health and equitable resource use while also preserving healthy ecosystems, both for the services provided and the intrinsic value of biodiversity sustaining life on Earth. Sustainability integrates complex economic, social, ecological, and even broader perspectives on our relationships with each other and the natural world. It brings together the interests of all plants, animals, and people within any community.

**Concentration in Social Ecology**
This innovative collaboration allows students to work with faculty members from the Institute of Social Ecology (ISE) and participate in the Institute’s activities as a part of their graduate program in Environmental Studies or Humanities at Prescott College. Students design an individualized program of study in consultation with the Environmental Studies or Humanities faculty and a graduate advisor chosen from the ISE faculty. Students will attend the colloquia along with their ISE advisors, and will also have the opportunity to participate in colloquia, conferences, and courses offered by ISE, incorporating these activities into their graduate studies. Student study plans will incorporate key works in the philosophy, science, politics, and praxis of social ecology, which have been central to the ISE’s own curricula over the past three decades.

**Humanities**
The Humanities program provides opportunities for students to develop individually designed, interdisciplinary or multidisciplinary studies in four major academic areas: the traditional humanities (arts and letters); cultural studies; business and management; and other social sciences. Humanities students are encouraged to develop individualized study areas that incorporate cultural, historical, philosophical, political, and social aspects of their disciplines and work. There are extensive possibilities for academic disciplines within which the humanities degree can be focused, and as is true in all of the Limited-Residency Master of Arts Program degree programs, any disciplinary focus can include a specific concentration or emphasis. Following is an overview of the academic disciplines within which one could focus a humanities degree, as well as possibilities for areas of concentration or emphasis.

Students in traditional humanities can complete individualized programs in a wide range of disciplines. A creative writing concentration might emphasize fiction, poetry, creative non-fiction, journalism, technical writing, or environmental writing. Literature students might choose to study an era or genre of literature or a critical focus such as eco-literacy or postcolonial literature and criticism. In the visual arts, students can concentrate in art history, art education, or art theory; any of these areas might include a studio focus such as photography, sculpture, or painting. In addition, students can pursue programs in other arts and letters disciplines, including photojournalism, theater, media studies, video or film theory or production, and dance.
A cultural studies focus can include such specific areas as geography, language or literature, or social relations. Cultural studies often concentrate on a specific people, place, or time, such as popular culture, African-American studies, Dine’ culture, language preservation, history of the Southwest, Spanish, international studies, sociology, historic preservation, and so on. Many disciplines in cultural studies focus on a particular aspect of human identity such as class studies or working-class studies; gender, queer, gay-lesbian-bisexual-transgender, or sexuality studies; or women’s or men’s studies. Many Prescott College students focus on one of the disciplines within cultural studies that are based on social and ecological responsibility, such as political science, international development, sustainable community development, globalism and economics, social sustainability, solidarity studies, conflict resolution, social ecology, dialogical ecology, justice and activism studies, or peace studies.

The Humanities program is rounded out with its inclusion of the critical social sciences. Students can concentrate their studies in the fields of anthropology and archaeology. Many options are possible within the large framework of philosophy, mythology, and spirituality, including religious studies, ecofeminism, cosmology, dialogical ecology, spiritual studies, comparative religions, and theology. It is also possible within Humanities to focus a degree on some non-clinical areas in psychology such as wellness, gerontology, ecopsychology, depth psychology, forensic psychology, spiritual psychology, or psychology of women.

**Concentration in Justice, Activism, and Solidarity**

Prescott College requires its graduate students to develop social and ecological literacies, which results in students considering how their particular discipline specifically and responsibly engenders social justice, solidarity, or environmental justice. Students with a concentration in social justice, activism, or solidarity often focus their work on some aspect of human social and cultural life, such as the sociopolitical dimensions and dynamics of culture and power, or the social constructs of race, gender, and class. Students can also pursue an interest in environmental justice as it relates to the intersections of the natural and non-human environment with human and social environments. Students may design their program to include the history of social activism as it relates to their own work, or to include careful consideration of the concept of being in service to social justice, environmental justice, coalition building, and solidarity. This emphasis can be completed as a specific academic discipline within a cultural studies framework, for example a Humanities degree in justice and activism or solidarity studies. It can also be the emphasis given to a program within any discipline, for example a Humanities degree in U.S. history with an emphasis on social justice movements.

**Concentration in Green/Sustainable Business**

Sustainability, which originated in response to a historical conflict between economic development and environmental conservation concerns itself with developing systems that sustain life. The matter of sustainability is at the heart of all life, and students can develop a curriculum framed by ideological, philosophical, or practical applications of sustainability in any aspect of humanities, cultural studies, philosophy and religious studies, social sciences, and business. A focus on green or sustainable business practices is for those individuals working in the corporate or small business world who want to balance
business success with environmental responsibility. Successful business leaders in the future must integrate environmental and social responsibility into their operations using approaches that support healthy and profitable business practices. A business management student might construct a business plan that would integrate organizational models and systems based on a solid theoretical understanding and application of sustainability. Students with a concentration in green or sustainable business commit a portion of their theoretical coursework to gaining an understanding of the ongoing work on environmental sustainability and existing theory and practice.

Concentration in Visual Arts
The visual arts concentration is intended for technically proficient artists; successful applicants have solid grounding in the materials and techniques of traditional or non-traditional media. Students commit to bringing depth to their work through advanced study and application of art criticism, art theory, and art history. The concentration focuses on the study of historical, theoretical, and critical concepts, integrating them with dedicated studio work through the development of personal vision, creativity, and expression. Visual arts students give attention to the development and verbal and visual articulation of content inspired by social, cultural, or environmental concerns. As a Limited-Residency program, the master’s program visual arts concentration differs from the Master of Fine Arts degree in that it is not a studio-based degree, but rather a theoretical degree with a studio emphasis. Students wishing to pursue a degree with a visual arts concentration must have access to a studio where they can create art and practice all techniques or media studied. Students are encouraged to participate in art institutes, residencies, and apprenticeships. The heart of this concentration is the expectation that students focus on art theory while delving deeply into the actual content of their work and integrating concepts as visual statements in a chosen art form or medium.

Concentration in Creative or Expressive Arts
The concepts and practices of expression and creativity extend beyond the study of art history and theory, or the practice of various art techniques and media, to a realm where art and aesthetics are explored as an integral and integrative component of life and community. The study of expression, creativity, and art is encompassing myriad outlets that range from the traditional visual and literary arts as well as dance, music, and performance, to include aesthetic considerations such as architecture, landscape, and community development and planning. The expressive arts are used therapeutically and in non-therapeutic manners that are beneficial to the wellness and sustainability of individuals, businesses, and community. Development and expression of art and creativity benefit the mind, body, and spirit, and enhance human experiences both personally and professionally. A concentration in creative arts or expressive arts can prepare one for a job facilitating or teaching creativity and the arts through expressive arts consulting, community art centers, wellness centers, and more. This concentration can be designed to correspond with the developing requirements for the Registered Expressive Arts Consultant/Educator through the International Expressive Arts Therapy Association.

Concentration in History
History includes more than collective memory. Students concentrating in history seek to understand a complex interpretation of the past that accounts for multiple perspectives. For instance, students in environmental history might study the changes and continuities over time in the metaphors that various
peoples have used to describe their relationships with their surroundings. A student of the history of the American West might consider how particular patterns of gender communication in a given community affected the social and economic structures of that community. A student of Native American history might try to explain both enduring traditions and changing circumstances by drawing on a broad range of oral and written sources, music and dance performances, and artifacts. One goal of this concentration is innovation – to look to the past for diverse alternatives to the present, to collect testimony from other times, and to recompose this testimony into narrative.

**Concentration in Nature, Gender, and Spirituality**
This concentration enables students to pursue studies related to ecology, feminism, and religion. These three interpretive lenses provide an interdisciplinary prism for asking critical questions about a wide range of topics, from ecofeminism to sacred geography and from nature mysticism to the green future of religions. Possible questions include: How do gendered power relations interact with environmental policies? How might practices of contemplation and conservation inform one another? How are philosophies of the cosmos gendered? What can feminism bring to environmental ethics? The goal of this concentration is to bring into conversation with one another three topics usually studied separately in order to gain tools for living sustainability while practicing social justice and engaged spirituality.

**Concentration in Spirituality**
Students may focus their work on customary academic disciplines relating to spirituality, such as comparative religions or theology, or other interdisciplinary and distinctive aspects of spirituality. Students with a concentration in spirituality have focused their work on the intersections of spirituality and sociology, by examining issues of social justice or spiritual direction in conjunction with a combination of global theologies. Some students complete holistic programs that examine the intersections of the spiritual, physical, emotional, and mental through scholarship relating to forms of self-development; such as a comparative study of yoga or tai chi, various forms of meditation, and transpersonal psychology. Emphases may include a study and practice of the world’s sacred texts and traditions, women’s spiritual traditions, spiritual psychology, interfaith studies, contemplative spirituality, cosmology, or liberation theology. In addition, students may be able to combine their studies with a residential program such as an interfaith or non-denominational seminary. Students can apply to and work with the School of Spiritual Psychology concurrent with the Limited-Residency Master of Arts Program to earn a Humanities degree in spiritual psychology.

**Concentration in Border Studies**
The U.S.-Mexico border is a dynamic, transnational region experiencing the direct impacts of global change. Border regions offer cutting edge learning environments for students interested in understanding connections between local cultures, economies, environments, and processes of globalization. The Prescott College concentration in border studies offers access to networks of scholars as well as hands-on experience working with community, social justice, environmental, and cultural organizations in the U.S.-Mexico border region. With bio-regional centers in Tucson, Arizona and Kino Bay, Sonora, and a program for Indigenous educators, Prescott College’s border studies concentration supports applied scholarship and community-based action research that offers students opportunities to learn directly from and work with the experts: the communities most affected by globalization and
leading movements for social, environmental, and economic justice in the region. In addition to a Humanities or cultural studies approach to border studies, this concentration may also be carried out in Education or Environmental Studies.

**Sample Course Descriptions**

Sample Course Descriptions for Adventure Education, Education, Environmental Studies, Humanities

Note: Not all courses are offered every semester. See class schedule for particular year/term.

**Climate Change Education**

This course provides graduate students with an expanded knowledge base and methods for effective communication and teaching of climate change topics. This is an elective, limited-residency course relevant to environmental studies, teacher education, sustainability, adventure education, community development, ecopsychology, social justice, international studies, and the environmentally-focused arts and humanities. The mode of delivery is blended from sessions in residence (during the MAP Colloquia) and use of Moodle to host discussion, resource exchange, document review and datasets. Any Masters or Ph.D. student is eligible to enroll, and the course strongly supports the development of social and ecological literacy. Class participants will use field instrumentation and other datasets for climate factor assessment, implement survey methods to assess public knowledge of climate risk, design role-playing panel discussions for dialogue on climate activism and ethics, and create teaching resources that communicate the current status of climate science, public health impacts, critical environmental resources and earth-atmosphere feedback processes.

**Graduate Scholarship and Research Methodology**

The primary focus of this course, Graduate Scholarship and Research Methodology, is to critically examine research methodologies and methods most appropriate for the student's graduate research. This course is designed to provide for students 1) an opportunity to create a cohort of graduate colleagues that will collaborate in to critically analyze specific and targeted qualitative and quantitative research methods; 2) an opportunity to consider which particular research strategies would be appropriate tools to use in the student's thesis; 3) an opportunity to plan and conduct research using a variety of qualitative and quantitative methods; 4) an opportunity to critically evaluate foundational methodologies and specific methods; 5) an opportunity to synthesize course content in a cited scholarly paper discussing how those methodologies, foundations, or theories might be applied in the thesis or in practice; The course is designed to provide an open forum for the discussion of these elements and connections to the online scholarly resources available through the Prescott College library and website.

**Graduate Writing Workshop**

This course creates an interdisciplinary learning community in which students give and receive constructive feedback on their current writing projects, discover new writing resources, study selected writings and writers, and practice the conventions and rhetorical styles of their disciplinary discourse communities. Two face-to-face meetings will anchor the course’s activities during each of the MAP Colloquia that occur during the semester where presentations and workshop activities are necessarily
synchronous. * The remainder of the course consists of scheduled group sessions originating from one of the course hub locations (Prescott, AZ or Tucson, AZ) as well as postings and responses to the course blog, phone conferences, small group paper exchanges, required readings, drafts and revisions of work for study packets, and interaction with the writing cohort. Students who wish to use an e-portfolio to collect, reflect on, and share their work will be encouraged to do so.

Modes of Inquiry: Graduate Scholarship in the Humanities
This course provides an introduction to the Master of Arts Program and its educational model of student designed, research-based, and faculty-supervised learning. It will provide an overview of scholarly thinking, research, and writing as well as prepare a framework for understanding the MAP model of education. The course will be framed around the basic requirements of the program and is also designed to address the following areas within graduate scholarship: how to select a research problem; how to conduct a literature review; how to design a research question or statement; how to formulate an appropriate research design; how to incorporate theory and epistemology; how to limit research parameters; and how to decide on the appropriate research methodologies and methods. Along the way we will discuss ethics in research, social and eco- logical literacies, and the relationship between academics and activism. In the end, students will complete a working Research Design that can serve as a starting point for developing thesis ideas and questions.

Modes of Inquiry: Graduate Scholarship in Environmental Studies
This course provides an introduction to the Master of Arts Program (MAP) in Environmental Studies (ES) and its educational model of student-designed, research-based, and faculty-supervised learning. It provides an overview of scholarly thinking, research, and writing as well as a detailed introduction to the MAP model of education. The course is framed around the basic requirements of the program and is also designed to provide an overview of both qualitative and quantitative research methods.

Research Methods: Adventure Education Core Course
This course is a mixture of theory and research methods. Students will compare and contrast a number of different research methods, as well as methodologies. Additionally, students will explore ethical issues and the internal review board process used at Prescott College. The course is partially experiential and partially theoretical. Assignments include a comparison contrast paper and a literature review specific to the student's area of focus.

Research Methods
Studies that provide a broad understanding of types of research, statistics, research-report development, research implementation, program evaluation, needs assessment, and publication of research.

Advanced Seminar: Integrating Social and Ecological Perspectives
How can social and ecological perspectives be integrated into critical thought and reflection as well as practical engagement on behalf of the world and all of its diverse inhabitants? We will examine concepts such as compassion and peacemaking as motivating forces in both social and environmental activism.
With this linkage in mind, we will explore the goals and challenges of social justice, humanitarianism, environmentalism, spiritual ecology, and conservation biology in order to better understand the potential conflicts and concordances among them. We will address these issues through readings of primary and secondary literature from multiple disciplines, seminar-style discussions, meetings with guest speakers, documentary films, and field trips to sites of social and environmental concern.

Practicum (Adventure Education, Education, Environmental Studies and Humanities)
The MAP Practicum demonstrates practical application of theoretical learning. The student will undertake a supervised internship or active project and reflect on the relationship between theory and praxis. The practicum will provide opportunity for the student to demonstrate the learning that has taken place in the theoretical component of the Master of Arts Program.

Limited-Residency Master of Science in Counseling

Master of Science in Counseling – Overview, Components, and Graduation Requirements
(Note: The College has changed the name of its M.A. in Counseling Psychology to M.S. in Counseling. Students who entered the M.A. in C.P. prior to the title change in 2014 may graduate with either title. All new students in 2014 and subsequent terms will graduate with the new title.)

The Master of Science in Counseling is a limited-residency, professional preparation program for individuals with the goal of becoming licensed mental health counselors or licensed professional counselors. At the heart of this 60 semester credit program is an approach to mental health and healing that is grounded in the client’s experiential awareness. This diverges significantly from the rather manipulative and mechanistic practices that sometimes characterize the medical model of “diagnose-and-treat” that dominates most psychiatric and psychological training programs across the country. This distinctive and radical approach, with its focus on experiential awareness as essential to authentic mental health and healing, impacts every student who progresses through Counseling program.

Students at Prescott College may optionally enhance and direct their education by choosing from a variety of distinctive concentrations, all of which are offered exclusively by Prescott College and a select handful of other programs in North America. Students seeking to complete the degree with a specific concentration complete additional coursework beyond the 60 credits required for the Master of Arts Program. Each concentration usually requires the completion of five 3-semester credit concentration courses, in addition to the standard 60-credit master’s degree (this requirement may vary for the Expressive Art Therapy program) and requires an additional semester of enrollment. Attendance at one or more fee-based concentration “Institutes” or “Residential Intensives” organized by the College are also required in addition to colloquia.
M.S. in Counseling – Program Features

- A vision of mental health that is founded in the concept of experiential awareness.
- Learning that is grounded in a holistic approach to the client’s personal growth. Mind, body, spirit and cultural context are honored so clients can come to realize their potential for happiness.
- Integration of personal learning goals within state-required courses in Counseling support a professionally credible, student-directed educational experience.
- Limited-Residency format that allows students to pursue their programs of study where they live and work without interrupting jobs, family life, or connections to their own communities.
- Core courses are infused with the distinctive Prescott College values of ecological stewardship and social justice, incorporating an awareness of and sensitivity to the environmental and cultural contexts in which learning and the application of learning occur.
- The program is geared toward licensure. We aim to prepare every graduate for a career as an independently functioning Mental Health Counselor who can contribute powerfully to the promotion and facilitation of health and healing.
- Students complete their courses with qualified mentors and instructors who are experts in the course content areas within the field of counseling.

Counseling Core Curriculum

The curriculum consists of twelve well-structured and carefully crafted courses that are delivered online and that ensure that every student has a thorough immersion in the most up-to-date foundational knowledge that constitutes the field of mental health counseling. The online format ensures students that they are learning everything they need to know to master the foundational knowledge required of a Mental Health Counselor and required to pass licensing exams in this field. The online interactive classroom also helps students to know the academic areas in which they are strong and those in which they need to focus their efforts toward improvement.

The Counseling core curricula differs in two important ways from those taught in most state universities, private colleges, and other graduate institutions.

First, the College is committed to the vision of social justice together with ecological stewardship, or sustainability. Every course reflects this commitment. In many ways this means that students not only learn the mainstream practices of contemporary psychology and psychiatry, but also develop a critique of the extent to which some of these practices have occasionally been used by dominant social groups to oppress those who are weak, poor, or just different.

For example, the curriculum examines how the distinction between “normal” and “abnormal” has often been used as a means by which to contain and constrain dissidents. Whereas many other programs treat the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) psychiatry as if it were gospel, at Prescott College students learn DSM-IV diagnoses, but also try to develop an understanding of the
way in which mainstream psychiatry has often been governed by the interests of the pharmacological industry, the insurance industry, and the ruling class.

Second, the College is committed to the value of experiential awareness as the essential quality of all authentic health and healing. This is significantly different from other programs that teach students to diagnose clients according to the precepts of DSM-IV psychiatry and then to treat them with techniques that are somewhat manipulative and mechanistic. By contrast, the College emphasizes a humanistic, transpersonal, and spiritual approach to the human condition that holds experiential awareness to be the key to personal empowerment and transformation. Both Core and a wide range of elective course options reflect this emphasis.

The Counseling program offers optional concentration programs in Expressive Art Therapies, Equine-Assisted Mental Health, Somatic Psychology, Ecopsychology/Ecotherapy, and Adventure-Based Psychotherapy.

**Counseling Core Courses**
- Professional Orientation to Mental Health Counseling, 3 credits
- Psychopathology: Diagnosis and Treatment Planning, 3 credits
- Human Growth and Development, 3 credits
- Social and Cultural Diversity in Counseling, 3 credits
- Research and Program Evaluation in Mental Health Counseling, 3 credits
- Counseling Methods: Prevention and Intervention, 3 credits
- Helping Relationships: Basic Counseling Skills, 3 credits
- Career and Lifestyle Development: Challenges of Adulthood, 3 credits
- Group Work: Clinical Theory and Practice, 3 credits
- Assessment: Psychological Testing and Appraisal in Counseling, 3 credits
- Professional Counseling Ethics, 3 credits
- Counseling Theories, 3 credits

**Counseling Graduation Requirements**
Students complete three components – theory (coursework), practicum and internship, and a capstone thesis paper. Full-time students (15 credit hours per semester) complete the 60 semester-credit program in two years. Students seeking to complete a concentration must complete additional coursework and, in some cases, participate in additional experience-based workshops to hone their professional skills.

The 60-credit master’s degree is typically structured as follows:
- Twelve, 3-semester credit core courses (36 total credits)
- Five, 3-semester credit Elective Courses (15 total credits)
- One, 3-semester credit Practicum (3 total credits)
- Two, 3-semester credit Internship Courses (6 total credits)
• Completion of a Capstone Thesis Paper as well as Residency Requirements

Transfer Credit
The Chair of Counseling will review any request of transfer credits made by an applicant to the program. Up to fifteen semester credits of state-required courses or electives may be transferred from prior graduate work. Students must complete a minimum of 45 semester credits at the College.

Additional Requirements
Students enrolled in the Counseling program are required to structure their program of study to meet both the licensing requirements of the State in which they intend to work professionally. It is the responsibility of each student to research and understand the requirements for licensure in the State(s) in which they intend to work.

Students are also required to participate as clients in a therapeutic process with a licensed Mental Health Practitioner while completing their graduate degree at the College. The minimal requirement is 20 full sessions, which must be documented prior to graduation by a letter from the Practitioner.

Counseling Residencies
Students are required to attend a total of six colloquia in the course of the degree program and two colloquia per academic year as long as the student is enrolled in courses. (The faculty recommend attending at least one colloquium per semester.) For all students, one colloquium may be replaced by documented attendance at a professional conference or appropriate training program. This requires prior Core Faculty approval. For students actively involved in one of the specializations, attendance at one of Prescott College’s specialization training programs may be substituted for one additional colloquium, with prior Core Faculty approval. If a colloquium is missed without prior approval, for example due to an emergency, students are required to make special arrangements with the Chair of Counseling to find a suitable substitute training activity.

Practicum and Internship
Students are required to complete a supervised practicum and internship that meets the requirements of the licensing board of the state in which they intend to practice professionally. The practicum is a clinical training experience consisting of 300 hours in a field placement. At least 40% of these hours must involve direct client contact under supervision. Typically, the internship consists of a more advanced clinical training experience of at least 600 hours, with at least 40% of these hours involving direct client contact under supervision. Clinical training experiences are generally carried out under the direction of an on-site, licensed clinical supervisor assigned by the agency offering the training. Clinical training experiences are also covered by three, 3-credit courses (1 credit for each 100 hours of training) in which a member of the Core Faculty monitors the quality of the student’s training and offers additional group supervision.
Employment at Clinical Training Sites
Students are permitted to complete their practicum/internship experiences at their place of employment so long as the goals and objectives of the experiences are clearly and demonstrably related to new learning. Students may also seek paid practicum/internship experiences if available.

Capstone Paper
Students in Counseling are required to complete a Capstone Paper. This experience is intended to facilitate integration of the learning that has occurred throughout the program. It also demonstrates mastery of a special topic, research question, or area of interest. The Capstone Paper may report on a small research investigation (qualitative or quantitative), or it may be a report of a project the student has undertaken – developing and delivering a workshop, for example. The report of this work does not usually exceed 40 pages written in APA format and style.

Students are encouraged to consult early and often with their Core Faculty about a potential Capstone Paper. At least a semester in advance of beginning work on the Capstone Thesis Paper, students are required to submit a brief but specific “Capstone Plan”. This Capstone Plan must be accepted by the student’s Core Faculty before the student is permitted to embark on the project or the research.

Course Plans for Mentored Courses
Course Plans are reviewed and refined by Core Faculty at the beginning of each semester. They are essentially syllabi, but also constitute a signed agreement between the student and the Core Faculty regarding semester expectations. Core Faculty are also expected to require students to render their plans in conformity with state licensing requirements.

Mandatory Insurance Requirement for Counseling Students
Counseling students must maintain malpractice insurance throughout their entire graduate program. The College carries liability insurance to cover students in such field placements.

Counseling Concentrations
By combining the following concentrations with the state certification courses, a student will be well prepared to enter into several fields. We strive to have Associate Faculty with expertise in each of the following areas that oversee these concentrations.

Concentration in Adventure-Based Psychotherapy
The Adventure Based Psychotherapy concentration is designed for self-directed learners with some background in either mental health or outdoor/experiential education who wish to specialize in adventure-based intervention. The fifteen credit hour concentration is in addition to the sixty credit hours required for the Master of Science. This is one of the very few, if not the only academic program in the US that incorporates the experience of the wilderness in modalities designed to heal clients and facilitate their personal exploration. Graduates possess competencies in both conventional psychotherapy and adventure therapy, including wilderness leadership (as desired), and are employable in a range of settings, from educational to clinical.
The Practicum
Qualifying Adventure-Based Psychotherapy practica are recognized in the professional community as delivering clinical psychotherapeutic treatment primarily (or at least partially) from a philosophical and methodological base grounded in adventure and experiential learning. A 700-hour (minimum) applied practicum encompassing both clinical (traditional) and outdoor settings interweaves throughout the ongoing course- work. The practicum focuses on experiential development of outdoor activity skills and includes Wilderness First Responder first aid training for students who are not already certified. The practicum is not theoretical learning; nor is it skills training. A practicum must consist of work in which the student is applying the previously learned theory in actual counseling with clients. The total number of practicum hours required varies from state to state. However, a minimum of 400 hours must occur in a qualified Adventure-Based Psychotherapy practicum setting, and a minimum of 300 must occur in a “traditional” counseling setting. Students receive a fixed amount of academic credits (12 semester credits) for the entire practicum. If a state requires more than 700 hours, students are eligible for more than 12 semester credits. Of the 400 hours required for the Adventure-Based Psychotherapy practicum, no less than 250 of these must be in direct supervised client contact. No more than 150 may be spent on other clinical duties. Of the 300 hours required in the traditional counseling setting, no less than 200 of these hours must be direct supervised client contact. No more than 100 may be spent on other clinical duties. The practicum may begin in the second or third term, depending on the student’s needs, and can continue into the fourth or fifth term. Students are encouraged to begin exploring sites and arrangements for the practicum from the earliest possible stage in their program. It is unlikely that the entire practicum (especially the 450 direct contact hours) will be completed in one term. Students can expect to accumulate practicum hours over the span of at least two semesters and possibly a summer. A qualified practicum will, ideally, offer an on-site supervisor who is a master or doctoral-level, licensed clinician with an extensive background in Adventure-Based Psychotherapy. If such a combination is not available in one such supervisor, a Master of Arts Program honorarium may be used to pay for a second off-site supervisor (to be arranged with support from Core/associate faculty).

If the student’s state/province does not accept Adventure-Based Psychotherapy practice for practicum credit, the Master of Arts Program student needs to meet the state/province hours in a “traditional” counseling setting in addition to completing the 400 hours. This may result in the need to consider a sixth term in the Master of Arts Program.

Adventure Skills Training (AST)
In order to meet graduation requirements, Adventure-Based Psychotherapy students must demonstrate minimal competencies in backcountry travel/living, and at least one area of skill concentration, e.g., rock-climbing, paddling, challenge course, skiing, etc., as well as Wilderness First Responder (WFR) training in first aid. The student’s chosen practicum site may expect a specific level of prerequisite training in one or more areas. Students in need of Adventure Skills Training (AST) should arrange to gain these skills during summer or winter breaks. Documentation of this learning (completed in coordination with Core Faculty) is due and semester credits assigned the term immediately following summer or winter break training experiences. Some shorter trainings may be interwoven into related courses during a term. While students have the option of receiving academic credit for their Adventure Skills
Training, this credit qualifies as ‘theory’ in the Master of Arts Program, not towards the practicum. Some may elect to decline credit for this training if they have enough credits to meet the program requirements. To obtain credit, the student will plan with faculty guidance to incorporate scholarly literature, reflection, writing, and the training experience to be submitted in a regular study packet.

**Wilderness First Responder (WFR)**
Students should plan to complete an 80-hour Wilderness First Responder course through a nationally established program prior to completion of their practicum experience. Students can receive up to three ‘theory’ credits for documented completion of the WFR course. Suggested (though not endorsed) sources for specific Adventure Skills Trainings include, but are not limited to: National Outdoor Leadership School (NOLS); Outward Bound; Project Adventure; American Mountain Guides Association; American Canoeing Association; Wilderness Education Association; Tom Brown Jr. Trackers School; Animus Valley Institute; School of Lost Borders; Wilderness Awareness School; Boulder Outdoor Survival School, and outdoor leadership and training seminars.

**Concentration in Ecopsychology**
The Ecopsychology program is a five course, fifteen credit-hour concentration that integrates perspectives from ecopsychology, deep ecology, ecofeminism, ecology, nature-based experiential learning, historical and current perspectives on indigenous people’s world views, earth based traditional healing practices, eastern philosophy, anthropological study of ritual and rites of passage, transpersonal psychology and consciousness theory as a theoretical underpinning for an approach to practicing counseling within the larger counseling profession. The application of this integration of perspectives is considered in the context of current wilderness therapy and ecotherapy practices. An emphasis on experiential learning, group work and facilitation of insight as therapeutic techniques, as well as an examination of issues of transfer of learning will be included.

Unlike other eco-psychological educational approaches this program requires a commitment to application as a portion of practicum and internship, and as evidenced by records of the student’s practice and experiences in the field. Students will be required to document competence in the practice of ecotherapy skills under clinical supervision in a clinical setting as a portion of their training. As this program is Limited-Residency, accessing opportunities for application of these skills is a significant expectation to be fulfilled by the student.

Emphasis is placed on the transpersonal nature of ecotherapy and the significance of attachment theory in explaining pathology in an ecopsychological model. Students interested in wilderness; adventure venues; horticultural; broad based animal assisted situations, or nature-based settings; and counselors aspiring to consult to industry in the area of eco-psychological health and environmental design will find this program worthy.

**Courses (15 semester credits)**
- Foundations of Ecopsychology
- History and Principles of Ecopsychology
Post-Master’s Certificate in Ecopsychology

Students who have already attained a master’s degree in a field of mental health practice may apply to join the program and work toward a Certificate in Ecopsychology. This requires completion of five, 3-credit courses, attendance at four colloquia at Prescott College, and successful participation in at least two intensive workshops.

Courses (15 semester credits)

- Foundations of Ecopsychology
- History and Principles of Ecopsychology
- Wilderness as a Healing Environment
- Risk Management in Ecotherapy Practice
- Standards of Practice and Ethics in Ecotherapy

Concentration in Expressive Art Therapy

Post-Masters Certificate in Expressive Art Therapy

The Expressive Art Therapy blends a passion for art with the skills of counseling. The program meets the educational standards for the American Art Therapy Association (www.aata.org) and the International Expressive Art Therapy Association (www.ieata.org) for becoming a registered expressive art therapist, and the requirements for licensure with the Arizona Board of Behavioral Health. Students seeking licensure in other states must make sure that their degree program covers the necessary requirements of the licensing board in their state. Depending on the state licensure requirements, the Master of Science in Counseling with a concentration in Expressive Arts Therapy will take two and half to three years to complete.

In combination with the core courses required for professional licensure the student will engage in study of the history, ethics, and practice of expressive art therapy. Expressive art therapies involve the use of visual art, music, movement, poetry and performance, as well as the inter-modal application of these in therapy and healing.

Students have the option of seeking registration as an Art Therapist (ATR) through the American Art Therapy Association or registration as an Expressive Arts Therapist (REAT) through the International Expressive Arts Therapy Association. The Prescott College model allows for flexibility of design to meet either or both registration requirements as far as course content and area of focus, which can be either art therapy or multi-modal expressive arts. Students engage in coursework with qualified mentors who are licensed Behavioral Health Professional and either an ATR or REAT.
Program Requirements
The Master of Science in Counseling with a concentration in Expressive Arts Therapy combines the 60 credit M.S. and the 30 credit coursework required for the Post-Masters Certificate in EAT into an 90 credit-hour program. This includes coursework, a supervised counseling practicum (in some cases a separate Expressive Arts Therapy practicum), attendance at all colloquia, attendance at two Summer Institutes, and a capstone thesis paper. Descriptions of the required courses are listed in this catalog.

EAT Coursework:
History and Theory of Expressive Art Therapy, 3 credits
Materials and Techniques in EAT, 3 credits
Applications of EAT, 3 credits
Group Work and Dynamics in EAT, 3 credits
Assessment in EAT, 3 credits
Standards of Good Practice: Ethical and Legal Issues in EAT, 3 credits
Cultural Diversity in EAT, 3 credits
Advanced EAT Elective, 3 credits
Supervised Practicum and Internship in EAT
Studio/Expressive Arts, 1 credit

Some states allow the imbedding of specialized Expressive Arts Therapy material into licensure courses. It is the student’s responsibility to research if that is the case in her or his state. The state of Arizona does not allow imbedding.

Expressive Arts Therapy Summer Institutes
Since 2002, students and mental health professionals from around the world meet at Prescott College for two weeks in July/August to take part in this annual event. The goal of the Institute is to provide participants with a residency experience and the ability to study with internationally renowned educators such as Cathy Malchiodi, Dariah K. Halprin, Pat Allen, Bruce Moon, and Cathy Moon. The Institute is very hands-on and a perfect venue in which educators, counselors, and students can learn in a supervised experiential learning environment. Questions and information about available Summer Institute Scholarships can be directed to Camille Smith via email at csmith@prescott.edu.

Concentration in Equine-assisted Mental Health
Prescott College’s pioneering Equine-Assisted Mental Health (EAMH) certification program is a unique opportunity for students pursuing a Master of Arts Degree in Counseling to study the rapidly evolving field of partnering with equines in mental health therapy. The EAMH certificate program adds 15 credits of specialized courses to the Counseling degree and prepares students for licensure or certification in their home states with an added concentration in equine-assisted mental health as a treatment strategy. The EAMH certificate blends a comprehensive theoretical framework with hands-on experience in equine-assisted/facilitated work under the guidance of internationally renowned practitioners. The 15 credit concentration consists of five courses. Four of these courses each contain a
full semester of structured course work, delivered through an e-learning platform, as well as a four-day residential intensive workshop. The fifth course comprises of supervised clinical work in the field.

**Coursework (15 credits)**
- Explorations in Equine-Assisted Mental Health
- Equines in the Therapeutic Environment in Equine-Assisted Mental Health
- Individual and Group Facilitation in Equine-Assisted Mental Health
- Best Practices in Equine-Assisted Mental Health
- Equine-Assisted Mental Health Clinical Field Experience(includes 100 hours of supervised client work)

The EAMH certificate program provides a breadth of resources, perspectives and faculty support that informs and enhances your way of bringing people and horses together to support profound growth and change. The program allows you to discover ways of partnering with the horse in the field of mental health that suit you and the populations you want to work with.

**Relational Horsemanship at Prescott College**
The principles of relational horsemanship are not new, they are fairly universal, and lay the framework for relationships of many kinds, human-to-human, and human to the natural world. Relationships with horses, like those with people, need to be developed, and they take many of the same skills: listening, observing, leading and following, collaborating, and creating connection. Understanding the equine as a species and engaging in interactions informed by learning theory helps create the foundation for this relationship.

**Residential Intensives**
Students in the Master of Arts program in Counseling with a concentration in Equine-assisted Mental Health attend a four-day Residential Intensive at a equine facility as part of their course work. Student fees cover ranch accommodations, food, and facility use, as well as for care and feeding of the equine herd. The fee can be covered through financial aid.

Applicants seeking a similar educational experience but without the goal of pursuing professional licensure are encouraged to apply to the Equine-assisted Learning concentration through the Masters of Arts program with a concentration in Education.

**Post-Master’s Certificate in Equine-assisted Mental Health**
The Post-Master’s certificate in Equine-Assisted Mental Health (EAMH) blends a comprehensive theoretical frame with hands-on experience in equine-assisted work under the guidance of internationally renowned practitioners.

This 15 graduate credit, one year low-residency program comprises of four courses, each anchored by a residential intensive workshop. The program also includes a field experience, where acquired knowledge and skills are synthesized and applied by working under supervision in the field. The Post-Master’s Certificate is designed for students who hold a Master’s degree in field of mental health practice (such
as counseling, social work, clinical psychology or adventure-based therapy), and who wish to include horses in their practice.

**Coursework (15 credits)**
- Explorations in Equine-Assisted Mental Health
- Equines in the Therapeutic Environment in Equine-Assisted Mental Health
- Individual and Group Facilitation in Equine-Assisted Mental Health
- Best Practices in Equine-Assisted Mental Health
- Equine-Assisted Mental Health Clinical Field Experience (includes 100 hours of supervised client work)

**Concentration in Somatic Psychology**
Somatic psychology and body-mind therapies are the wave of the future, approaching health and healing as a holistic venture that involves body, mind, soul, as well as the social and natural ecosystem in which the person conducts his/her life’s journey. This approach is grounded on the experiential awareness of our embodiment, and thus remedies the shortcomings of most Twentieth Century psychologies that ignore the meaningfulness of our body and its interconnectedness with all that is around it. Somatic psychology teaches us to listen to the way in which our embodiment speaks our stories and our history. Body-mind therapies recruit our whole being in the service of health, healing, and the fullest realization of our life’s potential.

In addition to preparing graduates for licensure as a Mental Health Counselor (Licensed Professional Counselor, or Marriage and Family Therapist), this concentration requires the student to become familiar with body-mind modalities of healing, such as Somatic Experiencing, Hakomi, Rubenfeld Synergy, Process Psychology, etc. The concentration involves five courses in addition to the 60-credit Master of Science degree, including a required course on the “Foundations of Somatic Psychology.” Other courses are designed according to the needs and interests of the individual student. Students work with faculty to customize the following coursework according to the students’ interests.

**Core courses (15 semester credits):**
- Foundations of Somatic Psychology and Body-mind Therapy
- Somatic Psychology and Contemporary Science
- Survey of Body-mind Therapies
- Practices of Body-mind Therapy
- Standards of Practice and Ethical Issues in Body-mind Therapy

**Areas of Special Interest**
Within the parameters of a CACREP-aligned curriculum, students can work with faculty advisors to shape their elective mentored studies courses and capstone to focus their program of study in areas of special interest such as:
- Marriage and Family Therapy
- Hypnotherapy
Counseling Course Descriptions

Core and Required Courses:

Professional Orientation to Mental Health Counseling
This course introduces graduate students to the field of Mental Health Counseling, and provides an essential foundation in matters of professional identity and orientation, ethics and standards. It is required in the first semester of entry into the Master's degree program, and must be passed with the equivalent of a grade of "B" or better. The following ten topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) history and philosophy of the counseling profession; (b) professional roles, functions and relationships; (c) counselor's roles in interdisciplinary emergency response teams; (d) self-care strategies for counselors; (e) counseling supervision models, practices and processes; (f) professional organizations and their functioning; (g) professional credentialing, certification, licensure, and the impact of public policy; (h) the advocacy roles of professional counselors; (i) advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

Psychopathology: Diagnosis and Treatment Planning
This course acquaints students with current perspectives on psychopathology as used in the practice of Mental Health Counseling. It also examines notions of normality and abnormality as influenced by the social, cultural and political context within which they are utilized. Students gain a working understanding of the Diagnostic and Statistical Manual of Mental Disorders (DSM). However, a strong emphasis in this course is one the development of clinical skills of observation, inference, conceptualization, and approaches to intervention. The following five topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the DSM; (b) the established diagnostic criteria for mental and emotional disorders, as well as common treatment modalities and placement criteria within the continuum of care; (c) the impact of co-occurring substance use disorders on medical and psychological disorders; (d) the relevance and potential biases of commonly used diagnostic tools with multicultural populations and diverse social groups; (e) the appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

Human Growth and Development
This course acquaints students with contemporary perspectives in developmental psychology. Particular emphasis is placed on infancy, childhood, and adolescence (as adult development is addressed in "Career and Lifestyle Development: Challenges of Adulthood"). Students are required to acquire basic
skills of child and adolescent observation, as well as to understand the principles and theories that are current in this field. The following eight topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) theories of individual and family development and transitions across the life span; (b) theories of learning and personality development, including current understandings about neurobiological behavior; (c) effects of crises, disasters, and other trauma-causing events on persons of all ages; (d) theories and models of individual, cultural, couple, family, and community resilience; (e) a general framework for understanding exceptional abilities and strategies for differentiated interventions; (f) human behavior, including an understanding of developmental crises, disability, psychopathology, and situational or environmental factors that affect both normal and abnormal behavior; (g) theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; (h) theories for facilitating optimal development and wellness over the lifespan.

Social and Cultural Diversity
This course acquaints students to the rich diversity of social groups and cultures that are encountered in the practice of Mental Health Counseling. Studies that provide an understanding of the social and cultural context of relationships, issues, and trends in a multicultural society are reviewed. The course also addresses the role of the Mental Health Counselor in advocating appropriately for those who are disempowered or disenfranchised.

The following six topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally; (b) attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients; (c) theories of multicultural counseling, identity development, and social justice; (d) individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies; (e) counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; (f) counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

Research and Program Evaluation in Mental Health Counseling
This course empowers students to become sophisticated consumers of clinical research studies, as well as to acquaint them with the basics of program evaluation. The emphasis is less on learning how to do research, and more on gaining an understanding of how and why research is conducted. The political, social and cultural implications of various research strategies are discussed. The importance of being able to read and critique research findings in the practice of Mental Health Counseling is emphasized. The following six topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) the importance of research in advancing the counseling profession; (b) research methods such as qualitative, quantitative, single-case designs, action
research, and outcome-based research; (c) statistical methods used in conducting research and program evaluation; (d) principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications; (e) the use of research to inform evidence-based practice; (f) ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

Counseling Methods: Prevention and Intervention
This course surveys a range of prevention and intervention methods used in Mental Health Counseling in a socially diverse and multicultural society. The following nine topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) principles of mental health, including prevention, intervention, consultation, education and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society (b) etiology, diagnostic process and nomenclature, treatment, referral and prevention of mental and emotional disorders (c) models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help) (d) the disease concept and etiology of addiction and co-occurring disorders; (e) the range of mental health service delivery-such as inpatient, outpatient, partial treatment and after care and the clinical mental health counseling services network; (f) the principles of crisis intervention for people during crises, disasters and other trauma causing events; (g) the principles, models and documentation formats of bio-psychosocial case conceptualization and treatment planning; (h) recognition of the importance of family, social networks and community systems in the treatment.

Helping Relationships: Basic Counseling Skills
This course supports students in learning the basic skills necessary for any healing relationship, and central to the practice of Mental Health Counseling in a socially diverse and multicultural context. The following seven topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) an orientation to wellness and prevention as desired counseling goals; (b) counselor characteristics and behaviors that influence helping professions; (c) essential interviewing and counseling skills; (d) counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions - students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling; (e) a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions; (f) a general framework for understanding and practicing consultation; (g) crisis intervention and suicide preventions.

Career and Lifestyle Development: Challenges of Adulthood
This course surveys some of the crucial developments that commonly occur in adult life, as they pertain to the practice of Mental Health Counseling in a socially diverse and multicultural context. Aspects of career, relational, and lifestyle development, as well as their interrelations, are discussed. The following seven topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) career development theories and decision-making models; (b)
career, avocational, educational, occupational, and labor market information resources, and career information systems; (c) career development program planning, organization, implementation, administration, and evaluation; (d) interrelationships among and between work, family, and other life roles and factors, including the role of multicultural and diversity issues in adult development; (e) career and educational planning, placement, follow-up, and evaluation; (f) assessment instruments and techniques relevant to career planning and decision-making; (g) career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

Group Work: Clinical Theory and Practice
This course provides both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural and socially diverse society. Students are required to participate in a group as part of the learning experience expected in this course. The following five topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles; (c) theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; (d) group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; (e) direct experiences in which students participate as group members in a small group activity, approved by the course's Instructor, for a minimum of 10 clock hours over the course of the Semester.

Psychological Testing and Appraisal in Counseling
This course provides an understanding of individual and group approaches to assessment and evaluation in a multicultural and socially diverse society. The following seven topical areas, required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), will be covered: (a) historical perspectives concerning the nature and meaning of assessment; (b) basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations; (c) statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distribution, and correlations; (d) reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); (e) validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity); social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; (g) ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

Professional Counseling Ethics
Provides a broad understanding of professional counseling ethics, legal standards, and responsibilities. This course is designed to provide students with a philosophical base for making ethical decisions in the
professional situations they encounter. In addition, it involves opportunities to discuss many specific ethical and professional issues that are commonly encountered in the profession.

Supervised Counseling Practicum
The three-credit counseling practicum is designed to facilitate refinement of counseling and interviewing skills and the development of new skills. Through closely supervised one-to-one and group counseling experiences the student can expand his/her repertoire of counseling techniques and interpersonal relationship skills with opportunities to experience direct and specific feedback from a clinical supervisor. Requires receipt of the Practicum / Internship Application and Agreement forms by the Practicum and Internship Coordinator by the deadline (two weeks prior to start of spring semester) or enrollment for spring practicum or internship credits and any related hours accumulated will not be approved.

Supervised Counseling Internship
The Counseling Internship experience is the final and most comprehensive professional experience in a student's counseling program. It is an opportunity to synthesize and apply knowledge with supervised training at a site congruent with the student's career goals while counseling clients' representative of the ethnic, lifestyle, and demographic diversity in the community. Through the sharing of experiences in both group and individual supervision, students refine previously learned skills in an increasingly autonomous role with clients. Requires receipt of the Practicum / Internship Application and Agreement forms by the Practicum and Internship Coordinator by the deadline (two weeks prior to start of spring semester) or enrollment for spring practicum or internship credits and any related hours accumulated will not be approved.

General Elective Courses

Working with Children
Reviews the principles and applications of counseling and therapy with children.

Working with Adolescents
Reviews the principles and applications of counseling and therapy with adolescents.

Working with the Elderly
Reviews the principles and applications of counseling and therapy with senior citizens.

Working with Offenders
Reviews the principles and applications of counseling and therapy with offenders.

Working with Domestic Abuse
Reviews the principles and applications of counseling and therapy with victims and perpetrators of domestic abuse and violence.
Approaches to Trauma Resolution
Reviews the principles and applications of working with clients who experience the long-term effects of trauma.

Therapeutic Processes
Examines advanced and specialized methods of psychotherapy. Students select a particular modality of therapy to study.

Treating the Depressed Client
Advanced studies of principles and applications in working with clients suffering depression.

Treating Personality Disorders
Advanced studies of principles and applications in working with personality-disordered clients.

Medical Family Therapy
Advances studies of principles and applications in working with clients who are suffering medical difficulties or who have a family member suffering such difficulties.

Ritual Aspects of Healing
Examines the use of ritual in counseling, psychotherapy, and related healing practices.

Death, Dying and Bereavement
Examines principles and applications in working with clients who are grieving a loss or are themselves in the process of dying.

Cross-Cultural Study of Mental Health Practices
Advanced studies in counseling and related healing practices from non-USA cultures, including research into shamanic and associated methods.

Transpersonal and Energy-Based Therapies
Examines principles and applications of transpersonal and energy-based therapies in relation to Mental Health Counseling.

Pre- and Perinatal Psychology
Examines research on the influence of prenatal and perinatal factors on individual development across the lifespan.

Liberation Psychology
Examines the way in which post-colonial culture and the pedagogy of the oppressed relates to the challenges of Mental Health Counseling and the advocacy of social justice.

Biological and Pharmacological Aspects
Examines research on the biological bases of mental disorders and reviews the range of available psychopharmacological treatments.

Meditation Practices and Mental Health Practices
Examines research on meditation practices as they relate to the challenges of mental health counseling.

Special Methods in Mental Health Counseling
Students select a special topic of interest in the practice of mental health counseling and review research and current best practices related to their chosen topic.

Community Collaboration and Counseling
Reviews the principles and applications of collaboration between the mental health professional and various components of the community, including school districts, law enforcement agencies, judicial systems, etc.

Consultation and Supervision Practices
Reviews the principles and applications of consultation and supervision in diverse settings.

Professional Planning in Mental Health Counseling
Reviews the organization, structure, and economic and political factors involved in the functioning of agencies as well as independent private practice.

Clinical Research and Statistical Methods
Reviews the principles and practices of clinical research and introduces the range of relevant statistical methods.

Advanced Study of Counseling Practices
Advanced studies of principles and applications of counseling and related healing practices.

Advanced Studies in Consciousness
Examines research on altered and non-ordinary states of consciousness in relation to healing practices in Mental Health Counseling and other modalities.

Human Sexuality
Reviews the range and variability of human sexuality across the lifespan and in multicultural contexts, as well as examining sexual difficulties and disorders and the associated treatment modalities.

Therapy and Sexual Orientation Issues
Reviews the principles and applications of counseling and therapy with gay, lesbian, bisexual, transgendered, intersex and queer clients.

Therapy with Sexual Difficulties and Disorders
Reviews the principles and applications of counseling and therapy with a range of sexual difficulties, dysfunctions and disorders.

Crisis Intervention and Disaster Psychology
Reviews the principles and applications of working with clients in crisis or suffering in the wake of natural or human-instigated disasters. The course will include a discussion of responses to violence and to suicidal clients.

Counseling Special Populations
Students select a particular population with special needs and review the principles and applications of working in counseling or psychotherapy with such clients.

Rehabilitation Counseling
Reviews principles and applications of working with clients in rehabilitation.

Counseling Interventions
Examines advanced and specialized methods of intervention in Mental Health Counseling. Students select a particular modality to study.

Transactional Analysis Theory and Practice
This course is an exploration and examination of Transactional Analysis theory and practice. Students will be introduced to the main concepts of TA which offers a way of understanding self and others. The course will give students a clear understanding of the language of TA including clarity of terms and definitions and their interconnectedness as well as a basic knowledge of the application of Redecision Transactional Analysis in psychotherapy.

Play Therapy I: Foundations of Play Therapy
Review of history, theories, and practices of play therapy across a life span.

Play Therapy II: Techniques of Play Therapy
Examines advanced principles, applications, and research in play therapy.

Capstone Thesis Completion
Students work on their research capstone thesis paper.

**Concentration Courses**

Foundations of Expressive Art Therapy
Reviews the principles and applications of expressive art therapy.

Expressive Art Therapies I: History and Theory of Expressive Art Therapy
Foundational course examines the history and theory, events and practitioners and the development of art therapy as a distinct therapeutic practice. Course includes an overview of psychotherapy theories relevant to art therapy, development of creativity and the creative process.

Expressive Art Therapies II: Techniques of Practice in Expressive Art Therapy
Examines advanced issues in the theory and practice of expressive art therapies.

Expressive Art Therapies III: Applications of Expressive Art Therapy
Examines advanced issues in the theory and practice of expressive art therapies.

Expressive Art Therapies IV: Group Work and Expressive Art Therapy
Examines advanced issues in the theory and practice of expressive art therapies.

Expressive Art Therapies V: Art Therapy Assessment
Examines advanced issues in the theory and practice of expressive art therapies.

Expressive Art Therapies VI: Ethical and Legal Issues in Art Therapy
Examines advanced issues in the theory and practice of expressive art therapies.

Expressive Art Therapies VII: Standards of Practice in Art Therapy
Examines advanced issues in the theory and practice of expressive art therapies.

Expressive Art Therapies VIII: Cultural and Social Diversity in Art Therapy
Examines advanced issues in the theory and practice of expressive art therapies.

Equine Assisted Mental Health I: Explorations in Equine Assisted Mental Health
This learner-centered course is designed for participants to gain a comprehensive understanding of the EAMH field and its application within and counseling and psychotherapy fields. It will address counseling theories that helped inform and develop the practice of EAMH, the history and development of the field, as well as a consideration of elements of safe, effective, ethical practice.

Relational Horsemanship: Facilitating with the Help of Horses
This learner-centered course is designed for participants to gain a comprehensive understanding of relational horsemanship. Course material includes but is not limited to: developing an understanding of relational horsemanship skills and awareness; completing a review of equine behavior and the basics of safety in the horse-human relationship; applying this information within the practice of EAMH; and demonstrating ethical, compassionate treatment of horses, the environment and all living beings.

Group Process and Facilitation Skills for EAMH
This learner-centered process is designed for participants to gain a comprehensive understanding of the theory and principals of Group Facilitation Skills and Process and its application within the field of Equine Assisted Mental Health.
Best Practices in Equine Assisted Mental Health  Provides students with advanced skill building and practice experience, professional orientation, ethical sensibilities, and competencies.

Foundations of Ecopsychology and Ecotherapy
Reviews the principles and applications of ecopsychology and ecotherapy.

Ecopsychology and Ecotherapy I: History and Principles of Ecopsychology
Examines advanced issues in the theory and practice of ecopsychology and ecotherapy.

Ecopsychology and Ecotherapy II: Wilderness as a Healing Environment
Examines advanced issues in the theory and practice of ecopsychology and ecotherapy.

Ecopsychology and Ecotherapy III: Risk Management in Ecotherapy Practice
Examines advanced issues in the theory and practice of ecopsychology and ecotherapy.

Ecopsychology and Ecotherapy IV: Standards of Practice and Ethics in Ecotherapy
Examines advanced issues in the theory and practice of ecopsychology and ecotherapy.

Foundations of Adventure-Based Psychotherapy
Reviews the principles and applications of adventure-based psychotherapy.

Adventure-Based Psychotherapy I: History and Theory of Adventure-Based Psychotherapy
Examines advanced issues in the theory and practice of adventure-based psychotherapy.

Adventure-Based Psychotherapy II: Adventure-Based Facilitation and Counseling Skills
Examines advanced issues in the theory and practice of adventure-based psychotherapy.

Adventure-Based Psychotherapy II: Risk Management in Adventure-Based Psychotherapy Settings
Examines advanced issues in the theory and practice of adventure-based psychotherapy.

Adventure-Based Psychotherapy IV: Wilderness as a Healing Environment
Examines advanced issues in the theory and practice of adventure-based psychotherapy.

Foundations of Somatic Psychology and Bodymind Therapy
Reviews the principles and applications of somatic psychology and bodymind therapy.

Somatic Psychology and Bodymind Therapy I: Somatic Psychology and Contemporary Science
Examines advanced issues in the theory and practice of somatic psychology and bodymind therapy.

Somatic Psychology and Bodymind Therapy II: Survey of Bodymind Therapies
Examines advanced issues in the theory and practice of somatic psychology and bodymind therapy.
Somatic Psychology and Bodymind Therapy III: Practices of Bodymind Therapy
Examines advanced issues in the theory and practice of somatic psychology and bodymind therapy.

Somatic Psychology and Bodymind Therapy IV: Standards
Examines advanced issues in the theory and practice of somatic psychology and bodymind therapy.

Limited-Residency Doctor of Philosophy in Education with concentration in Sustainability Education

See the College-wide Policy and Information Section above for information pertaining to: admissions; enrollment and registration; tuition and fees; academic policies; evaluation; academic calendar; student grievances; and student code of conduct.

Mission Statement
The Ph.D. program in Education, concentrating in Sustainability Education, provides an opportunity for advanced, interdisciplinary, student-centered learning that addresses important global and local issues. It is based on the traditions, values, and educational philosophies that have differentiated Prescott College from other educational institutions since the 1960s. This Ph.D. Program emphasizes rigorous scholarship, critical thinking, and action-oriented research. The program fosters open discourse through respect for diverse perspectives and scholarly collaboration. Integrated, interdisciplinary thinking promotes the evolution of ecological understanding, psychological/philosophical consciousness, and social learning for a humane and sustainable future.

Overview
The doctoral program in Education at Prescott College, concentrating as it does in Sustainability Education, logically derives from and brings together several strengths in the undergraduate and graduate (Masters level) curricular specialties. These are Education (especially Alternative and Experiential Education), Environmental Studies (especially Environmental Education and Sustainability Science and Practice), Humanities and Social Sciences (especially Social Justice and Peace Studies), and Psychology (especially Ecopsychology and Educational Psychology).

The design of the program is flexible enough to accommodate many individual learning goals, but is focused sufficiently to generate collaborative and challenging scholarly discourse within a solid, if relatively new, academic concentration. Breadth is achieved through participation in a shared sequence
of foundational courses and a common area of interdisciplinary inquiry (Sustainability Education). Depth is achieved through study of individually designed courses and the dissertation/project process.

This Limited-Residency program uniquely combines expansive, interdisciplinary inquiry with intense, individualized research and practice. Four years of concentrated study and research culminate in a dissertation/project that reflects the high academic rigor expected of a doctoral dissertation and also includes a socially significant application.

The mode of study for doctoral students is mentored study guided by graduate faculty and doctoral committees. Each student’s committee consists of a core faculty advisor, two doctoral mentors, and an external consultant reviewer. The faculty advisor oversees the students’ academic program and facilitates interactions between the students and other doctoral committee members. The faculty normally chairs the doctoral committees but with approval from the faculty, another chair may be assigned. In full consultation with the doctoral student, the faculty member approves selection of the two doctoral mentors during the first year of the student’s program. The external consultant reviewer joins the committee during the dissertation/project phase to provide additional expertise and critical review of the student’s work. Faculty, doctoral mentors, and external consultant reviewers are recruited on the basis of personal and professional understanding of sustainability education, as well as expertise in the student’s planned individual focus area(s).

Concentration in Sustainability Education
The Ph.D. Program in Education views education broadly – as social learning that occurs in settings that are both formal (educational institutions, for example) and non-formal (such as families, community events, media, and businesses). Furthermore, the term “education” is considered to mean both the act or practice of educating or being educated and the study of education as a process (Richardson, 2003; Sterling, 2001). Education for sustainability, therefore, is the act or practice of learning how to achieve global and local sustainable communities. It is a life-long, individual, and social learning progression that challenges the dominant ecological, psychological, economic, and social paradigms. The desired outcome is an informed, involved citizenry with the social and scientific literacy, commitment, and creative problem-solving skills to engage in responsible individual and cooperative actions toward a sustainable society.

Education as sustainability, on the other hand, is the study of the educational process with the goal of reforming education itself. Specifically, it is a response to the dominant transmissive educational methodology of imposed instruction and transfer of information. In contrast, transformative educational methodology engages the learner through experience, participation, and reflection in the construction of meaning and knowledge (Mezirow et al., 2000).

Although these two aspects of sustainability education can be defined differently, are often studied independently, and practiced separately – they are interdependent. Achieving sustainability in all dimensions of human existence depends on adopting an education paradigm that manifests and supports change toward a sustainable, secure society. In other words, “you cannot learn without
changing, or change without learning” (Kosko, 1994). Since sustain- ability education should be “...essentially transformative, constructive, and participatory” (Sterling, 2001), all doc- toral students in the new program are invited to participate in and study the transformative educational paradigm, even if their primary focus is Education for Sustainability. The Ph.D. Program strives to contribute to synergistic learning and change in consciousness, education, culture, and, ultimately, society.

Components and Graduation Requirements
Doctoral students complete this program in four phases during a minimum of four years. There is also a maximum time limit of seven years from the date of entry to completion of all degree requirements, including the dissertation/project, and a minimum of ninety-six semester-hour credits beyond the master’s degree.

Curriculum
The general curricular design objectives of the doctoral program are threefold:

- To offer doctoral students the opportunity to challenge and go beyond accepted educational models, knowledge, and practices;
- To create a flexible and responsive learning model that allows exploration in individual focused areas of study and praxes within a broad, interdisciplinary framework;
- To explicitly link research and social action in a way that contributes to an expanded vision of doctoral level study for the future.

Students are expected to actively study and aid the societal transition to local and global sustainability and security. This entails understanding and critiquing current thought as well as practice. It also involves visioning and designing credible alternatives for either education as sustainability or education for sustainability or both.

Phase One: Required Foundational Courses (year one)
Students must complete three year-long (two semester) foundational courses in the first phase of their program. Interdisciplinary and exploratory, this coursework is designed to help students develop a broad understanding of sustainability education as well as prepare for more specialized studies. This experience will provide students with a shared, broad platform of knowledge upon which to build their future studies in sustainability education. Students develop a background to prepare them to understand and analyze controversial issues, research topics, information sources, modes of scholarly inquiry, and potential individual focus areas. Collaborative participation in these courses also helps form a cohort of cooperating doctoral students each year and provides students opportunities to exercise initiative and leadership. During this first phase, students refine and revise their overall program study plan, create personal learning plans for individual focus areas, and identify possible Doctoral Mentors for Core Faculty approval.
Foundational Courses
- Sustainability Theory and Practice for Education I & II
- Sustainability Education and Transformational Change I & II
- Modes of Inquiry: Interdisciplinary Graduate Research Design
- Modes of Inquiry: Research for Change

Phase Two (year two)
During the second phase, students participate in a planned, individualized program of learning that reflects their personal, academic, and specialized orientations. With support from faculty members and their cohort, students design four to six mentored study theory courses (twenty four credits total in year two). These courses are supervised by doctoral mentors. In addition to face-to-face meetings, students and their mentors use many modes of communication— including email, letters, telephone calls, fax, and web-based exchanges. Specific course requirements are negotiated between doctoral mentors and students and then approved by the Core Faculty advisor. Doctoral committee members are chosen and negotiated with Core Faculty advisors for the committee to be in place for phase three.

Phase Three (year three)
Students in this phase must demonstrate the ability to integrate and synthesize knowledge in a comprehensive and scholarly manner, demonstrating the student’s readiness to begin the dissertation. The Qualifying Paper must be approved by the Doctoral Committee prior to candidacy and prior to taking dissertation credits. The student advances to candidacy when phase three projects are complete and the Dissertation Proposal/Project has been approved by the Doctoral Committee.

- Practicum (6-12 credits)
- Publishable Qualifying Paper
- Comprehensive Assessment (6-12 credits)
- Dissertation/Project Proposal and Presentation at May residency (6-12 credits)
- Advanced Research Methods (may also be completed in Phase 2) (6 credits)
- The Institutional Review Board proposal and appropriate consent forms reviewed and approved by the primary committee members and chair

Phase Four (year four and following)
The fourth phase is devoted to the implementation and completion of the Doctoral Dissertation/Project and a final presentation.

- Dissertation/Project and Presentation at May residency (24 credits)

Core Faculty Advisor
All Ph.D. Faculty will work with students throughout their program as course instructors, content experts, and advisors. However, during phase one, one Ph.D. Faculty member will be matched to each student as a Core Faculty Advisor. The Core Faculty member will facilitate a student’s progress through the mentored study coursework, the Dissertation/Project Proposal and the Dissertation/Project. The Core Faculty serves as advocate and guide for the doctoral student throughout phases two through four.
Degree Plan
Newly admitted Ph.D. students will expand the proposed program plan used in the admissions process into a thoroughly developed overall Degree Plan for their entire graduate program (program-as-a-whole). In the first phase, students also create personal learning plans for individual focus areas and work with Ph.D. Faculty members to identify and recruit their Doctoral Mentors. By the beginning of the second phase, all Ph.D. students are required to have their Degree Plans developed so fully that they include course titles, course syllabi, prospective Doctoral Mentor’s names, credentials, and number of credits planned for each course. This design is open to change with approval by their core faculty advisor as students become more involved in their coursework and perhaps envision a different focus for their dissertation research and projects.

Doctoral Committee Structure
The Doctoral Committee for each student is determined by the beginning of phase (year) three. The Doctoral Committee consists of four members:

- One Ph.D. Faculty member Chair (usually the Core Faculty Advisor)
- Two Doctoral Mentors selected/identified in the second phase of the student’s program and in place at the beginning of phase three
- One Expert External Reviewer (last phases only)

During the second year of the program and before the beginning of phase three, students collaborate with their Core Faculty Advisors to select the two Doctoral Mentors to serve on the Doctoral Committee. The Expert External Reviewer is added to the Doctoral Committee in the final dissertation/project phase of the student’s program. All committee members are selected for their deep commitment to education, specifically sustainability education, expertise in a related area(s), and hold terminal degrees in their respective fields.

Graduation Requirements Summary

- 96 semester credits completed with satisfactory evaluation by faculty of all learning/study documents, written materials, and oral presentations within 7 years time
- Attendance at all required residencies or documentation of prior written approval from the Core Faculty Advisor to miss a specific colloquium and in some way make up for it
- Foundational courses (24 credits):
  - Sustainability Theory and Practice for Education I and II (8 credits)
  - Sustainability Education and Transformational Change I and II (8 credits)
  - Modes of Inquiry: Interdisciplinary Graduate Research Design/Modes of Inquiry: Research for Change (8 credits)
- 4 to 8 independent study courses: conceptual, integrative, and theoretical in focus area within Sustainability Education (24 credits)
- Advanced Research Methodologies and Methods course (6 credits)
- Mentored practicum (6-12 credits)
- Doctoral level competencies demonstrated through Comprehensive Assessment (6-12 credits)
• Publishable Qualifying Paper that is reviewed and approved by the full Doctoral Committee
• Approved Dissertation/Project Proposal & Presentation (6-12 credits)
• Dissertation/Project & Presentation (24 credits)

Residency Requirements
The residency requirement is approximately thirty-five days and is fulfilled in a minimum of four years corresponding with the four phases of the doctoral program.

Phase One
All new Ph.D. students must attend a required 5-day orientation to the program in Prescott, AZ. If an individual who has been accepted to the Ph.D. Program cannot attend the entry orientation, she or he must defer enrollment to the following year. The colloquium sessions during this first week will be an opportunity for doctoral students to come together in intensive interaction with other new students, Ph.D. Faculty, and other resource people about the purposes, processes, and requirements of the program. In addition to the entry orientation, first-phase students will attend two other 5-day colloquia in January and May.

- Entry Orientation & Colloquium (August - 5 days)
- Winter Colloquium (January - 5 days)
- Spring Colloquium (5 days)

Phase Two
Continuing students in phases two through four of their studies continue to participate in 5-day colloquia. These colloquia occur one or two times per year. These 5-day events will be opportunities for collaboration, interdisciplinary learning, presenting, researching, and teaching about topics and issues related to the continuing doctoral students’ programs of study. Colloquia include: conferences between students and their Ph.D. committee members, presentations by students of their work in progress, panel discussions, and interdisciplinary seminars that supplement the individual student learning/study plans. Students are required to make one formal presentation at a Colloquia in Phase Two.

- Fall Colloquium (October or November - 5 days)
- Spring Colloquium/Symposium (May - 5 days)

Phase Three
• Spring Colloquium/Symposium (May - 5 days): Dissertation/Project Proposal presentation required

Phase Four
• Spring Colloquium/Symposium (May - 5 days): Final Dissertation/Project presentation required

Students from all cohorts are encouraged to participate in the Annual Sustainability Education Symposium held each May, prior to the spring graduation ceremony.
Practicum
Graduates of the Ph.D. Program will be prepared to serve as reflective professionals who integrate
theory, research, and values with high integrity, practice, and scholarship in sustainability education. To
foster the scholar-practitioner role, each student will create and participate in a practicum which
incorporates his or her focused studies with practical application. The emphasis of this project is on
providing service to a community and learning from the experience. An interdisciplinary approach is
strongly recommended and encouraged in the planning and implementation of the practicum site,
focus, and supervision. Students may develop more than one practicum if desirable. The Doctoral
Committee or the Core Faculty will approve all practica and the Practicum Mentor.

Qualifying Paper
During phase three, each student is expected to submit a “publishable” 30 to 40 page Qualifying Paper
(QP) to their primary committee members and Committee Chair (Doctoral Committee) to demonstrate
his/her ability to write a doctoral level research paper. The QP must be approved by the primary
Doctoral Committee members and chair before a student advances to candidacy and prior to enrollment
in dissertation credits. See specific details about the Qualifying Paper in the Ph.D. Student Handbook.

Dissertation/Project Components
The Dissertation/Project Proposal is the major project of phase three of the doctoral program. It should
contain all the components of the dissertation in outline and summary form including an introduction,
literature review, a research methods section with research design, sample, and intended populations,
anticipated results, and projected conclusions as well as project description, IRB, and references. A
project that indicates the application of the doctoral research is expected to be proposed.

The Dissertation/Project in Sustainability Education consists of two separate components, a dissertation
and a project. The traditional dissertation that contains the rigorous scholarship and research
methodology will support and accompany the project. The dissertation itself will reveal that the student
has attained technical mastery of her or his focused area, is capable of independent scholarly work, and
is able to make an original contribution to knowledge on an important topic within the field of
Sustainability Education. The project is an applied and/or action-oriented effort that exists outside
academia and is a practical application of the student’s studies and expertise in her/his focused area.
This project will normally be documented and included with the formal dissertation. The dissertation is
approved by the Doctoral Committee. See specific details about the Dissertation/Project in the Ph.D.
Student Handbook.

Course Descriptions
The following courses are required for first year cohort students (except Graduate Writing Workshop).
Most other courses for the degree are taken via independent study. Students may enroll in other
graduate courses offered by the College with approval of their Core Faculty Advisor.

Sustainability Theory and Practice in Education I
As one of the core foundational doctoral seminars, readings and discussion will reveal how the various themes in economy and ecology have evolved and in most cases the relation between them has been uneasy and even conflicting. Despite the fact that both economy and ecology originate from the same root oikos (or the household), the two disciplines developed without the necessary recognition of or integration with each other. While economists ignored nature, ecological scientists in turn pretended as if humans did not exist in their calculations of energy flow or population dynamic. Many attribute the potential decline of techno-industrial economy due to this basic caveat. As Herman Daly and Joshua Farley (2004) urge us, the emergent discipline of ecological economics does not simply bring the light of ecology into the darkness of economics. Along with them and others, we will examine how both disciplines need fundamental reform if the marriage between ecology and economy is to come to fruition. In order to bring the earth household (ecology) and the human household (economy) in harmony, we will examine several ways to go about such integration. Authors and texts examine various options: the concept of natural capitalism, valuing of biomass and ecosystem services, calculating ecological footprint, investing in eco-economy, developing cradle-to-cradle ecological design, transitioning to post-carbon economy, using appropriate technologies, pursuing sustainable harvest regimes, and respecting indigenous ecological knowledge.

Sustainability Theory and Practice in Education II
As outlined in the Partnership Model of Sustainability (Parajuli, 2003), this semester we will focus on two remaining central concepts in the diagram: social justice/equity and biological and cultural diversity. Does an ecologically sustainable society also need to be socially just and bio-culturally diverse? If so, how do we incorporate those aspects into our design and implementation of sustainability policies and programs? This semester, we expect you to become literate and excel in building conceptual and methodological foundations in social, cultural and political aspects of sustainability. Let us collectively examine whether and how issues of equity and diversity enrich inter-economic, inter and intra-generational and intercultural partnerships. In the realm of equity and justice, we will examine environmental racism, ecological justice, climate justice, food justice, housing justice, health justice, employment justice and livelihoods justice. We will interrogate if and how they operate within the equations of global North and South, core and peripheral regions, class, caste, race, ethnicity and gender. In the realm of bio-cultural diversity, we will examine the extinction as well as regenerative practices in three areas: a) biological species and ecosystems; b) languages; and c) traditions of knowledge and learning systems. As this is the second semester, students will be encouraged to move from protest to proposing solutions, discursive analysis to finding designedly possibilities, and from ideologies to ideas. Various examples of regeneration and renewal will be provided. In the final paper for this course and the culminating paper, students will be asked to propose solutions to the problems covered in this course.
Prerequisite: Sustainability Theory and Practice in Education I.

Sustainability Education and Transformational Change I
Education as Sustainability explores the theories, processes, and conditions through which individuals, groups, and organizations learn and transform in ways that support a sustainable future. This entails an examination of current educational approaches and strategies as well as innovations that challenge
traditional assumptions and practices. This investigation may take place in such arenas as public and private education, community development endeavors, business and economic ventures, government training programs, and through all the social and ecological networks critical for human survival. Sustainable Education is the process by which individuals and organizations engage in new learning that challenges existing norms and draws upon the resources and initiative of those involved in this learning. This approach to education is designed to contrast the predominant managerial and mechanistic paradigm of learning, such as exists in most public education settings and in much of higher education, with a more holistic and ecological model that emphasizes the realization of human potential and interdependence of social, economic, and ecological wellbeing. Such learning is more engaged, experiential, and addresses the physical, mental, emotional, and spiritual components of our roles in the world and in human society. Such learning is based on core values of lifelong learning, recognition of diversity, cooperation and collaboration, personal reflection and values, integrative understanding, responsibility and faith in others, and developing learning communities with a commitment to the good of the whole. Education as Sustainability is the means through which we educate our citizenry to the values, opportunities, and choices each person has to develop one's self as an aware, independent, responsible, and active agent of one's own fate and hence contribute to the future of our society and ecological systems.

Sustainability Education and Transformation II
Deep ecology, sustainability education, and transformational leadership are inextricably interwoven in any attempt to envision and bring into reality a world society based on a holistic, integrative, collaborative, and ecological model of human being on our planet. Deep ecology and Ecopsychology are complementing strands of a re-examination of our human connection with the Earth and how we perceive and act in relationship to it. Transformational leadership is seeking the means--the process and actions--that can help restore this integration and create structures and initiatives that make our presence on the Earth and interactions with other humans less harmful and more consistent with natural principles. Students are encouraged to examine different perspectives from a variety of readings and derive their own working model of how these can be integrated into real life situations and practice. Prerequisite: Sustainability Education and Transformational Change I

Modes of Inquiry: Interdisciplinary Graduate Research Design
This course is presented in two sections and provides an overview of scholarly thinking, research, and writing. The course is designed to address the following areas within graduate scholarship: how to select a research problem; how to conduct a literature review; how to design a research question or statement; how to formulate an appropriate research design; how to incorporate theory and epistemology; how to limit research parameters; and how to decide on the appropriate research methodology(ies) and method(s). It focuses on the interdisciplinary conceptual and methodological approaches necessary to understand complex social and natural systems. Section one of this course introduces the practical elements of planning, implementing, and reporting a research project. It stresses the importance that before it is possible to design effective research projects with appropriate methods in the context of sustainability, one must study the philosophical approaches that address the
role of knowledge production in social reproduction, in problem solving, and in action directed at change.

Modes of Inquiry: Research for Change
As the second part of the foundational research design course, the course readings, discussions, and assignments will center on action-based and applied research, design for community-based research, and research for social/eco- logical/environmental change. Written assignments will build on the work from the fall semester as well as on the discussion this term and are intended to bring students forward in designing a research project and question as well as the work toward a dissertation proposal and final dissertation. Individuals will receive feedback from the course facilitators as well as from peers and are expected to revise and improve the written assignments based on the collaborative discussions of the material, and where relevant/useful on the specific input from the cohort members and facilitators. Upon completion of this course, students will be ready to choose a mentor and collaboratively design and carry out an Advanced Research Methodology course.

Graduate Writing Workshop
This course creates an interdisciplinary learning community in which students give and receive constructive feedback on their current writing projects, discover new writing resources, study selected writings and writers, and practice the conventions and rhetorical styles of their disciplinary discourse communities. Two face-to-face meetings will anchor the course's activities during each of the MAP Colloquia that occur during the semester where presentations and workshop activities are necessarily synchronous. The remainder of the course consists of scheduled group sessions originating from one of the course hub locations (Prescott, Arizona and Tucson, Arizona) as well as postings and responses to the course blog, phone conferences, small group paper exchanges, required readings, drafts and revisions of work for study packets, and interaction with the writing cohort. Students who wish to use an eportfolio to collect, reflect on, and share their work will be encouraged to do so.