Prescott College
For the Liberal Arts, the Environment, and Social Justice

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www.prescott.edu
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College-wide Policy and Information
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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 Higher Learning Commission may be contacted at 312-263-0456 or via their website: [http://www.hlcommission.org/](http://www.hlcommission.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/](http://www.ppse.az.gov/).

List of Licensed Degree Titles
The College offers the following degree titles. In addition, with the approval of appropriate faculty advisors and committees, students may complete an individualized competence or concentration within the non-professional degree titles below. The name of the individualized competence title will appear on the transcript and diploma below the degree title. The College is in the process of implementing the Comprehensive Program Review recommendations of the Academic Council and Board of Trustees to align the degree titles across the College. For this reason, the College is “teaching out” a number of older degree titles. Students admitted to the College prior to Fall 2017 may complete the degree titles being taught out within regular program length, or may elect to complete their degree with one of the newer degree titles.
Prescott College is approved by the Higher Learning Commission to offer all programs via distance education. Prescott College uses the terms “Distance and Online Programs” for programs delivered through distance education. There is no difference in the meaning or value of degrees offered in on-campus, distance, or online deliveries. Prescott College transcripts list the degree title and competence, concentration, or emphasis titles, but not the deliveries used to deliver programs.

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<td>Education/Secondary Education</td>
<td>Master of Education</td>
<td>35</td>
</tr>
</tbody>
</table>
Governance: Prescott College, Inc.

Prescott College Inc. is a nonprofit corporation comprised of registered and matriculating 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. Meetings of the Corporation shall be held at community-wide meetings twice a year at times specified by the President: the first in the fall semester and the second in the spring semester of each academic year. Duties of the Corporation are to further the mission of Prescott College; to elect members of the Board of Trustees from those persons nominated by the Board of Trustees; to advise the Board of Trustees in matters of concern to the Corporation; and to vote on any changes in the bylaws, or mission statement of the College. The officers of the Corporation are the president of the College (Chief Executive Officer [CEO]); chair of the Board of Trustees; four vice presidents; the secretary; and the treasurer. The chair of the Board of Trustees shall be the president of the Corporation. Of the four vice presidents of the Corporation, two shall be the trustees elected by the College's student body; another will be the trustee elected by the College's staff, and the fourth shall be elected by the Prescott College Alumni Association (PCAA). The secretary of the Corporation shall be the trustee elected by the College's faculty who is also the secretary of the Board of Trustees. The treasurer of the Corporation shall be the trustee who is serving as the treasurer of the Board of Trustees.

Board of Trustees

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geoff Barnard</td>
<td>President</td>
<td></td>
</tr>
<tr>
<td>Lee Caldwell</td>
<td>Executive Vice President and Provost</td>
<td></td>
</tr>
<tr>
<td>Sam Campana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emily Cook (online programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>student trustee)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anne Dorman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cristina Eisenberg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elizabeth Fawley (staff trustee)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roxann Gallagher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Van Domelen</td>
<td></td>
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<tr>
<td>James P. Walsh (chair)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ed Johnson (vice chair)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alex Yanish (on campus</td>
<td></td>
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<tr>
<td>programs student trustee)</td>
<td></td>
<td></td>
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<tr>
<td>Julie Munro (secretary, faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>trustee)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ken Ziesenheim (treasurer)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Administrative Leadership

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Flicker</td>
<td>President</td>
</tr>
<tr>
<td>Paul Burkhardt, Ph.D.</td>
<td>Executive Vice President and Provost</td>
</tr>
</tbody>
</table>
**College Calendar**

Prescott College operates on a semester calendar and awards semester hour credits.

**Degree Conferral Dates**

<table>
<thead>
<tr>
<th>Term</th>
<th>Programs</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>All Programs</td>
<td>Friday, December 14, 2018</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>All Programs</td>
<td>Friday, May 10, 2019</td>
</tr>
<tr>
<td>Summer 2019</td>
<td>Online Undergraduate Only</td>
<td>August 9, 2019</td>
</tr>
</tbody>
</table>

**Commencement Ceremonies**

<table>
<thead>
<tr>
<th>Term</th>
<th>Programs</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>On-campus Programs Baccalaureate</td>
<td>Friday, December 14, 2018</td>
</tr>
<tr>
<td></td>
<td>On-campus Programs Commencement</td>
<td>Saturday, December 15, 2018</td>
</tr>
<tr>
<td></td>
<td>Online Undergraduate</td>
<td>Sunday, December 16, 2018</td>
</tr>
<tr>
<td></td>
<td>Online Graduate</td>
<td>Sunday, December 16, 2018</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>On-campus Programs Baccalaureate</td>
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<td></td>
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<tr>
<td></td>
<td>Online Graduate</td>
<td>Sunday, May 12, 2019</td>
</tr>
</tbody>
</table>

**Holidays – Offices Closed**

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor Day</td>
<td>Monday, September 3, 2018</td>
</tr>
<tr>
<td>Indigenous Peoples’ Day</td>
<td>Monday, October 8, 2018</td>
</tr>
<tr>
<td>Veterans’ Day</td>
<td>Monday, November 12, 2018</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Wednesday–Friday, November 21-23, 2018</td>
</tr>
<tr>
<td>Winter Break</td>
<td>Saturday, December 22, 2018—Tuesday, January 1, 2018</td>
</tr>
<tr>
<td>Martin Luther King Jr. Day</td>
<td>Monday, January 21, 2019</td>
</tr>
<tr>
<td>Presidents’ Day</td>
<td>Monday, February 18, 2019</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Monday, March 11 – Friday, March 15, 2019</td>
</tr>
<tr>
<td>Intercultural Day</td>
<td>Friday, April 19, 2019</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Monday, May 27, 2019</td>
</tr>
<tr>
<td>Independence Day</td>
<td>Thursday, July 4, 2019</td>
</tr>
</tbody>
</table>
Fall 2018 Term Dates

Term Dates: Tuesday, August 28 - December 14, 2018
Block A: Tuesday, August 28 – October 19, 2018
Block: August 28 - September 21, 2018
Student Directed Days: September 24-28, 2018
Semester: October 1 - December 14, 2018
Block B: Monday, October 22 – December 14, 2018

TERM [-----------------------------16 weeks---------------------------------------------]
BLOCK/SEM [-----4 weeks---]-SDD-[------11 weeks--------------------------------------]
BLOCK A/BLOCK B [----------------------8 weeks---------------] [-----------8 weeks-------------------------------]

On-campus Orientation

- Administrative Sessions
  Online Prior to Arrival on Campus
- New Student Move-In Day
  Friday, August 24, 2018
- On-campus Master’s meet at Prescott College
  TBA
- Undergraduates Depart for Field
  Friday, August 31, 2018

Online Orientations

- Administrative Sessions
  Online Prior to Arrival on Campus
- MA (ES, AE, ED, HU) and MEd
  Thursday, Aug 23 – Saturday, Aug 25, 2018
- MS Counseling
  Wednesday, August 22, 2018
- PhD
  Sunday, Aug 26 – Friday, Aug 31, 2018
- Undergraduate
  Sunday, Aug 26 – Monday, Aug 27, 2018

Additional Residencies, Colloquia

- MA (ES, AE, ED, HU) and MEd
  Friday, Nov 16- Sunday, Nov 18, 2018
- PhD 2nd year Students
  TBD – Oct/Nov
- MS Counseling
  Thursday, August 23 – Saturday, Aug 25, 2018

Deadlines (by Course Session, not by Program):

<table>
<thead>
<tr>
<th></th>
<th>TERM</th>
<th>BLOCK</th>
<th>BLOCK A</th>
<th>BLOCK B</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Opens</td>
<td></td>
<td>Monday, April 16, 2018 All Programs (undergraduate registration is opened by priority ranges – information sent out in March)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Deadline</td>
<td></td>
<td>Friday, July 6, 2018*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day for student to request a W</td>
<td>11-30-2018</td>
<td>9-07-2018</td>
<td>10-05-2018</td>
<td>11-30-2018</td>
<td>11-30-2018</td>
</tr>
</tbody>
</table>

*Late Registration Fee assessed starting 5pm on Tuition Deadline
**0% Tuition Refund starting 5pm on Last Day for Add/Drop, 90% refund for semester courses dropped after block last day for add/drop but before 5pm on last day for semester add/drop.

Note: Online Registration will close on Sunday before term start at 11:59 PM. No Shows for block will be dropped from both block and semesters courses for the term.
Spring 2019 Term Dates

Term Dates: Tuesday, January 15 – May 10, 2019
Block A: Tuesday, January 15 – March 8, 2019
Block: January 15 - February 8, 2019
Student Directed Days: February 11 - 15, 2019
Semester: Tuesday, February 19 – May 10, 2019
Spring Break: Monday, March 11 – 15, 2019
Block B: Monday, March 18 – May 10, 2019

TERM [------------------------16 weeks------SB----------------------------------------------]
BLOCK/SEM [---4 weeks---] SDD [----- ---11 weeks--SB ---------------------------------------------]
BLOCK A/BLOCK B [----------------------8 weeks----------] [----SB-------8 weeks----------------------------]

On-campus Orientation

- Administrative Sessions Online Prior to Arrival on Campus
- New Student Move-In Day Friday, January 11, 2019
- Undergraduates Depart for Field Friday, January 18, 2019

Online Orientation

- Administrative Sessions Online Prior to Arrival on Campus
- MA (ES, AE, ED, HU) and MEd Thursday, Jan 10 – Saturday, Jan 12, 2019
- MS Counseling Wednesday, January 9, 2019
- Undergraduate Sunday, Jan 13 – Monday, Jan 14, 2019

Additional Residencies, Colloquia

- MA (ES, AE, ED, HU) and MEd Friday, April 12 – Sunday, April 14, 2019
- PhD 1st year Students Monday, January 14 - Friday, Jan 18, 2019
- MS Counseling Thursday, Jan 10 – Saturday, Jan 12, 2019
- MS Counseling Thursday, April 4 – Saturday, April 6, 2019
- PhD Colloquium Monday, April 8 – Wednesday, April 10, 2019
- PhD Sustainability Symposium Thursday, April 11 – Saturday, April 13, 2019

Deadlines (by Course Session, not by Program):

<table>
<thead>
<tr>
<th>TERM</th>
<th>BLOCK</th>
<th>BLOCK A</th>
<th>BLOCK B</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Opens</td>
<td>Monday, November 5, 2018 All Programs (undergraduate registration is opened by priority ranges – information sent out in advance)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Deadline</td>
<td>Friday, Dec 7, 2018*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last day for student to request a W</td>
<td>4-26-2019</td>
<td>01-25-2019</td>
<td>2-22-2019</td>
<td>4-26-2019</td>
</tr>
</tbody>
</table>

*Late Registration Fee assessed starting 5pm on Tuition Deadline
**0% Tuition Refund starting 5pm on Last Day for Add/Drop, 90% refund for semester courses dropped after block last day for add/drop but before 5pm on last day for semester add/drop.

Note: Online Registration will close on Sunday before term start at 11:59 PM. No Shows for block will be dropped from both block and semesters courses for the term.
Summer 2019 Term Dates

Term Dates: May 20 - August 9, 2019
Block 1: May 20 - June 14, 2019
Block A: May 20 – June 28, 2019
Block 2: June 17 - July 12, 2019
Block B: July 1 - August 9, 2019
Block 3: July 15 - August 9, 2019

TERM [---------------------------12 weeks ------------------- -------- ---]
BLOCK 1, 2, 3 [------4 weeks------][------4 weeks------][------4 weeks------]
BLOCK A, B [-------------6 weeks-----------][-------------6 weeks------------]

Online Orientation

- Administrative Sessions
- Undergraduate

Online Prior to Arrival on Campus
Sunday, May 19 - Monday, May 20, 2019

Deadlines (by Course Session, not by Program):

<table>
<thead>
<tr>
<th>Registration Opens</th>
<th>Tuition Deadline</th>
<th>Last Day for Add/Drop**</th>
<th>Last day for student to request a W</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM</td>
<td>BLOCK 1</td>
<td>BLOCK A</td>
<td>BLOCK 2</td>
</tr>
</tbody>
</table>

*Late Registration Fee assessed after 5pm on Tuition Deadline
**0% Tuition Refund for Term, Block A and Block B after 5pm on Last Day for Add/Drop; 90% Tuition Refund for Block 1,2,3 on Last Day for Add/Drop, 0% Tuition Refund for Block 1,2,3 after 5pm on Last Day for Add/Drop.
Admissions

Admissions for Bachelor's Programs

On-campus and online bachelor's programs
In order to attend Prescott College, individuals must first apply, be accepted, and confirm their enrollment verbally or through a tuition deposit, based on their academic program. General admissions requirements must be completed by the published deadlines and may include:

- Completed admissions application
- Letter(s) of recommendation from an academic and/or professional reference
- Essay
- Official transcripts from high schools and/or institutions of higher education attended

SAT and ACT Scores: Prescott College does not require applicants to submit SAT or ACT scores for admission. Applicants are welcome to submit their scores as part of their application. Our SAT code is 0484 and our ACT code is 5022.

Specific application requirements and instructions can be found on the admissions web site at: www.prescott.edu/admissions. Applicants may apply through our free online application at: http://www.prescott.edu/admissions/index.php. On-Campus Undergraduate applicants may also apply through the Common Application.

Letters of recommendation should be sent directly to Prescott College by their authors. They can be emailed to admissions@prescott.edu. Official transcripts should come electronically or in a sealed envelope directly from the institution providing them.

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. applicants must be able to use message boards and computer conferencing tools to communicate with others, download and upload files, and attach files to email. applicants are required to have full-time access to a computer that has a reliable Internet connection.

Home-Schooled Applicants
Prescott College welcomes home-schooled applicants and other applicants with non-traditional high school equivalencies. Official high school transcripts come from a homeschool clearinghouse, guild, or association. If transcripts are unavailable, we encourage you to consider FastTranscripts.com, offered in concert with the Home School Legal Defense Association (HSLDA). You may also 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. Some prior applicants have chosen to also include writing samples, photography, and CD-ROMs of artwork.

Provisional Admission
Applicants who have past academic records that are not satisfactory, or have other serious academic concerns in their application, may be admitted provisionally. applicants who are admitted provisionally must demonstrate successful academic performance within their first term of enrollment.

Conditional Admission
Some applicants may be admitted based on the condition that they furnish required admissions documentation by the end of their first term of enrollment. This may include final transcripts to show proof of pending coursework, or the conferral of their degree (high school, bachelor's, or master's) appropriate to the degree program to which they have been admitted.

Admissions Deadlines

22
Prescott College accepts applications for enrollment three times a year (fall, spring, and summer*) on a rolling basis. Our rolling admissions policy is based upon space availability. All complete applications submitted by the priority deadline will be reviewed first and provided with an admissions decision.

<table>
<thead>
<tr>
<th>Priority Admissions and Scholarship Deadlines</th>
<th>Fall Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Application and Scholarship Deadline</td>
<td>January 1</td>
<td>November 1</td>
<td>February 1</td>
</tr>
<tr>
<td>Application and Scholarship Notification Begins</td>
<td>January 22</td>
<td>November 15</td>
<td>February 23</td>
</tr>
<tr>
<td>Confirmation and Deposit Deadline</td>
<td>February 16</td>
<td>December 15</td>
<td>March 16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regular Admissions and Scholarship Deadlines</th>
<th>Fall Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Application and Scholarship Deadline</td>
<td>Rolling</td>
<td>Rolling</td>
<td>Rolling</td>
</tr>
<tr>
<td>Confirmation and Deposit Deadline</td>
<td>May 1</td>
<td>January 10</td>
<td>May 14</td>
</tr>
</tbody>
</table>

*Summer term enrollment only applies to our online Master of Arts in Social Justice and online undergraduate programs.

Accelerated Master’s Option

Undergraduate applicants 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 applicant has received formal accelerated 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 are used for applicants seeking admission into an accelerated graduate program:

1. The undergraduate applicant 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 accelerated admission to ensure that planned graduate coursework will satisfy the graduation requirements for both the undergraduate and graduate programs. The applicant’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 applicant should file a formal application for admission to the graduate program.
3. The appropriate graduate faculty will work with the admissions office to approve or deny the accelerated admissions application.
4. Early applicants may apply for Graduate Teaching Scholarships 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 bachelor’s).

5. The bachelor’s degree is awarded when the applicant has satisfied all graduation requirements for the bachelor’s degree.

6. Accelerated master’s applicants are subject to all policies, deadlines, and requirements of the undergraduate program in which they are enrolled.

7. Applicants must complete the bachelor’s degree according to the degree plan in order to be eligible to enroll as a graduate applicant and complete their master’s degree.

8. On Campus Undergraduate applicants enrolled for the first time in or after Fall 2016 and who have maintained continuous enrollment and been admitted to begin a graduate program as an undergraduate may qualify for one term of graduate enrollment tuition free, two terms for applicants who enter the college as first time freshmen.

9. If applicants do not receive credit for all graduate courses attempted as an undergraduate, maintain continuous enrollment, and enroll as a graduate applicant when planned, admission to the graduate program is withdrawn.

Each graduate program specifies the curricular requirements for their program as well as the courses that may be taken by undergraduates with accelerated admission to graduate study. The chair of each graduate program can establish admissions caps for accelerated admissions with approval of the academic dean.

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 applicants 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.)*

**Admissions for Master’s Programs**

On-campus Master of Arts, Online Master of Arts, Master of Science, and Master of Education programs

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

- Completed admissions application
- Letter(s) of recommendation from an academic and/or professional reference
- Essay(s)
- Official transcripts from all institutions of higher education attended
- Sample of scholarly work

Specific application requirements and instructions can be found at [www.prescott.edu/admissions](http://www.prescott.edu/admissions).

Applicants may apply online at [www.prescott.edu](http://www.prescott.edu). Letters of recommendation should be sent directly to Prescott College by their authors. They can be emailed to admissions@prescott.edu. Official transcripts should come electronically or in a sealed envelope directly from the institution providing them.

**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. Applicants must be able to use message boards and computer conferencing tools to communicate with others, download and upload files, and attach files to email. Applicants are required to have full-time access to a computer that has a reliable Internet connection.

Provisional Admission
Applicants who have past academic records that are not satisfactory, or have other serious academic concerns in their application, may be admitted provisionally. Applicants who are admitted provisionally must demonstrate successful academic performance within their first term of enrollment.

Conditional Admission
Some applicants may be admitted based on the condition that they furnish required admissions documentation by a specified deadline. This may include final transcripts to show proof of pending coursework, or the conferral of a bachelor’s degree appropriate to the degree program to which they have been admitted.

Admissions Deadlines
Prescott College accepts applications for enrollment three times a year (fall, spring, and summer*) on a rolling basis. Our rolling admissions policy is based upon space availability. All complete applications submitted by the priority deadline will be reviewed first and provided with an admissions decision.

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<tr>
<td>Regular Application and Scholarship Deadline</td>
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<tr>
<td>Confirmation and Deposit Deadline</td>
<td>May 1</td>
<td>January 10</td>
<td>May 14</td>
</tr>
</tbody>
</table>

*The online Master of Arts in Social Justice and Community Organizing is the only Master’s program that offers a summer term start.
Admissions for Doctoral Program

Online PhD in Education / Sustainability Education
In order to attend Prescott College, individuals must first apply, be accepted, and confirm their enrollment through a tuition deposit. General admissions requirements must be completed by the published deadlines and include:

- Completed admissions application
- Three letters of recommendation from an academic and/or professional reference
- Current resume or curriculum vitae
- Personal Statement and Academic Proposal
- Official transcripts from all post-secondary institutions attended with a demonstration of a completed master’s degree from an accredited institution

Specific application requirements and instructions can be found at www.prescott.edu/admissions.

Applicants may apply online at www.prescott.edu. Letters of recommendation should be sent directly to Prescott College by their authors. They can be emailed to admissions@prescott.edu. Official transcripts should come electronically or in a sealed envelope directly from the institution providing them.

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. Applicants must be able to use message boards and computer conferencing tools to communicate with others, download and upload files, and attach files to email. Applicants are required to have full-time access to a computer that has a reliable Internet connection.

Conditional Admission
Some applicants may be admitted based on the condition that they furnish required admissions documentation by a specified deadline. This may include final transcripts to show proof of pending coursework, or the conferral of a master’s degree appropriate to the degree program to which they have been admitted.

Admissions Deadlines
Prescott College accepts applications once each year for fall enrollment, on a rolling basis. Our rolling admissions policy is based upon space availability. All complete applications submitted by the priority deadline will be reviewed first and provided with an admissions decision.

<table>
<thead>
<tr>
<th>Priority Admissions and Scholarship Deadlines</th>
<th>Fall Term</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Confirmation and Deposit Deadline</td>
<td>May 1</td>
</tr>
</tbody>
</table>
International applicants
Applications from international applicants are welcomed for our on campus and online degree program offerings. For more information about student visa types, please visit the United States Department of State, Education USA web site at: https://educationusa.state.gov/your-5-steps-us-study.

On-campus program admissions
International applicants applying to any of our on campus degree programs will be required to apply for a F-1 student visa or have an existing and active F-1 student visa status at another institution that can be transferred upon admission into Prescott College. All international applicants admitted into any of our on-campus programs are required to attend an on campus orientation and complete all of their degree requirements (coursework) as a full time student on the Prescott College campus. Enrolled international students may be required to enroll in field based courses that may occur in and around our home state of Arizona as well as other states and country specific locations including: our Center for Cultural and Ecological Studies in Kino Bay, Mexico and the Dopoi Center in Kenya. Additionally, we offer student exchange opportunities through the EcoLeague and the Consortium for Innovative Environments in Learning consortium affiliations, and the Telemark University College in Norway.

Online program admissions
International applicants applying to any of our distance programs that have residency requirements will be required to attend an on campus orientation and a series of on campus residencies as part of their degree program. Therefore, if admitted, an international student must be prepared to apply for a short-term F-1 student visa to ensure their attendance at the on campus orientation and each of the required residency components of their program. International students enrolled in any of our distance programs may complete their degree at a part-time or full-time pace. Prescott College currently offers one 100% online degree program, the Master of Arts in Social Justice and Community Organizing. This program is not approved for International student enrollment.

English Language Proficiency
International applicants whose primary language is not English, or who attended school in a non-English speaking country, must prove English proficiency. Applicants must demonstrate the following minimum scores taken within the last two years to demonstrate their English proficiency to demonstrate academic readiness to pursue their studies at our institution.

- TOEFL (Test of English as a Foreign Language) score of at least 550 on the paper-based, 213 on the computer-based, 79 on the Internet-based, or 20 in each section of the revised paper-delivered test.
- IELTS academic band score of a 6.5
- Cambridge Certificate of Proficiency in English (ESOL) score of a B or higher
- PTE score of at least 53

International Educational Evaluation
Transcripts from other countries must be evaluated by an international credential evaluation service. Original or certified educational documents of high school and/or college transcripts and proof of a
conferred degree is required. All international applicants or applicants who are U. S. citizens who have obtained high school or college/university credit from an institution outside of the United States must submit official transcripts for an evaluation by an approved and accredited NACES agency, click here for a full listing.

Recommended providers:
- Educational Credential Evaluators
- International Educational Research Foundation
- Josef Silny
- World Education Services

International applicants seeking admission into one of our undergraduate programs can request a high school equivalency report, while those seeking admission into any of our graduate programs (master’s or PhD) will need to request a course-by-course equivalency evaluation. Since the evaluation process may take several weeks to complete, please begin your application completion process accordingly to our priority deadlines. The applicant bears all costs of the transcript evaluation services.

**Demonstrated Financial Support**
All accepted international applicants (including applicants living in Canada and Mexico) must demonstrate ability to meet educational expenses while studying at Prescott College for the first year. This is called “financial certification.” This is the same standard that consular and Citizenship and Immigration Services (CIS) officers will use to determine an applicant’s financial stability. Applicants should anticipate that they will be required to present documentary evidence of financial support at the time they apply for a visa and again to the CIS when they arrive in the United States. Funds may come from any dependable source, including scholarships, fellowships, sponsoring agencies, personal funds, or funds from the applicant’s family. Documentation of personal or family funds should be on bank letterhead stationery, or in the form of legally binding affidavit from CIS. It may be wise to get several sets of original financial documents.

**Identification Documentation**
All accepted international applicants will be required to show proof of their identity through a valid passport to apply for a F-1 applicant visa. Applicants with a current active F-1 applicant visa from another U.S. college or university may request a transfer through the institution’s designated school officer. Additional information on the F-1 applicant visa process can be found on the U.S. Immigration and Customs Enforcement website.

**Veterans Admissions**
Prescott College welcomes applications from veterans and their families to all academic programs. Prescott College was the first private school in Arizona to be recognized as a Veteran-Supportive Campus, is a Yellow Ribbon school, and offers a Veterans Resource Center. For more information, visit www.prescott.edu/admissions/veterans.

Specific admissions processes that benefit veterans include:

**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 an applicant’s degree program will be awarded transfer credit.

**Readmission**
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.

**Transfer Credit Policy**

**Undergraduate applicants**
Credits awarded by regionally accredited institutions for college-level courses (100 level or higher) 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 U.S. colleges and universities that are not regionally accredited may be transferable via the College’s Conversion Portfolio process. applicants desiring to transfer such credits work with faculty to determine how these transfer credits might apply to their degree plan. Also see Prior Learning Assessment.

**Arizona General Education Curriculum (AGEC) and Other State-based Transfer Frameworks**
Prescott College recognizes the Arizona General Education Curriculum (AGEC) and other state-based transfer frameworks such as California’s Intersegmental General Education Transfer Agreement. Completion of such state-based general education curricula will count as satisfying the lower-division (i.e., freshman and sophomore) “liberal arts” course requirements. All credits from courses with a grade of “C” or higher comprising a completed state-based general education curricula will be accepted as transfer credit.

**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 toward 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 applicant, 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 applicant’s degree program will be awarded transfer credit.
**Graduate Transfer Credit Policy**

The faculty of each graduate program approve all requests for the acceptance of transfer credits. To be considered, all such credits must be from a regionally-accredited institution for graduate level courses in which the applicant received a grade equivalent of “B” (3.0) or higher.

### Maximum Transferable Credits

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts, Master of Science</td>
<td>15</td>
</tr>
<tr>
<td>Master of Education</td>
<td>15</td>
</tr>
<tr>
<td>PhD</td>
<td>15</td>
</tr>
</tbody>
</table>

*For the Master of Education program, transfer credits must have been earned within the last 6 years prior to acceptance at Prescott College.

**For the PhD program, transfer credits must have been earned within the last 3 years prior to acceptance at Prescott College. Doctoral credits from a foreign college or university will not be considered for transfer.

**International Transfer Credits**

International applicants 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. Applicants seeking to transfer credit into one of our undergraduate programs can request a high school equivalency report, while those seeking to transfer credit into any of our graduate programs (master’s or PhD) will need to request a course-by-course equivalency evaluation. The applicant is responsible for all costs associated with this service. The evaluation process can take several weeks to complete.

**Readmission to the College**

Applicants 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, and other documentation supporting the application. Contact the Admissions Office for complete application instructions.

Applicants 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. See Academic Standing following Academic Suspension section for additional information. Applicants who were placed on academic warning remain in this status as a readmit until they meet minimum standards.

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.

**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 (as early as October 1st) at [www.fafsa.gov](http://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 Grant
- Federal Supplemental Educational Opportunity Grant (FESOG)
- Prescott College Grants
- Federal TEACH Grant

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

- Leveraging Education Assistance Partnerships (LEAP), funding permitting
- Arizona Teacher Student Loan Program (formerly Math, Science, and Special Education Teacher Loan Forgiveness program), funding permitted.

For application and eligibility information visit the ACPE website at [https://azgrants.az.gov/](https://azgrants.az.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/admissions/financial-aid/loans/private-loans-for-education.html](http://www.prescott.edu/admissions/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/admissions/financial-aid/scholarships/index.php](http://www.prescott.edu/admissions/financial-aid/scholarships/index.php). Students are also encouraged to do their own searches for external scholarships as well. Information is available at this same Website location above.

**Work Programs**
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 (see degree title listings). Maximum timeframe is calculated using semester credits and 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:
- Full Time 12 or more credits = 100%
- Three Quarter Time 9 – 11 credits = 75%
- Half Time 6-8 credits = 50%

With the exception of the Federal Pell Grant and Federal TEACH Grant, financial aid is not available to students enrolled in fewer than 6 credits during a payment period, expect for students in their final term of enrollment who have fewer than 6 credits required for degree completion, in which case they may qualify for a prorated amount of their institutional aid.

Disbursements and Refunds
The “disbursement date” is the earliest possible date funds may be applied to your student account.

All course contracts must be approved and accepted by the Registrar prior to releasing any financial aid funds to the Business Office.

Aid is released no sooner than the Friday prior to the start day of the classes for which the student is enrolled.

While the Business Office will wait on your financial aid funds to cover your charges, students and families should plan appropriately for other expenses.
When funds arrive, your eligibility will be re-verified and the payment will be posted to your account. (Third party funding [i.e. outside scholarship checks] will be paid according to sponsor instructions.) Once your charges are paid in full, the Business Office will generate a refund for any excess. Parents who are using a Federal Direct PLUS Loan have the option on the PLUS application to direct any excess loan proceeds to either the parent borrower or directly to the student.

Refunds are processed through a third party service. Students may choose between three methods: ACH, paper check or prepaid card by logging into the Student Account Center at Prescott.afford.com.

**Deployment and Recall to Active Duty Policy**
Prescott College recognizes that students who are currently serving active duty in the United States Armed Forces, National Guard, Military Reserves and veterans may be called for mandatory deployment or recalled to active duty while engaged in studies at Prescott College. This policy is intended to assist students falling into these categories with continued educational success while fulfilling their service commitments.

This policy applies to students deployed or recalled after the start of the term.

Students are encouraged to continue coursework while on deployment if the situation allows.

Students who are unable to continue coursework may elect one of the following options upon receiving deployment or recall orders:

- **Drop or Withdrawal from all courses, depending on the effective date.** Drop will result in a full refund* regardless of refund policy. A withdrawal from all courses will result in a prorated refund*. Courses will remain on the student’s transcript with a notation that the ‘W’ grade is due to deployment. Courses awarded ‘W’ will NOT be counted in Satisfactory Academic Progress. The student will be made aware of any retroactive loss of VA benefits such as Basic Housing Allowance (BHA).
- **Incomplete grade (I)** awarded regardless of the 75% completion normally required for incomplete courses. Completion of coursework must be completed within one calendar year of the end of deployment.
- **Award of CR (credit, no letter grade)** providing the student is 75% (undergraduates) or 85% (graduates) through the course.

The student will be placed on Approved Leave of Absence during deployment for all terms falling into estimated deployment dates.

*Full refund does NOT include non-refundable course fees for courses in progress nor non-tuition based College fees. Non-refundable course fees for courses that have not started may be refunded under this policy.

**For a student who can complete the course but needs additional time beyond the term end date.

**On-campus housing**
Students living in on-campus housing will be released from their contract without penalty. Housing fees will be refunded on a prorated basis. Deposits may not be refunded if damage to the unit has occurred.
Returning after Deployment

Students returning from deployment will NOT be required to reapply for admission. A written petition for reinstatement and copy of release orders (or other verification documentation) will need to be provided for reinstatement. Reinstatement must occur within one year of the end of deployment. After the one-year grace period, students desiring to return to Prescott College must reapply.

Exception: Any student who officially withdraws from the College must reapply for admission.

Obligations of the Student

To enable the College to support deployed or recalled students, the student must complete the following:

- Contact the College VA Certification Officer with deployment orders.
- Submission of request for Approved Leave of Absence or Withdrawal from College with deployment/recall orders.
- Notify faculty advisor, course instructors and or mentors of deployment/recall and the associated dates.
- Request the chosen course option (outlined above) for withdrawal, drop, incomplete or CR from the instructor.

Submit appropriate documents for the option chosen:

- Drop form
- Withdrawal notice with Drop form
- Incomplete Course contract***
- Written request for CR

Upon return from deployment the student must contact the College VA Certification Office and any instructors who have granted incomplete grades.

***Incomplete (I) grades will have one year after the end of deployment for completion. After the one-year grace period any courses still graded ‘I’ will automatically be regraded to No Credit (NC).

The faculty, staff and administration of Prescott College are committed to our service members of all classifications. In support of the Prescott College Mission the College will work to support service members and this policy.

Glossary of Policy Terms

Credit (CR): Credit is a non-letter grade for successfully completed courses. To receive CR undergraduates must complete the course at 2.0 or C level work. Graduates must complete at a 3.0 or B level to receive CR. CR is not counted in Grade Point Averages but positively contributes to Satisfactory Academic Progress.

Drop from Course: The course is removed from the student’s transcript and can only be done so during the drop period (outside of this policy).

Incomplete (I): Incomplete courses require 75% of the coursework to be successfully completed by the end of term and is at the discretion of the course instructor. An Incomplete Course contract must be submitted to the instructor with an outline of coursework to be completed. The student’s transcript will reflect the grade of ‘I’. The normal incomplete period is one academic term past the end of the course.
This policy extends this period. If the course remains graded ‘I’ after the designated completion period, the course will be regraded No Credit.

**Leave of Absence (LOA):** Students who submit LOA paperwork are placed on an approved leave and remain continuing students. Students may reenroll at the end of the approved leave without reapplying. Normal leave terms are no more than two consecutive. This policy extends the leave limits.

**No Credit (NC):** A course graded No Credit (NC) carries no grade points and is a non-passing grade. NC will appear on the student’s transcript and negatively impacts Grade Point Average as well as Satisfactory Academic Progress.

**Satisfactory Academic Progress (SAP):** For a student to maintain Good Academic Standing a completion rate of 65% or greater is required. The completion rate is calculated on all courses listed on the student’s transcript. Grades of W, I and NC are considered attempted but not completed. Only courses graded CR or C or better count as completed courses. Students falling below 65% for more than one term are place on Academic Warning for one term and may be placed of Academic Suspension if the completion rate does not raise above 65%. Students are notified via email notice any time they are placed on warning or suspension. The notice includes instructions on how to appeal a suspension and how to regain eligibility.

**Withdrawal from College:** Student is formally separated from Prescott College and is no longer considered a current student. Students who withdraw from the College may return by reapplying.

**Withdrawal from Course (W):** The course remains on the student’s transcript record with a grade of ‘W’. Courses graded ‘W’ do not impact grade point averages but (outside of this policy) can negatively affect Satisfactory Academic Progress as attempted courses.

**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 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:
  - First offense, 1 year
  - Second offense, 2 years
  - Third offense, Indefinite.
- If convicted for the sale of a controlled substance, the ineligibility period is:
  - First offense, 2 years
  - 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, Fees, Refund Policy**

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 2018-2019 academic year)

**On-Campus Bachelor's Degrees**
- Full-Time Tuition (12–16 credits per semester) $14,940
- Per Credit Tuition $1,245
- New Student Orientation Fees (one-time fee) $1,075
- On Campus Housing: Campus Village Apartments - Single Occupancy private bath $4,700
- On Campus Housing: Campus Village Apartments – Single Occupancy shared bath $4,250
- On Campus Housing: Campus Village Apartments - Double Occupancy Freshmen $3,450
- Laundry Fee $45
- Meal Plan (Minimum for Freshmen in On-Campus Housing (Fall and Spring) $400
- Housing Deposit (To be returned if no damage (true deposit)) $250
- Student Activity $100
- Freedom Education Fund Fee $30
- Course Fees varies by course
- Health Insurance (fall semester—see registration materials)
- Health Insurance (spring semester—see registration materials)

**On-Campus Master's Degrees**
- Full-time (12 credits per semester) $10,470
- Per Credit Tuition (below or above 12 credits) $895
- Orientation Fee (one-time fee, includes course fee) $1,120
- Freedom Education Fund Fee $30
- Health Insurance (fall semester—see registration materials)
- Health Insurance (spring semester—see registration materials)

**Online Bachelor's Degrees**
- Full-Time Tuition (12 credits per semester) $6,936
- Per Credit Tuition (below or above 12 credits) $578
- Orientation Fee (one-time fee or per orientation) $150

**Online Master of Arts and Master of Science in Counseling Degrees**
- Full-Time Tuition (12 credits per semester) $10,448
- Per Credit Tuition (below or above 12 credits) $874
- Orientation Fee Non Counseling Students (one-time or per orientation) $180
- Orientation Fee Counseling Students (one-time or per orientation) $260
* Professional Liability Insurance required only for Counseling students
Online Master of Education Degrees
- Full-time (12 credits per semester) $7176
- Per Credit Tuition (below or above 12 credits) $98
- Orientation Fee (one-time fee or per orientation) $180

Online Doctor of Philosophy Degree
- Full-Time Tuition (12 credits) $15,576
- Per Credit Tuition (below or above 12 credits) $1,298

Fees Applied to All Programs
- Sustainability Fee (per semester) $50
- Technology Fee (per semester) $115
- Late Registration Fee (if applicable) $75
- Late Payment Fee (if applicable - monthly) $25
- Replacement Diploma Fee $10
- Insurance (Optional) Contact Provider

Required Intensives by Program
An intensive is a short period of time in which all day learning takes place face to face with the instructor that is not measured by academic credit.

Master’s programs, the Post-Master’s Certificate programs and Graduate Certificate with the titles listed below require completion of the following intensives for degree or certificate completion.

The dates and costs listed are specific to 2018-19 academic year.

Unless specified otherwise, all intensives are offered in the vicinity of Prescott, AZ. Intensives are generally scheduled to be before or after colloquium for ease of travel.

Expressive Art Therapy
Successful completion of two are required for full MS in Counseling students with the EAT concentration. One is required for Post Master’s in EAT students. One is offered each summer.

EAT Summer Institute FEE: $2,300* DATES OFFERED: typically late July to mid August

*This is the cost in 2018. The cost will increase for 2019.

Adventure-Based Psychotherapy & Ecotherapy
Successful completion of four experiential field intensives (one is a self-directed/independent study totaling not less than 100 hours) are required.

Backcountry FEE: $500 DATES OFFERED: prior to August Colloquium
Outdoor Urban FEE: $500 DATES OFFERED: January, before or after Colloquium
Outdoor Rural FEE: $500 DATES OFFERED: Spring, before or after Colloquium
Successful completion of all four listed intensives below are required.

- **Explorations**  
  FEE: $650  
  DATES OFFERED: 8/18-21, 2018

- **Equines in the Therapeutic Environment**  
  FEE: $650  
  DATES OFFERED: 8/26-29, 2018

- **Group Process and Facilitation**  
  FEE: $650  
  DATES OFFERED: 1/13-16, 2019

- **Best Practices**  
  FEE: $650  
  DATES OFFERED: 4/6-9, 2019

**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](http://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 Payers 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 Payer – 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.

On-campus and online undergraduate students who attend Orientation and do not enroll for the term are not entitled to a refund of the orientation fee.

**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). See Calendar for specific drop/add dates per session.

**Term and 1st Block**

<table>
<thead>
<tr>
<th>Week:</th>
<th>% of Paid Tuition Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through End of Drop/Add Period</td>
<td>100% refund</td>
</tr>
<tr>
<td>After End of Drop/Add Period</td>
<td>0% refund</td>
</tr>
</tbody>
</table>

**Semester and Subsequent Blocks**

<table>
<thead>
<tr>
<th>Week:</th>
<th>% of Paid Tuition Refunded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to Start of Term</td>
<td>100% refund</td>
</tr>
<tr>
<td>Through End of Drop/Add Period</td>
<td>90% refund</td>
</tr>
<tr>
<td>After End of Drop/Add Period</td>
<td>0% refund</td>
</tr>
</tbody>
</table>

**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 through an exceptions request. See Exceptions to Policy. The College reserves the right to refuse an appeal of the refund policy.
General Store, Books and Other Instructional Materials
Books and other instructional materials may be ordered online at [www.prescottcollegebookstore.com](http://www.prescottcollegebookstore.com). Required texts are listed here by course. You may order through this site, or use the listed information to make your purchases elsewhere. Instructional materials for course may also be available on the course Moodle sites.

The physical Prescott College General Store offers logo merchandise, school supplies, 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. 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, as well as binding options.

Classrooms and Learning Spaces
The College maintains a large range of classrooms and other learning spaces on campus. Most classrooms are designed for the small class sizes that are typical at Prescott College. The College also has larger learning spaces suitable for groups up to 400.

Learning Technology
Learning Technology supports online and on-campus students, faculty, and staff with all e-learning and instructional technology solutions. Prescott College uses Moodle (MyClassroom) for our learning management system, Watermark for assessment and e-portfolio platform, Zoom for video conferencing, 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 A/V-computer short-term loan program, as well as all classroom technology and computer labs. This department maintains and supports the ITV classroom and the various computer labs on the Prescott Campus. This department also supports all A/V needs for on-campus events, classes, and off-campus projects. The College maintains software licenses for students, staff and faculty to use a variety of educational and productivity software (e.g., Microsoft Office 365, IBM SPSS, Adobe Creative Cloud, Esri ArcGIS, Grammarly Premium, etc.). The College operates a virtual desktop environment which allows access to College platforms from off-campus.

Labs
The College maintains several computer lab facilities across the campus including: the I-TV lab; the Learning Commons lab; the GIS lab; and the multi-media lab. The College has a chemistry lab and biology lab.

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](http://www.prescott.edu/library), or contact the Library at 928-350-1300 or [library@prescott.edu](mailto:library@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

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.

Sam Hill Arts Warehouse
The historic Sam Hill Arts Warehouse includes a public art gallery / performance space, painting, sculpture and ceramics studio classrooms, a recording studio and digital multimedia editing lab.

One Stop Shop: Student Accounts
Student Accounts facilitates tuition payments and refunds, payment plans, and provides students’ account information.

One Stop Shop: Financial Aid Office
The Financial Aid office processes student financial assistance through federal financial aid which includes grants, loans, and student employment. 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.

One Stop Shop: Office of the Registrar
The Office of the Registrar houses an accurate history of students’ academic careers at the College. The Office of the Registrar supports students in registering for classes and tracking graduation requirements. The Registrar certifies graduation, processes transcript requests, issues diplomas, and sets and upholds academic policy.

Academic Operations
The Academic Operations department supports all processes pertaining to the development and management of courses for all college programs. They work with deans to determine course schedules, to plan classroom use, course budgets, etc. The Academic Operations department also works with chairs and the deans to organize and facilitate all orientations, colloquia and symposiums. They provide administrative faculty support on many levels, across all programs and platforms.

The Village, Student Housing
The Village is one of the nation’s first student housing complexes with LEED Platinum certification for sustainability. Powered by solar panels and collecting its own water for the edible landscaping and student gardens, the Village includes three buildings of townhouses surrounding a central courtyard. Each townhouse has single and double rooms for eight students with double refrigerators and stoves to facilitate cooking.

Crossroads Center
Built using local and recycled materials and sustainable design, the Crossroads Center includes our Library and Learning Commons, flexible conference space for large events, conference rooms, and many classrooms.
Crossroads Café
The Crossroads 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.

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 (e.g., The Village Student Housing and the Crossroads Center), 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.

Equipment 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 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.

Transportation
The College maintains a large fleet of vans, trucks and trailers to facilitate transportation of classes to field- and community-based learning environments throughout the U.S. Southwest and Mexico.

Academic Policies

Changes to College Catalogs, Academic Policies, Degree Requirements
Students who are enrolled continuously follow the program completion requirements in effect during their first term of enrollment, as outlined in the College Catalog. Students may choose to upgrade to a later catalog’s program completion 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 about how to revise your degree 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.

The Academic Policies and other administrative and behavioral policies relevant to students are updated from time to time and published annually in the College Catalog. All students must follow the policies published in the most recent version of the College Catalog. The College Catalog is the definitive source for all Academic Policies, behavioral and administrative policies, and degree program requirements; it supersedes other publications.
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 executive vice president. 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 executive vice president’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, 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 based on the Policy on the Credit Hour or by direct assessment of demonstrated student learning outcomes. Credit may be earned through courses, independent studies, teaching assistantships, internships, prior learning assessment, or courses taken at other colleges.
Policy on the Credit Hour and Program Length

Definition of a Credit Hour
Prescott College uses the semester credit hour for awarding of academic credit. The credit hour is defined by Prescott College in accordance with HLC Policy FDCR.A.10.020 (6/2012) and with the Federal Policy as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours. 34CFR 600.2

Program Length
Prescott College requires a minimum of 120 semester credits for the bachelor’s degree and a minimum of 30 semester credits beyond the bachelor’s degree for the master’s degree. At least thirty credits of the 120 semester credits required for the bachelor’s degree must be in courses addressing and assessing the general education learning outcomes for which all undergraduate students must demonstrate competence. Students pursuing accelerated master’s degrees may receive graduate credits for approved courses taken while an undergraduate and count those courses for both undergraduate and graduate credit and course requirements; at least 50% of the credits for the master’s degree must be in courses designed for graduate work.

The Credit Hour in Self-directed, Experiential Learning: Required Demonstration of Competence
Prescott College’s mission and pedagogical values center self-direction and experiential learning within an interdisciplinary curriculum. Assessment of learning is an integrated and essential part of our learning processes at the course and program levels. Self-directed, experiential learning requires students to set individualized goals for their learning, to engage in appropriate experiences designed to allow application of theory in practice, and to reflect on and assess their learning. Typical courses regardless of delivery or degree level integrate experiential learning. Students typically engage in reflective self-assessment of learning against learning outcomes in a narrative evaluation that is included alongside the instructor’s narrative evaluation of student learning at the end of the course. All students must successfully complete a capstone project demonstrating competence in their chosen field.

In accordance with commonly accepted practices in higher education institutions offering credit-based, competency-based education, Prescott College awards credit only when a faculty member determines that a student has demonstrated competence for course learning outcomes. Credit is not awarded for time or experience alone.

Credit Hour Equivalencies to Typical Learning Time
The following chart indicates the minimum number of hours that reasonably approximate the typical time a typical student would invest to achieve student learning outcomes required for typical semester credit
hour awards. The equivalencies are based on a 50-minute typical in-class hour plus two 50-minute typical out-of-class hours for a typical 15-week semester converted into real 60-minute hours of typical learning time per term. The equivalencies may be met by any combination of learning activities and any amount of actual learning time that result in demonstration of learning outcomes evaluated by faculty members as typical for the associated amount of learning time and credits. Credit awards are based on qualified faculty evaluation of evidence that demonstrates appropriate quality and level of learning outcomes rather than on actual learning time.

<table>
<thead>
<tr>
<th>Semester Credits</th>
<th>Total Typical Learning Time per Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>37.5 hours</td>
</tr>
<tr>
<td>2</td>
<td>75 hours</td>
</tr>
<tr>
<td>3</td>
<td>112.5 hours</td>
</tr>
<tr>
<td>4</td>
<td>150 hours</td>
</tr>
</tbody>
</table>

Because pace of reading, writing and other learning activities varies widely among learners, actual time spent in learning activities to achieve course learning outcomes will vary. Credit amounts for specific courses should reflect a reasonable expectation of the typical time it would take to meet the learning outcomes specified for the course in the syllabi and/or learning contracts. The specific learning activities and the actual learning time required for any course will vary from the typical learning time per term in the chart above; however, the demonstrated student learning outcomes should be appropriate for and aligned with the typical learning time per term per credit awarded.

Credit Hour and Differentiation of learning / Credit Levels
Prescott College encourages faculty to differentiate learning activities and assessments within a course to meet the needs of individual learners and to be able to grant credit at the level at which learning is demonstrated. Rubrics have been aligned with the Degree Qualifications Profile at the lower division undergraduate, upper division undergraduate and graduate levels. The level of credit awarded for any course should align with the level of competence demonstrated by learners on course learning outcomes.

Narrative Evaluations
Credit is awarded by faculty members through grades or awards of credit/no-credit as well as 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. In addition to the grade or award of credit/no-credit, narrative evaluations become a part of the student’s official permanent record 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 Prior Learning Assessment process to complete a conversion portfolio, life experience portfolio, or practicum. Credit received becomes a part of the student’s transcript. No more than 60 undergraduate credits awarded via Prior Learning Assessment may count towards undergraduate degree requirements. No more than 15 graduate credits awarded via Prior Learning Assessment may count towards graduate degree requirements.
At the undergraduate level, letter grades are awarded 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. For undergraduate courses, CR equals “C” or better.

At the graduate level, both letter grades and Credit (CR) can be awarded for most programs. Each graduate program determines the letter grade that will be considered passing. This information can be found within the “Graduation Requirements” for each graduate program.

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 awarded, the College uses the following point values for computing grade point averages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.75</td>
</tr>
<tr>
<td>A+</td>
<td>3.25</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.75</td>
</tr>
<tr>
<td>C+</td>
<td>2.25</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.75</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

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 will be graded accordingly. If a student does not receive a passing grade or credit as determined by the respective graduate program, an instructor or faculty advisor will choose a grade commensurate with the student’s level of work, or the student will receive a No Credit (NC). For courses that focus on thesis, dissertation, or practicum, students wishing to receive letter grades will use the exceptions process to do so unless they are enrolled in the MS in Counseling or SJCO programs where letter grades are automatically awarded. To earn CR a student must maintain 80% or better in their coursework. Receiving No Credit or a non-passing grade 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.
<table>
<thead>
<tr>
<th>Program</th>
<th>Minimum Passing Grade</th>
<th>Default Practice (See Faculty in first week of course for alternative)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Theory courses and mentored studies</td>
</tr>
<tr>
<td>Masters of Arts (AE, ES, ED, A&amp;H)</td>
<td>B</td>
<td>CR/NC</td>
</tr>
<tr>
<td>Masters of Arts (SJCO)</td>
<td>C</td>
<td>Letter grades</td>
</tr>
<tr>
<td>Masters of Science in Counseling</td>
<td>B-</td>
<td>Letter grades</td>
</tr>
<tr>
<td>Masters of Education</td>
<td>B-</td>
<td>Letter grades</td>
</tr>
<tr>
<td>Doctor of Philosophy (PhD)</td>
<td>B</td>
<td>CR/NC</td>
</tr>
</tbody>
</table>

**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 up to one year from the end date of the term during which the course was attempted.
4. The instructor or mentor can set an earlier date, but cannot extend the incomplete period beyond the one-year maximum incomplete period.
5. Evaluation of the incomplete course submitted after the one-year maximum incomplete period 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**

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.

**Regular and Substantive Interaction between Instructors and Students**

Regular and substantive interaction between students and instructors is a required and documented component of all programs regardless of delivery or degree level. At Prescott College, regular and substantive interaction has all of the following characteristics:
• Interactions are initiated by the instructor rather than the student. This is necessary in both on-campus and in online or mentored studies. While in distance learning students have a heightened responsibility to take ownership of their learning, the instructors’ presence, guidance, and initiation of contact is critical. In distance learning, the flow, sequence, and deadlines of the course must be directed by the instructor and the timing of the course set through use of learning activities, online discussion, etc.

• Initiative of interaction must be regular and frequent. Weekly interaction is a good baseline minimum.

• Interaction must be meaningful or of an academic nature. The interaction should lead toward increased knowledge, skills and abilities. Such interactions include, but are not limited to: regularly scheduled synchronous activities; facilitating group study or online discussion forum; facilitating instructor-guided mentored study; guiding the development of learning contracts for mentored studies; providing feedback on student work; email or social media check-ins initiated by the instructor about aspects of the course, etc.

• The interaction must be initiated by an instructor or instructors whose credentials and/or tested experience satisfy the Prescott College policy for qualified faculty regarding the subject matter being discussed.

**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. Students who do not enroll in summer courses are not required to apply for a leave of absence. Students are required to sign an enrollment agreement (terms of enrollment) in their entry term of enrollment. The agreement is enforced through graduation, withdrawal from the College, or change of academic program.

**Registration**
Students register for classes/credits online using My Academic Services each term. The Office of the Registrar provides the registration materials via email prior to the beginning of the next semester.

• Registration materials contain links to and information regarding academic and administrative policies, including tuition, fees, deadlines, course prerequisites, etc. By enrolling in courses/credits online, 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
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
On-campus undergraduate must enroll full-time and complete a full-time load in their first enrollment period. Online undergraduate, master’s and PhD students may elect to enroll for full-time or part-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 and is approved by an advisor.

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

The course instructor (for classroom, field or Moodle-based courses) or the faculty advisor (for mentored studies courses) must indicate if a student has stopped participating in the course by completing the attendance module for the course on My Academic Services. 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 Academic Services attendance module for the course and to specify a date of last attendance. Students who are listed on My
Academic Services 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.

Withdrawal 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. See Academic Standing following Academic Suspension section for additional information. Students who were placed on academic warning remain in this status as a readmit until they meet minimum standards.

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 describe the general education learning outcomes that the College faculty intend to develop in learners across all programs of study and deliveries. These learning outcomes shape each student’s individual program of study that they develop with their faculty advisor(s) during the course of their studies at the College. Each student submits signature assignments for assessment by instructors within courses per the College’s Curriculum Map. In addition, students select artifacts that they believe best demonstrate their learning and mastery for each outcome and post these artifacts to their e-portfolio. Additional formative and capstone requirements provide additional opportunities for the assessment of general education and departmental outcomes (e.g., capstone senior project, thesis, dissertation, etc.). Faculty assess these signature assignments and artifacts for purposes of formative, authentic assessment of student learning, to inform student advising and degree plan development, and for program evaluation and improvement.

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. In order to complete the 30 credit general education requirement, undergraduate student degree plans must include coursework (or transfer equivalents) such that at least two courses assess each college-wide general education learning outcome (i.e., Humanities and Arts Knowledge; Global Cultural Literacy; Civic Engagement; Ecological Literacy; Skills for Inquiry, Analysis and Synthesis; Skills for Self-direction and Lifelong Learning).

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.

Competence within the specific field(s) of study is assessed through signature assignments and other artifacts (e.g., senior capstone project) that show mastery on the departmental learning outcomes.

**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.
Assessment of Graduate-level Learning Outcomes
Faculty members expect students graduating from graduate programs to meet the relevant college-wide and departmental outcomes at the graduate-level of competency. Development and demonstration of competence will occur in the course signature assignments, qualifying paper, thesis, dissertation and/or capstone projects and will be assessed by departmental faculty for program improvement.

Guidelines for differentiation of upper division / graduate level learning
This section provides General characteristics of upper division undergraduate and graduate level learning, and examples of differentiated learning activities at these levels.

Alexander Meiklejohn’s The Experimental College (1932) provides a framework against which to define lower division courses as satisfying general education (or breadth) requirements and as introducing students to various areas of knowledge and to independent learning; upper division courses as creating the practitioners of current knowledge and methods of a specific area of knowledge (or competence); and graduate courses which develop the practitioners, creators and originators of knowledge within a field of knowledge. The definitions draw upon the oft-cited and well established cognitive developmental hypotheses of Benjamin Bloom (A Taxonomy of Educational Objectives, 1956) and various modifications thereto (e.g., Anderson and Krathwuhl: A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom’s Taxonomy, 2001; and Hauenstein: A Conceptual Framework for Educational Objectives, 1988).

These guidelines are not designed to be prescriptive, but rather to support the differentiation of instruction and the assessment of learning across the upper division undergraduate and graduate levels. As a College rooted in the demonstration of competence rather than the accumulation of credit hours, differentiating instruction and assessment across these levels is important so that students can receive appropriate credit for the quality and level of work that they produce. This differentiation is also important as we cross-list courses across the undergraduate and graduate levels, admit undergraduate students into our master’s degree programs as seniors, and build accelerated pathways to complete master’s degree in less time. Offering high performing students these options can help decrease the cost and time to degree completion and thus drive increased new student recruitment and improved retention.

Upper Division Undergraduate Learning Characteristics
Cognitive Domain:
• Development and analysis of the most current terms, concepts, techniques and approaches shaping the field of knowledge;
• Focus on inclusion of divergent, synthetic responses and/or products as assessment/evaluation tools that are produced with minimal input from the instructor;
• Application of techniques and approaches toward divergent assignments or projects that are potentially novel to the field, or that represent the most current approaches in the field;
• Increased focus on inclusion of primary scholarship in the as material for students to analyze and critique constructively;
• Independent application of the standards of the field toward writing assignments, oral presentations, performances, etc.

Student Behavioral/Affective Domain:
• Willingness to commit time and energy toward solution of problems and/or creation of products with which the instructor may have limited direct experience and whose outcome the instructor may not be able to predict;
• Willingness to recognize and accept criticism and guidance as being constructive feedback from the instructor and from student colleagues.

Assumed/Expected Student Preparation
• Ability to at least propose a problem to be solved or product to be created that is at least somewhat novel to the field;
• Independent recognition of technique or approach most appropriate to solving a particular problem or creating a specific product.

Graduate Learning Characteristics

Cognitive Domain:
• Relatively independent initiation of effort toward proposing and solving a novel problem, creating new scholarship, and/or producing a new intellectual product;
• Independent application of best practices of the field in solving a novel problem, creating new scholarship, and/or producing a new intellectual product;
• Increased focus on student becoming a practitioner of the field of knowledge rather than primarily a learner of that field.

Student Behavioral/Affective Domain:
• Inherent interest in self-education and self-direction within the field;
• Willingness to accept responsibility for outcomes of self-directed research and creative activities.

Assumed/Expected Student Preparation:
• Facility with obtaining and understanding current primary literature/scholarly works and/or literature focused on practitioner/professionals within the field;
• Ability to communicate effectively using accepted conventions of the field through oral, written, and/or performance modes.

Examples of Learning Activities at Upper Division and Graduate Levels:

Examples of upper-division undergraduate learning activities / assignments:
1. Attend a professional conference and reflect on new learning.
2. Interview three teachers on the topic of learning theories and classroom teaching.
3. Attend an in-service on the specific topics related to learning theories.
4. Present a workshop to the class in a face-to-face or virtual setting highlighting an experiential learning strategy supported by a specific learning theory.
5. Contact an undergraduate education student in a different culture and begin a conversation about how children learn in that culture.

Examples of graduate-level learning activities / assignments:
1. Present at a professional conference on a topic related to Learning Theories.
2. Conduct a case study of the specific application of a Learning Theory in a k-12 setting.
3. Prepare and present an in-service for teachers and/or paraprofessionals on the application of Learning Theories to teaching.
4. Conduct an ethnography of a k-12 classroom.
5. Develop and implement a Webinar on considerations for culturally diverse learning theories.

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 of the Catalog detailing the specific programs.

Departmental Advising Documents – Relationship to College Catalog
Within the degree titles offered by Prescott College, students may work with their faculty advisors to describe individualized programs of study in their degree plans. Each department at Prescott College has published an advising document which provides information about the department and examples of some ways to develop competence in fields of study. The advising documents may also list courses that are illustrative of the sorts of courses offered in the department including some of the courses listed as required in the College Catalog. While completing a structured course is one way to learn and develop competence, students will also use independent mentored studies, study abroad, service learning, career internships, MOOCs, and other external learning as a part of their undergraduate competence or graduate programs. The advising documents and course offerings are always growing and changing in order to keep pace with changing academic and professional areas as well as new opportunities for formal and experiential learning. The advising documents also morph because, at Prescott College, we believe that students should direct their own studies with the guidance and approval of their faculty advisors. For these reasons, the departmental advising documents provide guidance rather than specifying absolute requirements. The graduation processes and requirements described in the College Catalog take precedence over any suggestions in departmental advising documents.

Bachelor's Degree Requirements
Graduation is based on three minimum criteria: 1) Competence in an area of study (60 credits); 2) Breadth area (30 credits); and 3) Liberal Arts (30 credits in general education) as described in each student’s degree plan. This totals 120 semester credits to complete a bachelor’s degree. A minimum of 36 credits must be upper division. Within the Liberal Arts requirement required for graduation are the orientation course, math proficiency course, and interdisciplinary core courses (i.e., CC courses for on-
campus undergraduates, PASS courses for online undergraduates, graduate core courses). The capstone project counts as a part of the 60 credits for the competence. Completion of the required core courses (including Pass I and II for online students and CC1, CC2, CC3, and CC4 for on-campus students) will involve support for, and completion of, a number of other requirements. Students have the option of declaring a breadth other than a Liberal Arts breadth and still satisfying the 30 credit minimum general education requirement; all students must complete at least two courses that assess each of the undergraduate learning outcomes in order to satisfy the College’s general education requirement.

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.

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 liberal arts general education courses. General degree requirements (e.g. writing, math) still are required but need only be satisfied once.

Undergraduate Interdisciplinary Core: Core Curricula, Learning Communities and PASS courses

The Prescott College mission guides our faculty to offer interdisciplinary, experiential and self-directed curricula preparing students to make a living making a difference for social justice and environmental sustainability. Creating solutions for the social and ecological crises facing the 21st century requires the abilities to integrate and apply knowledge, skills, and abilities from traditionally separate fields of knowledge. Becoming a self-directed, life-long learner requires structure, guidance, and support through each phase of our students’ educational journeys.

In each year of on-campus undergraduate study, students are required to choose from various courses labelled CC1, CC2, CC3 or CC4 in the schedule of classes. Similarly, online undergraduates complete the PASS I and PASS II courses in their first and subsequent terms. These classes are designed to create a supportive interdisciplinary curricula and advising structure for students to develop academic and professional competence through their individualized programs of study and to complete key graduation requirements. These classes also help students to integrate learning from across liberal arts fields at increasing levels of rigor in each year. At each phase, students update their electronic portfolios with examples of their learning and tag these artifacts with the appropriate departmental and general education learning outcomes.

- CC1 courses are taken at the very beginning of students’ educational journeys and include orientation courses, first year learning communities, and writing workshop courses. CC1 courses introduce students to our faculty and to one another. They orient students to our
systems and processes and to how experiential learning works. Students begin to use the liberal arts knowledge and skills to address the big questions facing our world. Writing Certification level one may be completed during CC1.

• CC2 courses are taken in the second phase of study (e.g., year two for first time freshmen, first semester for transfer students). These courses help students identify and integrate learning from various paradigms of knowledge into the degree plans that will guide the development of their academic and professional competence. Students set clear academic and career goals and work with faculty advisors and peers to draft and revise their degree plans and to have them approved by their faculty advisors. CC2 courses are writing emphasis and/or quantitative skills courses that help students satisfy the Writing Certification level two requirements. For online undergraduates, the PASS I course combines elements of CC1 and CC2 courses.

• CC3 courses provide a platform for students to integrate interdisciplinary research methods and knowledge into a proposal for their senior project. Prior to the senior year, students work with one another and their faculty advisors to revise and receive approval for their project proposal which includes a review of relevant academic and professional literature. The CC3 courses satisfy Writing Certification level three. Students update their resumes and identify target jobs and/or graduate schools, revise degree and career plans as necessary, and begin preparing applications and other materials. Students interested in the accelerated master’s tracks at Prescott College apply for admissions during CC3. For online undergraduates, the PASS II course includes key elements and requirements of CC3.

• CC4 courses bring students together from across various fields of knowledge to work with a faculty guide and to support one another in completing their senior projects. The capstone senior project demonstrates students’ academic and professional competence and is posted to their e-portfolios to document this competence to the faculty and to support their applications for jobs and graduate school.

**Graduate Interdisciplinary Core: Orientation, Research Methods, Social / Ecological Literacies, Thesis/Dissertation/Capstone Projects**

Similar in design and intent to the undergraduate interdisciplinary core (i.e., CC and PASS), each graduate program requires core courses and experiences to support the necessary structure, guidance and support for student academic and career success. All graduate students are required to attend orientation and residency events. All graduate programs are centered around a sequence of core courses that involve interdisciplinary content, methods and mission-based learning outcomes (e.g., research methods, social and ecological literacies, capstone project). At each phase of the students program – first semester program design; methods and capstone project design; capstone/internship/practicum/thesis/dissertation – courses taught by faculty provide the curricular structure to support and integrate the individualized learning developed via mentored studies, research or other experience.

**Master’s degrees**

Each master’s degree requires completion of the required core courses. Master’s 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 socially-engaged application; 3) Demonstrating appropriate social and ecological literacies and other graduate learning outcomes; 4) A minimum of 36-61 semester credits, depending on the degree. A thesis or capstone project that joins theory with practice may or may not be required depending on the degree.

**Doctoral degrees**
The doctoral degree requires completion of required core courses. Doctoral graduation requirements include: 1) Participation in collaborative, foundational, core courses, and colloquia/symposia; 2) Development and pursuit of individualized studies and research organized around the central theme of sustainability education; 3) Demonstration of competence and depth of knowledge through coursework, an applied practicum, and a dissertation/project that includes a socially significant application. A minimum of 72 semester credits are required to complete a doctoral degree.

**Professional Preparation Programs**
Completion of state-required coursework and other requirements; passing scores on applicable licensure or certification exams. (See teacher and counselor preparation programs for specific details).

**Accelerated Bachelor’s / Master’s Degree Options: Early Admission of Undergraduates into Graduate Programs**
Undergraduate students may cross-register for graduate courses with instructor approval. Highly qualified undergraduate students may be admitted to begin their graduate studies in their junior or senior year (see Admissions Procedures for Early Admissions of Undergraduate into Master’s). Early admissions can enable students to complete their bachelor’s and master’s degrees in an accelerated manner. Depending upon the programs involved, this can shorten time to degree completion by a full year. Students are encouraged to begin working with their faculty advisors as early as possible in order to align undergraduate and graduate degree plans. 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.

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

- Students in some programs are required to attend a new student orientation in Prescott at the beginning of their first term.
- Undergraduate: Equivalent of one year (two semesters) of full-time enrollment.
- Online master’s: Minimum equivalent of one year (two semesters) of full-time enrollment, and attend a certain number of days in residency as specified by certain programs. The minimum requirements are higher for students seeking certification or licensure in counseling or education.
- Online Ph.D.: Equivalent of three years (six semesters) of full-time enrollment, and attend colloquia each semester of enrollment.
The relationship between degree plans, elective and graduation requirements
In all deliveries and degree levels, students draft their degree plan as a part of their core curricula and revise their degree plan periodically. Instructed or mentored courses that undergraduate or graduate students elect to take prior to the completion and approval of their final degree plan will count towards satisfying their graduation requirements.

Time limits for completing degree or program requirements
Pending graduates will be held to the Incomplete Policy. 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. For other requirements not related to coursework (e.g. research paper, thesis publication, updated transcripts, etc.), pending graduates 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 degree. These time limits do not override other policies applying to completing degree or program requirements nor do they override policies for financial aid eligibility. See Incomplete Policy for eligibility and timeframes.

Graduate School and Career Outcomes by Study Area
Prescott College graduates from our bachelor’s, master’s 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:

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<th>Adventure Education</th>
<th>Outdoor Program Administration</th>
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<td>College Faculty</td>
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| Environmental Studies / Sustainable Community Development | Conservation Biologist  
Forest Service Researcher  
Environmental Management  
Regional Planner  
Environmental Lawyer |
|---|---|
| Arts & Humanities / Arts & Letters | Writer / Journalist  
Film-maker  
Museum Curator  
Studio / Performing Artist  
Teacher |
| Psychology / Human Development / Counseling | Marriage and Family Therapist  
Counselor  
Social Worker |
| Cultural & Regional Studies / Social Justice | Non-profit organization leader  
Media Strategist  
Labor Organizer  
Activist  
Public Interest Lawyer |
| Sustainability Management | Entrepreneur  
Manager  
Sustainability Director  
Public Administration  
Organizational Development Consultant |

**Exceptions to Policy**

Students who seek an exception to published policies, requirements 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 online via Parchment Exchange. 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 deans, executive vice president, 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**

Prescott College adheres to all federal and state civil rights laws prohibiting discrimination in private institutions of higher education. Prescott College will not discriminate against any employee, applicant for employment, student or applicant for admission on the basis of race, religion, hearing status, personal appearance, color, sex, pregnancy, political affiliation, source of income, place of business, residence, religion, creed, ethnicity, national origin (including ancestry), citizenship status, physical or mental disability, age, marital status, family responsibilities, sexual orientation, gender, gender identity, gender expression, veteran or military status (including special disabled veteran, Vietnam-era veteran, or recently separated veteran), predisposing genetic characteristics, domestic violence victim status or any other protected category under applicable local, state or federal law, including protections for those opposing discrimination or participating in any resolution process on campus or within the Equal Employment Opportunity Commission or other human rights agencies.

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 Student Affairs. 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. Kristine Preziosi (928-350-2306), Associate Dean of Student Affairs, is the lead for ADA accommodations and all questions and concerns should be directed to her 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>Services</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Services, Auxiliary Aids</td>
<td>Kristine Preziosi, ADA coordinator (928) 350-2306</td>
</tr>
<tr>
<td>&amp; Temporary Disabilities</td>
<td></td>
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<tr>
<td>Mental Health Services</td>
<td>(928) 350-2306</td>
</tr>
<tr>
<td>Housing</td>
<td>(928) 350-1006</td>
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</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**
The Office of Residence Life is committed to empowering students in their personal growth and development while providing them with the support and opportunities for involvement. Our goal is to integrate living and learning while supporting the educational goals of our students and the institution.

**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 104 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 the Associate Dean of Student Affairs.

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 Associate Dean of Instruction.
- **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 either the Associate Dean of Student Affairs.

**Academic Grievance Procedures**
A student who believes their 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 their grievance falls under this description should consult with the Associate Dean of Instruction or the Associate Dean of Student Affairs.
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 chair 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 academic dean or designee. 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 academic dean or designee 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 the executive vice president and provost, 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 1740 W. Adams, Phoenix, AZ 85007, phone # 602-542-5709, website address: www.azppse.gov.

9) The Arizona SARA Council has jurisdiction over Arizona SARA-approved institutions including Prescott College in relation to non-instructional complaints. Instructional complaints, such as grade grievance, are not reviewed by the Council and should not be submitted for review.

10) Students also have the right to contact state authorization or accrediting agency contacts for specific issues. For online students who are residents of states outside of Arizona, consumer inquiries may be directed via the College’s webpage listing contact information for licensing and consumer protection bodies in specific states: http://www.prescott.edu/explore/at-a-glance/accreditation/consumer-protection-agency.php.

Nonacademic Grievance Procedures
Non-academic grievances fall into 2 categories:

I) General non-academic grievances, and

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

1) A student who is unsure whether their grievance falls under the non-academic description should consult with the Associate Dean of Instruction or Associate Dean of Student Affairs. 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 the academic dean or designee. 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 Associate dean or designee will determine if an investigation is appropriate.

4) Any investigation will be conducted by the Associate Dean or designee; 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, associate dean or designee 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) The Arizona SARA Council has jurisdiction over Arizona SARA-approved institutions including Prescott College in relation to non-instructional complaints. Instructional complaints, such as grade grievance, are not reviewed by the Council and should not be submitted for review. Prior to registering a non-instructional complaint with the Arizona SARA Council, the student/complainant must complete Prescott College’s and the Arizona State Board for Private Postsecondary Education’s complaint process, as listed above. Non-instructional complaints may be submitted here: http://azsara.arizona.edu/complaint-process.

9) Students also have the right to contact state authorization or accrediting agency contacts for specific issues. For online students who are residents of states outside of Arizona, consumer inquiries may be directed via the College’s webpage listing contact information for licensing and consumer protection bodies in specific states: http://www.prescott.edu/explore/at-a-glance/accreditation/consumer-protection-agency.php.

10) 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, e-mail and telephone communication), at College-sponsored activities, student organization sponsored events or in College Housing. At the discretion of the Conduct Officer (associate dean or their delegate), 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.

The Conduct Officer delegates to the director of student 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 director of student housing. 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. 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.

4. 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.

5. 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).

6. 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.

7. 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.
8. 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 their 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.

9. 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.
10. 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.

11. 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.

12. 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.

13. 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 their duties.

14. 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 their 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) **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.

5) **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 their suspension.

6) **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.

7) **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 associate dean or their 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 associate dean 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 associate dean 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 associate dean or their 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 associate dean or their 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 the associate dean 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 their 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 their 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 academic dean or designee may determine to be appropriate. This interim suspension period should last no longer than three business days, and the associate dean 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 their 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 their 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 their 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 their delegate with its recommendation regarding its review of the appeal. The President or their 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.

**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.

**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, Dopoi 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:

- 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.
- No person under the age of 21 is allowed to consume or possess alcoholic beverages, except as otherwise permitted by law.
- No person authorized to sell or serve alcoholic beverages may consume such beverages while they are so engaged or employed.
- 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.
- 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.
- 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.
- No person may solicit another person to purchase, sell, or serve alcohol contrary to law.

**College 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:

- First conviction: up to 1 year in prison, fine of $1,000 to $100,000, or both
- Second conviction: at least 15 days and up to 2 years imprisonment, $5,000 to $250,000 fine, or both
- 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.

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.
Sex/Gender-Based Harassment, Discrimination and Sexual Misconduct Policy

A. Introduction and Overview

This policy is part of Prescott College’s commitment to fairness and equity in all aspects of our work. In order for members of our community to engage in sexual activity with each other, there must be clear, knowing and voluntary consent prior to and during sexual activity. Consent is sexual permission. Consent can be given by word or action, but non-verbal consent is not as clear as talking about what you want sexually and don’t want. Consent to some form of sexual activity cannot be automatically taken as consent to any other form of sexual activity. Previous consent does not imply consent to sexual activity in the future. Consent, once given, can be withdrawn at any time. There must be a clear indication that consent is being withdrawn. The individual initiating sexual activity is responsible for gaining clear, knowing and voluntary consent from the intended partner.

Because alcohol and other drug use can place the capacity to consent in question, sober sex is less likely to raise such questions. When alcohol or other drugs are being used, a person will be considered unable to give valid consent if they cannot fully understand the details of the sexual interaction (who, what, when, where, why, or how) because they lack the capacity to reasonably understand the situation. Individuals who consent to sex must be able to understand what they are doing. Under this policy, “no” always means “no,” and “yes” may not always mean “yes.” Anything but a clear, knowing and voluntary consent to any sexual activity is the equivalent to a “no.”

B. Definitions

1. **Reporting Party:** The person alleging a violation of this policy.

2. **Responding Party:** The person who is alleged to have violated this policy.

3. **Consent:** While definitions of consent vary by state, Prescott College employs a definition that is in accord with Arizona statute. Consent is clear, knowing and voluntary words or actions that give permission for specific sexual activity. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable permission regarding willingness to engage in (and the conditions of) sexual activity. Consent to one form of sexual activity cannot automatically imply consent to any other forms of sexual activity. Previous relationships or prior consent does not constitute consent to future sexual acts. Consent can be withdrawn once given, as long as that withdrawal is clearly communicated.
4. **Incapacitation:** Is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g. to understand the “who, what, when, where, why or how” of their sexual interaction). A person cannot consent if they are unable to understand what is happening or are disoriented, helpless, asleep or unconscious for any reason. Incapacity can occur mentally or physically. This includes a person whose incapacity results from developmental disability, involuntary physical restraint, and/or from the taking of alcohol or other incapacitating drugs.

It is not an excuse that the responding party was intoxicated and, therefore, did not realize the incapacity of the reporting party. The question of what the responding party should have known is objectively based on what a reasonable person in the place of the responding party, sober and exercising good judgement, would have known about the condition of the reporting party.

5. **Force:** Is the use of physical violence and/or imposing on someone physically to gain sexual access. Force includes threats, intimidation (implied threat) and coercion that overcomes free will or resistance or that produces consent (Have sex with me or I’ll hit you. Okay, don’t hit me, I’ll do what you want.”).

Coercion is unreasonable pressure for sexual activity. When someone makes it clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

There is not a requirement for a party to resist the sexual advance or request, but resistance is a clear demonstration of non-consent. The presence of force is not demonstrated by the absence of resistance. Sexual activity that is forced is by definition non-consensual, but non-consensual sexual activity is not by definition forced.

6. **Responsible Employees:** Federal guidelines require that all responsible employees must report incidents of sexual harassment or sexual misconduct except those that are exempted for their role as counselor. Responsible employees are defined as all employees of the College; any employee who becomes aware of an incident of sexual harassment or sexual misconduct must report such to the Title IX coordinator. The College counselor is exempted from mandatory reporting given their counseling role.

C. **Jurisdiction**

This policy applies when both the reporting party and the responding party are either students or employees of Prescott College when the incident occurred. It applies to incidents occurring on-campus or off-campus. It applies regardless of the sexual orientation and/or gender identity of either party.

D. **Title IX Coordinator**
The Title IX Coordinator oversees compliance with all aspect of this policy. The Coordinator reports to the President. The Coordinator is:

Kristine Preziosi  
220 Grove Avenue  
Prescott, AZ 86301  
928-350-2306  
kpreziosi@prescott.edu

E. Academic Freedom

This policy will not be interpreted to inhibit or prohibit educational content or discussion inside or outside of the classroom that includes controversial or sensitive subject matter protected by academic freedom. Academic freedom extends to topics that are pedagogically appropriate and germane to the subject matter of the courses or that touch on academic exploration of matter of public concern.

F. Types of Misconduct Offenses

Offenses include, but are not limited to:

1. Sexual Harassment

   a. Sexual harassment is unwelcome sexual attention made by a person who knows, or reasonably should know that such attention is unwanted. Sexual harassment encompasses sexual, sex-based and gender-based verbal, written, online and/or physical conduct when:

      • Such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education; or
      • Such conduct by an individual is used as the basis for employment or academic decisions affecting the individual; or
      • Such conduct has the purpose or effect of unreasonably interfering with an individual’s academic, social or professional performance, or creating an intimidating, hostile or demeaning employment or educational environment.

   b. Sexual harassment may take the form of quid pro quo harassment, retaliatory harassment, or a hostile work environment.

      • Quid pro quo harassment is unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person having power or authority over another when submission to such sexual conduct is made explicitly or implicitly a term or condition of rating or evaluating an individual’s education or employment progress, development, or performance
This includes when submission to such conduct would be a condition for access to receiving the benefits of any educational or employment program.

- Retaliatory Harassment includes any adverse action taken against a person participating in a protected activity because of their participation in that protected activity. Retaliation against an individual for an allegation, for supporting a reporting party or for assisting in providing information relevant to an allegation is a violation of this policy.
- A hostile work environment is created when sexual harassment is:
  Ø Sufficiently severe, and/or
  Ø Persistent or pervasive, and
  Ø Unreasonably interferes with, denies or limits someone’s ability to participate in or benefit from the College’s educational, social and/or residential programs, or, in the employment context, interferes with the terms and conditions of an individual’s employment.

c. Some examples of possible sexual harassment include:
   • A professor insists that a student have sex with them in exchange for a good grade. This is harassment regardless of whether the student accedes to the request.
   • A student repeatedly sends sexually oriented jokes around on an email list they created, even when asked to stop, causing one recipient to avoid the sender on campus and in the residence hall in which they both live.
   • Explicit sexual pictures are displayed in a professor’s office or on the exterior of a residence hall door.
   • An ex-partner widely spreads false stories about their sex life with their former partner to their clear discomfort, turning them into a social pariah on campus.

2. **Non-consensual Sexual Contact**

a. Non-consensual sexual contact includes, but is not limited to:
   • Any intentional sexual touching,
   • However slight,
   • With any object,
   • By a person upon another person,
   • That is without consent and/or by force.

b. Sexual contact includes, but is not limited to:
   • Intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; or
   • Any other intentional bodily contact in a sexual manner.

3. **Non-consensual Sexual Intercourse**

a. Non-consensual intercourse includes, but is not limited to:
• Any sexual intercourse,
• However slight,
• With any object,
• By a person upon another person,
• That is without consent and/or by force.

b. Intercourse includes, but is not limited to:
• Vaginal or anal penetration by a penis, object, tongue or finger, and oral copulation (mouth to genital contact), no matter how slight the penetration or contact.

4. Sexual Exploitation

Sexual exploitation occurs when one person takes non-consensual or abusive sexual advantage of another for their own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:

a. Invasion of sexual privacy;
b. Non-consensual digital, video or audio recording of nudity or sexual activity;
c. Unauthorized sharing or distribution of digital, video or audio recording of nudity or sexual activity;
d. Engaging in voyeurism;
e. Going beyond the boundaries of consent (such as letting your friend hide in the closet to watch you having consensual sex);
f. Knowingly exposing someone to or transmitting an STI, STD or HIV to another person;
g. Intentionally or recklessly exposing one’s genitals in non-consensual circumstances or inducing another to expose their genitals.
h. Sexually-based stalking and/or bullying may also be forms of sexual exploitation.

G. Reporting Violations of this policy

Violation of this policy should be reported via letter, memo, email, telephone or in person to the Title IX Coordinator. All employees of Prescott College are responsible employees and are required to report violations of this policy to the Title IX Coordinator.

If a reporting party would like the details of an incident to be kept confidential, the reporting party may speak with:

a. On-campus licensed professional counselor: Penny Collins 715-486-6007; or
b. Off-campus:
   • Licensed professional counselors
   • Local rape crisis counselors
   • Domestic violence resources
• Local or state assistance agencies
• Clergy/chaplains

Campus counselors are available to help free of charge. Campus counselors will maintain confidentiality except in extreme cases of immediate threat or danger, or abuse of a minor.

Formal reporting to the Title IX Coordinator still affords privacy to the reporter, and only a small group of officials who need to know will be told. Information will be shared as necessary with investigators, witnesses and the responding party. The circle of people with this knowledge will be kept as tight as possible to preserve a reporting party’s rights and privacy.

Additionally, anonymous reports can be made by reporting parties and/or third parties using the online reporting form posted at


To raise any concern involving a conflict of interest by the Title IX Coordinator, contact the President, John Flicker. To raise concerns regarding a potential conflict of interest with any other person assisting the Title IX Coordinator in handling any reported misconduct, contact the Title IX Coordinator. In the event an incident involves alleged misconduct by the Title IX Coordinator, reports should be made to the Provost.

Any student or employee may also file a report if there is evidence of a violation or this policy.

Additionally, anonymous reports can be made by reporting parties and/or third parties using online reporting forms posted at

https://cm.maxient.com/reportingform.php?PrescottCollege&layout_id=3. Note that these anonymous reports may prompt a need for the institution to investigate.

In addition to the remedies available under these policies, individuals experiencing misconduct may also file a formal grievance with government authorities at:

Office for Civil Right (OCR)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1100
Customer Service Hotline: 800-421-3481
Fax: 202-453-6012
TDD: 877-521-2172
http://www.ed.gov/ocr

H. Federal Reporting Obligations

Certain campus officials – those deemed Campus Security Authorities – have a duty to report sexual assault, domestic violence, dating violence and stalking for federal statistical reporting
purposes under the Clery Act. All personally identifiable information is kept confidential, but statistical information must be passed along to campus law enforcement regarding the type of incident and its general location (on or off-campus, in the surrounding area, but no addresses are given) for publication in the Annual Security Report. This report helps to provide the community with a clear picture of the extent and nature of campus crime, to ensure greater community safety. The information to be shared includes the date, the location of the incident (using Clery location categories) and the Clery crime category. This reporting protects the identity of the parties involved. (Add cross-reference to Clery policy when approved)

Federal Timely Warning Reporting Obligations

Victims of sexual misconduct should also be aware that College administrators must issue timely warnings for incidents reported to them that are confirmed to pose a substantial threat of bodily harm or danger to members of the campus community. (Add cross-reference to Clery policy when approved)

I. False Reports

It is a violation to make an intentionally false report of this policy.

J. Amnesty for Reporting Parties and Witnesses

The College community encourages the reporting of misconduct and crimes by victims and witnesses. Sometimes, victims or witnesses are hesitant to report to College officials or participate in resolution processes because they fear that they themselves may be accused of policy violations, such as underage drinking at the time of the incident. It is in the best interests of this community that as many victims as possible choose to report to College officials, and that witnesses come forward to share what they know. To encourage reporting, the College pursues a policy of offering victims of misconduct and witnesses amnesty from minor policy violations related to the incident. While policy violations cannot be overlooked, the College will provide educational options, rather than punishment, to those who offer their assistance to others in need.

K. Parental Notification

The College reserves the right to notify parents/guardians of dependent students regarding any health or safety risk, change in student status or conduct situation, particularly alcohol and other drug violations. The College may also notify parents/guardians of non-dependent students who are under age 21 of alcohol and/or drug policy violations. Where a student is non-dependent, the College will contact parents/guardians to inform them of situations in which there is a significant and articulate health and/or safety risk. The College also reserves the right
to designate which College officials have a need to know about individual conduct reports pursuant to the Family Educational Rights and Privacy Act.

L. Investigation

Every reasonable effort should be made to constructively resolve the reported conflict. The person impacted should keep a written log that can aid in later investigation and resolution. Whenever possible and safe, the problematic behavior, conflict or misconduct should first be discussed by the impacted person and the person engaged in the problematic behavior, conflict or misconduct. The Title IX Coordinator or appointed designee will facilitate such conversations, upon request, and monitor them for safety. Various conflict resolution mechanisms are available, including mediation. Mediation is not used when violent behavior is involved, when the Title IX Coordinator determines a situation is not eligible, or the parties are reluctant to participate in good faith.

The Title IX Coordinator may provide interim remedies intended to address the short-term effects of the alleged violation to redress harm to the reporting party and the community and to prevent further violations. The College will keep interim remedies and actions as private as possible.

These remedies may include, but are not limited to:

1. Referral to counseling and health services
2. Referral to the Employee Assistance Program
3. Education to the community
4. Altering the housing situation of the responding party (resident student or resident employee (or the alleged victim, if desired)
5. Altering work arrangements for employees
6. Providing campus escorts
7. Providing transportation accommodations
8. Implementing contact limitations between the parties
9. Offering adjustments to academic deadlines, course schedules, etc.

The College may suspend a student, employee or organization on an interim basis, pending the completion of the initial investigation and resolution, particularly when in the judgment of the Title IX Coordinator, the safety or well-being of any member(s) of the campus community may be jeopardized by the presence on-campus of the responding party or the ongoing activity of an organization whose behavior is in question. In all cases in which an interim suspension is imposed, the student, employee or organization will be given the opportunity to meet with the Title IX Coordinator prior to such suspension being imposed, or as soon thereafter as reasonably possible, to show cause why the suspension should not be implemented. The Title IX
Coordinator has sole discretion to implement or stay an interim suspension under this policy, and to determine its conditions and duration. Violation of an interim suspension under this policy is grounds for expulsion or termination.

During an interim suspension or administrative leave, a student or employee may be denied access to College housing and/or the College campus/facilities/events. As determined by the Title IX Coordinator or designee, this restriction can include classes and/or all other College activities or privileges for which the student might otherwise be eligible.

If the conflict cannot be resolved by conversation and mediation, the Title IX Coordinator will appoint one or more investigators to conduct the investigation, usually within two business days of determining that a resolution should proceed. Investigations are completed expeditiously, normally within 10-14 business days of the completion of the preliminary inquiry by the Title IX Coordinator. Investigations may take longer when, for example, initial reports fail to provide direct first-hand information or in complex situations.

The College’s resolution proceedings will not typically be altered or precluded on the grounds that civil or criminal charges involving the same incident have been filed or that charges have been dismissed or reduced. However, the College may undertake a short delay (several days to weeks) in its investigation or resolution process, to comply with a law enforcement request for cooperation (e.g., to allow for criminal evidence collection) when criminal charges on the basis of the same behaviors that invoke this process are being investigated. The College will promptly resume its investigation and processes once notified by law enforcement that the initial evidence collection process is complete.

Investigations may include the following steps (not necessarily in order):

- Determine the identity and contact information of the reporting party;
- Identify the exact policies allegedly violated;
- Conduct an immediate initial inquiry to determine if there is reasonable cause to charge the responding party, and what policy violations should be alleged as part of the charge;
  - If there is insufficient evidence to support reasonable cause, the report should be closed with no further action;
- Meet with the reporting party to finalize their statement, and
- Prepare the notice of charges on the basis of the initial inquiry;
- Commence a thorough, reliable and impartial investigation by developing a strategic investigation plan, including a witness list, evidence list, intended timeframe, and order of interviews for all witnesses and the responding party, who may be given notice prior to or at the time of the interview;
- Complete the investigation promptly, and without unreasonable deviation from the intended timeline of 10-14 business days;
• Provide regular updates to both the reporting and responding parties, as appropriate, throughout the investigation.

Following an investigation, the Title IX Coordinator will make a finding based on a preponderance of the evidence and determine appropriate sanctions, if any, or other remedies. The findings, sanctions and remedies will be shared with the reporting and responding parties.

If either party rejects the findings in whole or in part, either party may appeal the decision to the President of the College within 30 days after the findings are issued. The President will promptly review the matter. The President may then accept, reject or modify the findings, or take any other action determined to be in the best interests of the College. The decision of the President is final.

The College will then proceed to implement any final sanctions or remedies.

Sanctions may include:

1. **Student Sanctions**
   a. Warning
   b. Probation
   c. Suspension
   d. Expulsion
   e. Withholding diploma
   f. Revocation of degree
   g. Transcript notation
   h. Organizational sanctions
   i. Other actions

2. **Employee Sanctions**
   a. Warning
   b. Performance improvement plan
   c. Required counseling
   d. Required training or education
   e. Demotion
   f. Loss of annual pay increase
   g. Suspension without pay
   h. Suspension with pay
   i. Revocation of faculty status
   j. Termination

M. **Standard of Proof**
The College uses the preponderance of the evidence (also known as “more likely than not”) as a standard for proof of whether a violation occurred. In campus resolution proceedings, legal terms like “guilt,” “innocence” and “burdens of proof” are not applicable, but the College never assumes a responding party is in violation of College policy. Campus resolution proceedings are conducted to take into account the totality of all evidence available, from all relevant sources.

N. Participation of Advisors or Advocates
All parties are entitled to an advisor or advocate of their choosing to guide and accompany them throughout the campus resolution process. The advisor or advocate may be a friend, mentor, family member, attorney or any other supporter a party chooses to advise them who is both eligible and available. People who will be called as witnesses may not serve as advisors or advocates.

The parties are entitled to be accompanied by their advisor in all meetings and interviews at which the party is entitled to be present, including intake, interviews and appeals. Advisors or advocates should help their advisees prepare for each meeting, and are expected to advise ethically, with integrity and in good faith. The College cannot guarantee equal advisory rights, meaning that if one party selects an advisor or advocate who is an attorney, but the other party does not, or cannot afford an attorney, the College is not obligated to provide one. Additionally, responding parties may wish to contact organizations such as:

- FACE (http://www.facecampusequality.org), or
- SAVE (http://www.saveservices.org).

Reporting parties may wish to contact organizations such as:

- The Victim Rights Law Center (http://www.victimrights.org), or

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.
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) 710-1405
Campus Security (928) 350-2222
Julie Munro, Director of Risk Management for Field Activities (928) 350-2239
Media: Stephanie Krusemark, Enrollment Management & Marketing Officer (928) 350-2230

Information Technology Resources: Acceptable and Responsible Use Policy

This policy establishes the boundaries of the acceptable and responsible use of college’s Information Technology resources, including but not limited to computers, networks, data, e-mail services, voice mail, telephone services, and other related computing resources. This policy intends to reflect the college’s desire to promote the free exchange of information between and among students, faculty, staff, and the world while respecting the principles of free speech and compliance with applicable communication laws.

College-owned computing equipment, networks, services, data, and resources are provided to conduct college-related activities and are therefore considered college property. The college, as the owner of such property, has the right to access information that is stored, sent, created, received or processed on any of its systems regardless of whether that information is under the control of students, alumni, faculty, staff, or others. Individual users should not expect privacy when using college Information Technology resources.

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

1. Using Information Technology resources for purposes other than research, instructional, or administrative purposes is not permitted. Information Technology resources may not be used for commercial purposes or personal gain. Use of Information Technology resources for any commercial purpose, partisan political purpose, or for any unlawful purpose is not permitted.
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 duplicates of copyrighted material, including but not limited to software applications, proprietary data, and Information Technology resources is not permitted. These actions include illegal file sharing of music, movies, productivity applications, video games, books, and other copyrighted files in violation of copyright laws.

4. Intentionally or recklessly abusing or misusing Information Technology resources to cause damage, system interruptions, or harassment to other persons is not permitted.

5. Repeatedly or purposefully engaging in activities which can unreasonably tax computing resources or go beyond their intended use is not permitted.

6. Borrowing, lending, falsifying, allowing, or facilitating the unauthorized access to use of the college Information Technology resources by a third party is not permitted.

7. Obtaining credentials of other persons to use college Information Technology resources is not permitted.

8. Using media to harass or threaten other persons, or to display, design, copy, store, draw, print, or publish obscene language or graphics is not permitted.

9. Using college Information Technology resources to gain unauthorized access to any technology resource is not permitted.

10. Interception of communications is not permitted.

11. Manipulation of computer data without authorization from the responsible entity is not permitted.

12. It is not permitted to distribute software licensed by the college except as authorized by Information Technology personnel.

13. Interfering with the operation of the college’s Information Technology resources by deliberately attempting to degrade or disrupt resource performance, security, or administrative operation including but not limited to the intentional introduction of any computer malware or similar disruptive force into an Information Technology resource is not permitted.

14. Attempting to alter or connect any computing or networking component (including, but not limited to, bridges, routers, DHCP servers, wireless access points, phones, and switches) on the college grounds without prior approval is not permitted.

15. Installation or alteration of wiring, including attempts to establish network connections or any extension or retransmission of any computer network service without prior approval, is not permitted.
16. Modification of college computer hardware, including the application of art onto casings, or any procedure that requires disassembly is not permitted.

17. The use of unsanctioned Information Technology resources within the organization is not permitted. The use of employer-provided technology such as devices, services, and applications must have oversight from and be approved by the IT Department.

18. The procurement of Information Technology resources including hardware, software, and services provided by third-parties must have oversight from, and be approved and procured by the IT Department.

19. Reasonable accommodations will be fulfilled for reasonable requests of technology resources. Such requests must be made with no less than three business days of notice via the appropriate system such as the help desk ticketing system, lend-items checkout system, and event management system. Such requests include but are not limited to onboarding of new personnel and students, lending equipment, setting up equipment for events such as graduation, moving offices.

20. Violations of this policy should be reported immediately to Information Technology, Human Resources, or the Responsible Executive. Violations of this policy will result in appropriate disciplinary action, which may include loss of computing privileges, suspension, termination, expulsion from the college, and legal action.

**Residential Networking and Computing: Acceptable and Responsible Use Policy**

In addition to the above restrictions for the general College community, resident students have an additional obligation to use networking resources in residential housing responsibly.

The college provides 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 solely responsible for their devices and how those devices make use of residential network connections and will be held accountable for any violations that occur in connection with their use. Students who allow their devices to be used by others will continue to be held accountable for any action committed with their equipment even if another user commits the action.

This policy describes unacceptable uses of residential networking resources in residential 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, augmenting or interfering with residential networking services, equipment, wiring or jacks is not permitted.

2. Attaching a server to the residential network is not permitted.
3. Regardless of intent, use of file sharing (peer-to-peer) software over the residential network is not permitted.

4. Direct access to residential networking equipment such as switches and firewalls and other devices in a location normally inaccessible is not permitted.

5. Violations of this policy should be reported immediately to the Office of Student Affairs, Human Resources, or the Responsible Executive. Violations of this policy will result in appropriate disciplinary action, which may include loss of residential networking privileges, suspension, 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.

On-Campus 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 educational philosophy emphasizes self-direction and individualized attention. The College is foremost “for the liberal arts, the environment and social justice.” 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. 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.

Overview and Components
At the College, self-direction is considered the manifestation of motivation, the ability to direct oneself, 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, the core curricula of ladder courses and learning communities, 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 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 take an Orientation block class and then complete their first semester with the First Year Experience learning communities. working closely with faculty members and advisors. After building a solid academic foundation, students move on through the Ladder Courses at each phase of their educational journey to design their degree plans, to complete advanced work, to design and complete a senior project. 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.

Interdisciplinary Core: Core Curricula and Learning Communities
The Prescott College mission guides our faculty to offer interdisciplinary, experiential and self-directed curricula preparing students to make a living making a difference for social justice and environmental sustainability. Creating solutions for the social and ecological crises facing the 21st century requires the abilities to integrate and apply knowledge, skills, and abilities from traditionally separate fields of knowledge. Becoming a self-directed, life-long learner requires structure, guidance, and support through each phase of our students’ educational journeys.

In each year of study, students are required to choose from various courses labelled CC1, CC2, CC3 or CC4 in the schedule of classes. These classes are designed to create the supportive structure and advising for students to develop academic and professional competence through their individualized programs of study and to complete key graduation requirements. These classes also help students to
bring together learning from across liberal arts fields at increasing levels of rigor in each year. At each phase, students update their electronic portfolios with examples of their learning and tag these artifacts with the appropriate departmental and general education learning outcomes.

- **CC1 courses** are taken at the very beginning of students’ educational journeys and include orientation courses, first year learning communities, writing workshops, and PASS courses. CC1 courses introduce students to our faculty and to one another. They orient students to our systems and processes and to how experiential learning works. Students begin to use the liberal arts knowledge and skills to address the big questions facing our world. Writing Certification level one is completed during CC1.

- **CC2 courses** are taken in the second phase of study. These courses help students identify and integrate learning from various paradigms of knowledge into the degree plans that will guide the development of their academic and professional competence. Students set clear academic and career goals and work with faculty advisors and peers to draft and revise their degree plans and to have them approved by their faculty advisors. CC2 courses are writing emphasis and/or quantitative skills courses that help students satisfy the Writing Certification level two and math graduation requirements.

- **CC3 courses** provide a platform for students to integrate interdisciplinary research methods and knowledge into a proposal for their senior project. Students work with one another and their faculty advisors to revise and receive approval for their project proposal which includes a review of relevant academic and professional literature. The CC3 courses satisfy Writing Certification level three. Students update their resumes and identify target jobs and/or graduate schools, revise degree and career plans as necessary, and begin preparing applications and other materials. Students interested in the accelerated master’s tracks at Prescott College apply for admissions during CC3.

- **CC4 courses** bring students together from across various fields of knowledge to support one another in completing their senior projects. The senior project demonstrates students’ academic and professional competence and is posted to their e-portfolios to document this competence to their faculty advisors and to support their applications for jobs and graduate school.

**Advising Documents**

Within each of the undergraduate degree titles offered by Prescott College, students may work with their faculty advisors to describe individualized competence and breadth areas in their degree plans. Each department at Prescott College has published an advising document which provides information about the department and examples of some ways to develop competence and breadth. The advising documents may also list courses that are illustrative of the sorts of courses offered in the department. While completing a structured course is one way to learn and develop competence, students may also use independent studies, study abroad, service learning, career internships, MOOCs, and other external learning as a part of their competence and breadth. The advising documents and course offerings are always growing and changing in order to keep pace with changing academic and professional areas as
well as new opportunities for formal and experiential learning. The advising documents also morph because, at Prescott College, we believe that students should direct their own studies with the guidance and approval of their faculty advisors. For these reasons, the advising documents provide guidance rather than specifying absolute requirements. The graduation processes and requirements described in the College Catalog take precedence over any suggestions in departmental advising documents.

Orientation
Orientation has been a Prescott College tradition for more than 30 years and is the common thread shared by all on-campus students. Groups, experiences, and routes are available and designed for all abilities, experience levels, and comfort zones. For many 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. For other students, Orientation consists of a set of immersive experiences working with local communities to understand and address issues of social justice and environmental sustainability. 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 social and ecological concepts of local flora, fauna, landscapes, and the peoples inhabiting the area, both past and present. 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. 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 and/or the diverse human communities of the Southwest. Academics are a key element of Orientation. During the course, each student is required to give presentations to the group. Along the way, students also learn about how to keep portfolios and construct a learning contract. They learn about natural and social history and how to live and travel comfortably and safely in the backcountry and with local communities, and they are prepared for the College academic processes. 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.

Faculty Advising
Each new student is assigned a faculty 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 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.

**Competence, Breadth, and Liberal Arts**
Prescott College 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. At the College, “competence” is the term for major, and “breadth” is similar to minor or liberal arts general education requirements at many other colleges. 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, one of student’s breadths also addresses these five criteria but in less depth than a competence; the other breadth comprises the liberal arts general education courses.

The liberal arts are fostered in every course students take. This means that the College has only a limited number of interdisciplinary core or general education requirements that are the same for each student. These courses are indicated with CC1, CC2, CC3, or CC4 in the course schedule to indicate the phase or year of study in which these requirements should be completed. For example, 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 that satisfies the requirements for the liberal arts breadth, and that they are able to articulate the components and benefits of that education. Each student’s degree plan must include at least one course that assesses each college-wide and departmental learning outcome.

**Course Delivery**
Students have a variety of options for completing their coursework. These include on-campus, field-, or community-based 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/or online courses offered by instructors.

Students may apply for enrollment for up to two terms at an Ecoleague or Center for Innovative Environments in Learning (CIEL) school through the student exchange program. Students may also complete other external learning via study abroad, service learning, career internships, MOOCs, etc. and request evaluation of this learning for credit via the College’s Life Experience Documentation process. Key elements of these course delivery options are described below.
**E-portfolio**

Students begin writing and collecting materials for their e-portfolio in the First Year Experience Course. Instructions for creating and writing the graduation e-portfolio are covered as part of that course. Students are expected to develop and enhance their e-portfolios throughout their degree program. Each artifact selected by students for inclusion in their e-portfolio should be tagged with the relevant departmental and/or general education learning outcomes. E-portfolios are an important part of demonstrating competence and breadth of learning to faculty advisors and to future employers and graduate schools.

**E-portfolio Process Guide**

Students start the e-portfolio during their first enrollment period at Prescott College. The Undergraduate Learning Goals are organized on the EPortfolio template. Students are required to upload artifacts from courses or significant life experience and link them to the appropriate college-wide and departmental Undergraduate Learning Goal.

- **Introduction to e-portfolios:** Students will be introduced to the e-portfolio and Undergraduate Learning Goals in their first semester at Prescott College. First Year students will be introduced to the process within the context of CC 1 and Transfer students will be introduced to e-portfolios during Academic Orientation and CC 2 and/or CC 3.
- **Courses:** College-wide and Departmental 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 e-portfolio in demonstration of specific graduation attributes.
- **Faculty/Instructors:** It is the course instructor’s responsibility to review the submission of artifacts to the e-portfolio that are completed within their 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 artifacts representing their best work for each departmental and College-wide learning goal. This process should be repeated at least once per year in each core curriculum course.

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

Designing Mentored Studies
In all programs, deliveries and degree levels at Prescott College, students are expected to demonstrate self-direction and the abilities for life-long learning by taking an active role in the design and implementation of some portions of their learning and coursework. Mentored Studies are courses of study designed largely by the student, with the mentoring of one or more faculty members or external mentors, and with the oversight and approval of the student’s faculty advisor. A mentored study is an intense academic undertaking involving the student deeply in the subject matter. It is designed as carefully as a regular course and involves regular and substantive interaction between the student, the course mentor, and the faculty advisor. This type of study is limited only by the imagination and expertise of the participants. Mentored Studies can be individual, or group, involving several students in a seminar, a research project, or a community service effort. In all programs and deliveries, the faculty advisor is responsible for initiating, sustaining and evaluating regular and substantive interaction. In the on-campus programs, this interaction is typically conducted in-person. In the distance programs, the faculty advisor typically interacts with students and mentors through structured courses offered via the learning management system and also via email, phone and video-conferences. Mentored courses are an option for students in all programs; however, no program is composed entirely of mentored study. All programs require students to participate in structured on campus or on-line core curricular courses and other requirements in addition to the opportunities for integrating individualized mentored study courses into degree plans.

Students proposing a mentored study course individualize their learning through writing a formal learning contract. Students and mentors negotiate objectives, materials, activities, assessments, and criteria for evaluation that are documented on the contract form for approval by the student’s faculty advisor. The contract writing process is integral to the College’s educational philosophy for a number of reasons. Contracts enable faculty advisors to monitor and support self-direction in learning and related educational activities. In addition, sections of the contract become part of the student’s permanent transcript; therefore, it is important that faculty advisors assure that all contracts are well planned and clearly written. Mentored study contract forms are available on the college’s website. 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 Mentored 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 risk management forms provide 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 mentored study deadline (see calendar). Although the Risk Manager can review and approve study plans, it is impossible to guarantee a student’s safety during a mentored study. Students are directly accountable for their own actions and accept whatever uncontrollable risks accompany a mentored 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.

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.

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 (http://ecoleague.org/), 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
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 mentored 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.

**Eco-League Water Resources Management Certificate 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.

**Consortium for Innovative Environments in Learning**

Prescott College also is a member of the Consortium for Innovative Environments in Learning (http://cielearn.org/), a consortium of highly innovative colleges and universities: e.g., The Evergreen State College, Fairhaven College at Western Washington University, Hampshire College, Marlboro College, New College of Alabama, New College of Florida, Richard Stockton College, Bennington College, and Quest University in Canada. Students may elect to study for a semester at any of the CIEL schools.
In addition to seamless student exchanges, CIEL also enables faculty and administrator exchanges among other collaborations.

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 On-campus Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science Program is 120 semester credits. A minimum of 36 credits must be upper division. The following is a list of graduation requirements common to all degree areas in the On-campus Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science:

- Orientation
- Math Certification
- Writing Certifications I, II, and III
- Core Curricula courses (labelled CC1, CC2, CC3, CC4 in the course schedule)
- Degree Plan
- Complete appropriate coursework for competence(s), breadth, and Liberal Arts general education breadth based on chosen degree plan format (see Degree Plan section)
- Senior project(s)
- 30 Liberal Arts credits (i.e., general education)
- 30 Breadth credits
- 60 Competence credits

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 will usually be completed in the sophomore year, but must be completed prior to the senior year. Students may satisfy the Math certification requirement in one of five ways:

1. Successful completion of a mathematics course at Prescott College. See individual department Advising Documents for specific requirements for particular areas of the curriculum (e.g. Applied Algebra for the BA in environmental studies, Calculus for BS Degree).
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 Pre-calculus or Calculus course taken in high school.

4. A qualifying score of four (4) or better on the Advanced Placement (AP) Exam in Calculus.

5. Score 50 or higher on the College Board's CLEP test in any of the following: Calculus, College Algebra, or College Mathematics; the course should be consistent with department requirements. Consult the CLEP website for more information: [http://clep.collegeboard.org/exam](http://clep.collegeboard.org/exam). Passing CLEP scores also result in transfer credit.

**Writing Certification I: Basic College-level Writing Proficiency**

Students may satisfy the Writing Certification I requirement by completing Writing Workshop or equivalent 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. CC2 counts as one writing emphasis course and the degree plan completed in CC2 should include two additional writing emphasis courses. 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 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.

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 writing skills within the competence area.
• Faculty teaching WE classes will be given the freedom to design their classes in ways that achieve the WE objectives subject to approval of academic dean or designee; a recommendation 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 mentored study in the competence or breadth area. The WCIII is usually completed in the CC3 course but can also 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 mentored 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 a literature review in the body of the paper or 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 who has been approved by the academic dean or designee.

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

Deadline: The paper is usually completed and approved as a required part of the appropriate Core Curricula course ("CC3"). However, the paper must be approved and on file four weeks before the end of the students’ final term.

**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 suggestions 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 guidelines. 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 bachelor’s 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.

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. 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 2. 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 3. Writing Certification I. Complete Writing Certification I prior to submitting degree plan.

STEP 5. E-portfolio. Students begin creating their electronic portfolios in the first core curriculum course
they take. This e-portfolio needs to be regularly updated to document the student’s educational
outcomes and mastery of the departmental and College-wide Learning Goals.

STEP 4. Complete a degree plan (DP). The degree plan is typically completed and approved during the
CC2 course. You must complete a degree plan 18 months prior to your intended graduation date.
Coursework completed prior to the approval of the degree plan will be counted as elective parts of the
student’s degree plan satisfying the requirements for competence or breadths.

STEP 5 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 6 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 7 Writing Certification III. The writing certification III research paper, usually written in the CC3
course or 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 8 Finish math requirement. Complete math certification prior to final term, usually at the same time as CC3. Students will be enrolled in a math certification course their final term if they have not completed this requirement by this deadline.

STEP 9. Complete Capstone Packet (CP), and final degree plan. The capstone packet is completed in CC3. And includes the final revised degree plan. Students must have their IGC approve any amendments to their original degree plan and submit these amendments with the CP. The CP must be submitted to the appropriate advisor for approval prior to enrolling in the Senior Project.

STEP 10. Complete any remaining requirements. Senior projects may not count toward WE requirements.

STEP 11. Complete senior project and self-evaluation.

STEP 12. 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.

**Degree Plan**

*Developing a degree plan and submitting it for evaluation*

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. Courses completed prior to the approval of the degree plan will count towards graduation requirements as electives within the competence or breadth.

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.

**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 their 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.

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. All degree plans must include at least one course that assess each college-wide and each departmental learning goals. Consult the curriculum maps and advising documents and confer with your advisors.

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.

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

The senior project is the culmination of a student’s undergraduate education. Approval of the Capstone Packet (CP), demonstrates their preparedness for their senior project and must be submitted to the registrar when registering for the senior project. Students must not begin the Senior Project without an approved CP. Students will be dropped from their Senior Project if they do not meet this deadline. The CP includes:

1) A narrative description of competence(s) (or approved alternative).
2) A revised degree plan.
3) Approval that the Writing Certification III is on file

Detailed Components of CP

I. Competence Description Narrative (certain students will have a prescribed alternative as per department requirements)

The CP narrative provides an opportunity for students to convince the faculty of the student’s competence in a given area or areas and to articulate how their senior project is a demonstration of competence. The narrative essay should be organized, persuasive, and specific. The competence description narrative should be approximately 1,000 to 1,500 words. Sections of the narrative are as follows:

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 areas(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:

Articulates the student’s unique perspective and personal application of literacy in their chosen field of study or studies.

5) Demonstration of learning through the senior project:

a. This paragraph describes how the senior project illustrates competence in the field(s) of study or studies.

2. Revised Degree Plan

The CP includes a revised IGC approved degree plan.

3. Writing Certification III: Upper Division Research Paper

Writing Certification III consists of a research paper written in an Upper Division course or mentored study in the competence or breadth area. Requirements for the WCIII are listed under Writing Certification Requirements.

Carrying Out a Senior Project

Students complete their senior project 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.

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 their competence area and their 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 their 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.).

Master of Arts, Social Justice and Community Organizing
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 SJCO: Mission Statement and Program Overview
The mission of the On-campus Master’s Program in Social Justice and Community Organizing (SJCO) 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 program may be completed via online courses at a distance, or in on-campus courses.

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 On-campus Master of Arts in Social Justice and Community Organizing complete their degrees by taking a suite of courses taught by the SJCO 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 on-campus master’s program in Social Justice and Community Organizing academic calendar is aligned with the on-campus 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 of OCU. 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 Community Organizing**
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 faculty advisor 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.

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 faculty advisor. 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 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

Online Bachelor of Arts, Bachelor of Fine Arts, 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.

Online Bachelor’s Goals

The online bachelor’s 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 professional 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. Online bachelor’s students are often working professionals whose drive to complete the bachelor’s 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 on-campus 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 & Humanities

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 & Humanities 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.

Note: Online students seeking the BFA must complete the same curricular framework described above for the On-campus program.

Psychology and Human Development
Psychology and Human Development Studies 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.

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.

Environmental Studies and Sustainability
The Environmental Studies and Sustainability department 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 degree tracks – Environmental Studies or Sustainable Community Development – 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**

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 eco- logical, psychological, social, spiritual, and physical dynamics. Community-based research and outreach are emphasized.

**Environmental Studies**

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. Note: Online students seeking the BS in Environmental Studies must complete the same curricular framework described above for the On-campus students.

**Education and Educator Preparation**

The Education & Educator 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 traditional professional preparation and/or alternative learning environments. See Educator Preparation Program section for professional preparation details.

**Sustainability Management**

The Sustainability Management degree allows students to design an individualized degree program in areas such as business and non-profit management, organizational development, social and sustainable entrepreneurship, sustainable management of small-scale to mid-scale enterprises, public administration, cooperative organization and workplace design, and related fields.

**Online Bachelor's Graduation Requirements**

**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 areas (one minor and one liberal arts general education breadth) 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 e-portfolio.

**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:

- Humanities: Literature, Fine Arts, Philosophy, Religion, Foreign Languages, History.
- 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 online undergraduate program beyond those that apply to all Prescott College students. Note that graduation requirements for undergraduate Educator Preparation study areas may follow additional mandates from the Arizona Department of Education and are subject to change.

The graduation requirements at a glance are:

- Attend New Student Orientation in the first enrollment period
- Complete a minimum of 120 semester credits

**Competence:**

- Minimum of 16 courses (approximately 60 semester credits) which includes
  - Senior Project (8 credits)
  - Core Seminar
  - 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 30 semester credits with at least 2 courses in each of the following areas of study:
  - Social Sciences
  - Humanities
  - Math/Science
  - Communications/Writing

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 E-portfolio

New Student Orientation

New Student Orientation is designed to help students learn how to succeed in the online 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 Bachelor’s 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 e-portfolio.

The PASS I also supports students’ orientation to the procedures, policies, faculty, and requirements of online 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 e-portfolio 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 Educator Preparation, Sustainability and Environmental Studies, Arts and Cultural Studies, Human Development, and Sustainability Management. 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 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 faculty advisor 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 online undergraduate students to meet the math requirement that is the equivalent of the on-campus undergraduate 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 faculty advisor to initiate a timely evaluation of transferred math course(s).

1. 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: https://clep.collegeboard.org/exams. Passing CLEP scores will also result in transfer credit.

2. 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 Research Paper Evaluation Rubric. The Research Paper is the equivalent of the Writing Cert III requirement for on-campus undergraduate students.

**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 an 8-credit mentored study course for Liberal Arts Students and an 8-credit Student Teaching placement for Educator 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 faculty advisor 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 faculty advisor at least 3 months prior to the beginning of the placement; faculty advisor approval of the Student Teaching Application is required prior to the beginning of any student teaching. Educator 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.

**E-portfolio**

Students begin writing and collecting materials for their Capstone Graduation e-portfolio in the PASS I. Instructions for creating and writing the e-portfolio are covered in the PASS I and PASS II. Students submit their e-portfolio link to faculty advisor by the end of PASS II. Students are expected to develop and enhance their e-portfolios throughout their degree program. Students will polish and refine their e-portfolio 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 online 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 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 faculty advisor after credential verification. Study contracts for proposed learning activities, evidence of learning, and final evaluation of learning must be approved by faculty advisor. Please see the online undergraduate Student Handbook on the College website for detailed information on mentored studies including the qualifications of mentors.

Prior Learning Assessment
Prescott College’s commitment to student-centered, experiential learning includes a respect for the student’s prior college-level learning and other college-level learning completed outside of credit-granting institutions. During the first semester of online study or subsequently, students may apply to begin a process in which they document and request assessment of their prior or external college-level learning in order to earn Prescott College credits. Details about the Prior Learning Assessment course and other requirements are available on the prior learning assessment section of the College website. No more than 60 undergraduate credits awarded via Prior Learning Assessment may count towards undergraduate degree requirements. No more than 15 graduate credits awarded via Prior Learning Assessment may count towards graduate degree requirements.

Educator 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 being an educator in today’s schools is a demanding profession requiring knowledge of specific theories and practical knowledge, comprehensive understanding of state and national standards, direct applications, and ongoing 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.

Educator Preparation Program
The Prescott College teacher preparation 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 the educator preparation programs at Prescott College 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 the 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/.

Students planning to obtain certification in a state other than Arizona are responsible for researching that state’s requirements for certification to ensure compliance and to determine whether the College’s professional 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
• Early Childhood and Early Special Education (blended dual certificate pathway)
• Elementary Education
• Secondary Education
• Mild to Moderate Special Education
Post-Degree Educator 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 offers post-degree teacher preparation programs through the limited-residency delivery.

Courses in the limited-residency delivery 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. Faculty advisors provide support, oversight, evaluation and approval through each stage of the student’s program of study.

Teacher Preparation: Bachelor of Arts and Post-Degree Course Sequences

Early Childhood Education (ECE)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU47802</td>
<td>Foundations of Early Childhood and Early Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU47804</td>
<td>The Whole Child</td>
<td>4</td>
</tr>
<tr>
<td>EDU47807</td>
<td>Early Language and Literacy Development</td>
<td>3</td>
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<tr>
<td>EDU47810</td>
<td>The Child in Context</td>
<td>3</td>
</tr>
<tr>
<td>EDU47820</td>
<td>Positive Guidance and Inclusive Classroom Management</td>
<td>4</td>
</tr>
<tr>
<td>EDU47840</td>
<td>Early Art, Music and Movement</td>
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</tr>
<tr>
<td>EDU47845</td>
<td>Early Math and Science I</td>
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</tr>
<tr>
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<td>Early Math and Science II</td>
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</tr>
<tr>
<td>EDU47855</td>
<td>Early Social Studies and Literacy of Place</td>
<td>2</td>
</tr>
<tr>
<td>EDU47818</td>
<td>Effective Assessment and Data Literacy</td>
<td>2</td>
</tr>
<tr>
<td>EDU47870</td>
<td>Orientation to Exceptional Education</td>
<td>2</td>
</tr>
<tr>
<td>EDU47877</td>
<td>Early Experience and the Shaping of Brain Architecture</td>
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<td>EDU47004</td>
<td>Structured English Immersion Complete</td>
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<tr>
<td>EDU47860</td>
<td>Pedagogy of Nature and Place-based Early Childhood Education and Ecological Literacy</td>
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<tr>
<td>EDU47898</td>
<td>Practicum I: Student Teaching Birth to PreK</td>
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<tr>
<td>EDU47899</td>
<td>Practicum II: Student Teaching K- Age 8/Grade 3</td>
<td>4</td>
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</tbody>
</table>

Note: 8 semester Student Teaching/ Practicum credits must be taken with Prescott College for degree completion and/or Institutional Recommendation (IR).

Total Early Childhood Education (ECE) B.A. Program Competence Credits: 60

Total Early Childhood Education (ECE) Post-Baccalaureate, Program Credits: 46

**Early Childhood Special Education (ECSE)**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU47802</td>
<td>Foundations of Early Childhood and Early Special Education</td>
<td>3</td>
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<tr>
<td>EDU47804</td>
<td>The Whole Child</td>
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<td>Early Language and Literacy Development</td>
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<td>EDU47820</td>
<td>Positive Guidance and Inclusive Classroom Management</td>
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<td>Early Art, Music and Movement</td>
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<td>EDU47818</td>
<td>Effective Assessment and Data Literacy</td>
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<td>EDU47870</td>
<td>Orientation to Exceptional Education</td>
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<tr>
<td>EDU47875</td>
<td>Evaluation, Intervention, and Differentiated Teaching Strategies for Children w. Learning, Behavioral, and Emotional Challenges</td>
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<tr>
<td>EDU47876</td>
<td>Evaluation, Intervention, and Differentiated Teaching Strategies for Gifted, Twice Exceptional, and Learners on the Autism Spectrum</td>
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<tr>
<td>EDU47877</td>
<td>Early Experience and the Shaping of Brain Architecture</td>
<td>2</td>
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<td>EDU47004</td>
<td>Structured English Immersion Complete</td>
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<tr>
<td>EDU47860</td>
<td>Pedagogy of Nature and Place-based Early Childhood Education and Ecological Literacy</td>
<td>4</td>
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</tbody>
</table>
EDU47697  Practicum I: Student Teaching Birth to PreK  4 credits
EDU47698  Practicum II: Student Teaching K- Age 8/Grade 3  4 credits

Total Early Childhood Special Education (ECSE) B.A. Program Competence Credits: 60
Total Early Childhood Special Education (ESCE) Post-Baccalaureate Program Credits: 52

Early Childhood and Early Special Education Blended Dual Certificate Pathway Program

Note: Please check with the Prescott College Education Department for updates on this program. This option will be available for Post-Baccalaureate and M. Ed candidates as well.

Elementary Education

EDU47001  Foundations of Education  3 credits
EDU47005  Learning Theories  3 credits
EDU47010  Curriculum Design  3 credits
EDU47035  Introduction to Special Education  3 credits
EDU47020  Reading Methods and Practice  4 credits
EDU47022  Language Arts Methods and Practice  3 credits
EDU47024  Social Studies Methods and Practice  3 credits
EDU47026  Science Methods and Practice  3 credits
EDU47028  Mathematics Methods and Practice  3 credits
EDU47040  Creating and Managing Learning Communities  3 credits
EDU47004  Structured English Immersion (SEI) Complete  3 credits
EDU47030  Assessment and Measurement  3 credits
EDU47199  Practicum: Student Teaching / Elementary  8 credits

Note: 8 semester credits in student teaching must be taken with Prescott College for degree and/or Institutional Recommendation (IR)
*Bachelor degree seeking students must take EDU47015 Educating for the Future: Core Seminar (4 credits) within their 60 credit competence.

Post-Degree Teacher Preparation students must complete 45 semester credits of designated certification coursework.
### Secondary Education

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<td>EDU 47005</td>
<td>Learning Theories</td>
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<td>EDU 47010</td>
<td>Curriculum Design</td>
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<td>EDU 47035</td>
<td>Introduction to Special Education</td>
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<td>EDU 47217</td>
<td>Reading Methods and Literacy in the Secondary Classroom</td>
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<td>EDU 47208</td>
<td>Secondary Content Methods</td>
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<td>EDU 47040</td>
<td>Creating and Managing Learning Communities</td>
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<td>EDU 47004</td>
<td>Structured English Immersion (SEI) Complete</td>
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<td>EDU 47015</td>
<td>Assessment and Measurement</td>
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<tr>
<td>EDU 47299</td>
<td>Student Teaching/Secondary</td>
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</table>

Note: 8 semester credits in student teaching must be taken with Prescott College for degree and/or Institutional Recommendation (IR).

*Bachelor degree seeking students must take EDU47015 Educating for the Future: Core Seminar (4 credits) within their 60 credit competence.

**Post-Degree Teacher Preparation students** must complete 35 semester credits of designated certification coursework.

### Mild to Moderate Special Education

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<td>EDU47010</td>
<td>Curriculum Design</td>
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<td>EDU47385</td>
<td>Survey of Exceptional Learners &amp; Characteristics of Specific</td>
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<td>Exceptionalities</td>
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<tr>
<td>EDU47311</td>
<td>Diagnosis and Assessment of Mild to Moderate Learning Disabilities</td>
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<td>EDU47380</td>
<td>Collaborative Instructional Strategies for Students with Mild to Moderate</td>
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<td>EDU47383</td>
<td>Strategies for Teaching Language Arts in Diverse and Inclusive</td>
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<td>EDU47384</td>
<td>Strategies for Teaching Mathematics in Diverse and Inclusive</td>
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<td>EDU47315</td>
<td>Classroom Management for Special Education Classrooms</td>
<td>3 credits</td>
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<tr>
<td>EDU47004</td>
<td>Structured English Immersion Methods Complete (SEI)</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Elective in Education*</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDU47395</td>
<td>Practicum in Mild to Moderate Special Education</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).

*Recommend bachelor degree students include EDU47030 Assessment and Measurement (3 credits) as an elective within their 60 credit competence. Post-Degree students may take either this course or EDU47015 Educating for the Future: Core Seminar (4 credits) which is required for bachelor degree students.

**Post-Degree Teacher Preparation students** must complete 41 semester credits of designated certification coursework.

**Course Sequence for Reading Endorsement**
Licensed Arizona teachers may work toward a Reading Endorsement to add to their license by taking the following Course sequence. Endorsement Candidates will apply directly to the ADE for this endorsement, taking the necessary tests, and sharing their PC transcripts.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU48750</td>
<td>Foundations of Language and Literacy</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
EDU47893  Content Area Reading and Writing for Elementary  3 credits
EDU48005  Decoding Strategies and Techniques for Beginning and Remedial Readers  3 credits
EDU48010  Reading Instruction for Diverse Learners from Assessment and Balanced Literacy Programs  3 credits
EDU48015  Diagnosis and Remediation of Reading Difficulties  3 credits
EDU47030  Assessment and Measurement  3 credits
EDU48025  Instructional Supervision for Reading Specialists  3 credits
EDU48020  Clinical Practice in Reading/Reading Practicum  3 credits

Note: Once the student completes the requirements for the Reading Endorsement, it is up to the student to apply to the ADE for the Reading Endorsement to be added to their existing certification.

**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 students with academic and advanced skills needed to succeed in a competitive global environment. Our faculty is committed to providing students with a quality academic experience and an opportunity to engage in integrated and focused application of the learning. Students can choose from eight graduate programs: five programs in teacher certification; as well as graduate degrees in Educational Leadership, Principal Certification, School Guidance Counseling, and a non-certification M.Ed. degree. Our degree programs allow our students to remain in their home community without sacrificing their personal and professional life. Courses will be offered through an online modality and through mentor-based study. Students can benefit from the guidance of faculty advisors along with experts in the field known as graduate mentors.

**Mission Statement**
It is the mission of our Educator Preparation Programs at Prescott College to provide a 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
- Early Childhood Education
- Early Childhood Special Education
- Educational Leadership, Principal Certification
• School Guidance Counseling
• M.Ed. Non-certification

Graduation Requirements

• Complete New Student Orientation.
• If seeking a M.Ed. with certification, complete the required Institutional Recommendations (IR); review Certification Requirements, including Student Teaching, Internship or Practicum.
• If seeking a M.Ed. non-certification, complete required practicum.
• Completion of the required coursework (semester credits listed below) for each program:
  • Secondary Education 35 semester credits
  • Elementary Education 45 semester credits
  • Early Childhood Education 46 semester credits
  • Early Childhood Special Education 52 semester credits
  • Educational Leadership, Principal Certification 36 semester credits
  • School Guidance Counseling 36 semester credits
  • M.Ed. Non-certification 36 semester credits
• Complete six days per year residency

M.Ed. Students in the Educator Preparation Programs must attend a regularly scheduled master’s program orientation in January or August. See the limited-residency MEd Handbook for details. The M.Ed. Educator Preparation Programs use both an online course structure and a mentored studies structure. 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.

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 online 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 online databases and instruction on academic research.

Additional Certification Requirements

Fingerprint clearance must be obtained and a copy of the fingerprint clearance card must be submitted to your faculty advisor 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)
subject test must be passed prior to student teaching. The Professional Knowledge exam is not required for institutional recommendation, but is required by the state for successful completion.

The Principal portion of the AEPA is required for principal certification students.

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 faculty advisor 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 faculty advisor, 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. Depending on the program, there may be room for electives for students to pursue their own areas of interest and passion. In the teacher preparation methods courses, students may be paired up with a graduate mentor within or outside of their home community.

Online Course Offerings
Prescott College 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). 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 faculty advisor 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 Faculty Advisor

Each student, upon acceptance into the M.Ed. program, will be assigned a faculty advisor. The role of the faculty advisor is critical to student success in the program. The faculty advisor has an advising role with our students in the M.Ed. program. Faculty advisors assist students in making sure they have submitted their degree plans, for example, and help them to understand and complete all graduation requirements.

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).
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 their faculty advisor, 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 faculty advisor 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.

Foundational 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.)

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, conducting a mini-lesson, or interviewing and
"shadowing" educators, gaining 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 teacher candidates will be reviewed for dispositive growth and development throughout their program of study.

**Student Teaching**
Students wishing to enroll in our Master of Education teacher preparation programs (early childhood, early childhood special education, 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.

**Administrator Internship**
Internship in Educational Administration; the goal of the 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 internship: May 1st; Spring internship: Oct. 1st.

**School Guidance Counseling Practicum**
The School Guidance Counseling practicum is the summative experience that demonstrates the SGC candidate has thoroughly prepared to fulfill the role of School Guidance Counselor. Students have two options to complete their practicum: they can complete your entire practicum in one semester, a total of 8 semester credits; or they spread out their practicum over two semesters by enrolling in 4 credits each semester.

**M.Ed. Non-Certification Practicum**
The M.Ed. Non-Certification program 8 credit practicum is the summative experience that demonstrates the student has designed and applied their learning to an intensive practicum that meets their self-designed program focus.

**Institutional Recommendation**
The Institutional Recommendation (IR) verifies the completion of a state-approved educator 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, administrator internship and SGC practicum. 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.

Master of Education, Elementary Education / Course Sequence
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, 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.

Required Courses:
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  4 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 57004 Structured English Immersion Complete (SEI)  3 credits
MAED 57030 Assessment and Measurement  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)

Master of Education, Secondary Education / 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.

Required Courses:
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 57004 Structured English Immersion Complete (SEI)  3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED 57030</td>
<td>Assessment and Measurement</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAED 57299</td>
<td>Student Teaching</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)

**Master of Education, Educational Leadership, Principal Certification 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; 27 required courses plus three 3 credit elective courses. 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 3 credits

**Electives (select three):**
- MEDL50051 Standards-Based Reform in American Public Education 3 credits
- MEDL50060 Leading Authentic Classroom Assessment 3 credits
- MEDL50095 Instructional Supervision 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 59000 Mentored Study 3 credits

*Students may register for either MEDL 50050 or MEDL 50051, not both
**Students may register for either MEDL 50060 or MEDL 50061, not both

Note: 6 semester credits of Internship must be taken with Prescott College for degree and/or Institutional Recommendation (IR)
Master of Education, School Guidance Counseling / Course Sequence

Prescott College offers a graduate degree program in School Guidance Counseling.

In order to qualify for an institutional recommendation leading to an Arizona School Guidance Counselor Certification, students must complete 36 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 50000</td>
<td>Foundations of School Guidance Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MASG 51010</td>
<td>Counseling Theories</td>
<td>3</td>
</tr>
<tr>
<td>MASG 50030</td>
<td>Social and Ecological Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>MASG 50020</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>MASG 50080</td>
<td>Group Dynamics Processing and Counseling</td>
<td>4</td>
</tr>
<tr>
<td>MASG 50070</td>
<td>Vocational Counseling and Career Development</td>
<td>3</td>
</tr>
<tr>
<td>MASG 50112</td>
<td>School Guidance Counseling: Program Development, Implementation and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>MASG 59000</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>MASG 50111</td>
<td>Research Practices for School Guidance Counselors</td>
<td>3</td>
</tr>
<tr>
<td>MASG 51020</td>
<td>Supervised School Guidance Counseling Practicum</td>
<td>8</td>
</tr>
</tbody>
</table>

Total SGC Certification Credits: 36

Note: 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.

Master of Education with Certification in Early Childhood Education

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, Master of Education degree-seeking students must complete 46 semester credits in designated certification coursework and Student Teaching Practica. Students must also fulfill required Prescott College residency requirements for Orientation and Graduate Level Colloquia and pass all appropriate State-related exams and complete AZED general course requirements in SEI, AZ History and US Constitution.

A maximum of fifteen graduate level credits may be transferred into the M.Ed. program.

Course Sequence:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED57802</td>
<td>Foundations of Early Childhood and Early Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MAED57804</td>
<td>The Whole Child</td>
<td>4</td>
</tr>
<tr>
<td>MAED57807</td>
<td>Early Language and Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>MAED57810</td>
<td>The Child in Context</td>
<td>3</td>
</tr>
<tr>
<td>MAED57820</td>
<td>Positive Guidance and Inclusive Classroom Management</td>
<td>4</td>
</tr>
<tr>
<td>MAED57840</td>
<td>Early Art, Music and Movement</td>
<td>2</td>
</tr>
<tr>
<td>MAED57845</td>
<td>Early Math and Science I</td>
<td>2</td>
</tr>
<tr>
<td>MAED57850</td>
<td>Early Math and Science II</td>
<td>2</td>
</tr>
<tr>
<td>MAED57855</td>
<td>Early Social Studies and Literacy of Place</td>
<td>2</td>
</tr>
<tr>
<td>MAED57818</td>
<td>Effective Assessment and Data Literacy</td>
<td>2</td>
</tr>
<tr>
<td>MAED57870</td>
<td>Orientation to Exceptional Education</td>
<td>2</td>
</tr>
<tr>
<td>MAED57860</td>
<td>Pedagogy of Nature and Place-based Early Childhood Education and Ecological Literacy</td>
<td>4</td>
</tr>
<tr>
<td>MAED57004</td>
<td>Structured English Immersion Complete</td>
<td>3</td>
</tr>
<tr>
<td>MAED57877</td>
<td>Early Experience and the Shaping of Brain Architecture</td>
<td>2</td>
</tr>
<tr>
<td>MAED57898</td>
<td>Practicum I: Student Teaching Birth to PreK</td>
<td>4</td>
</tr>
<tr>
<td>MAED57899</td>
<td>Practicum II: Student Teaching Pre-K-Grade 3</td>
<td>4</td>
</tr>
</tbody>
</table>

**NOTE:** 8 semester credits in student teaching must be taken with Prescott College for degree and/or Institutional Recommendation (IR)

**Master of Education with Certification in Early Childhood Special Education**

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, Master of Education degree-seeking students must complete 52 credits in designated certification coursework and Student Teaching Practica. Students must also fulfill required Prescott College residency requirements for Orientation and Graduate Student Colloquia and pass all appropriate State-related exams and complete AZED general course requirements in SEI, AZ History, and US Constitution. A maximum of fifteen graduate level credits may be transferred into the M.Ed program.

**Course Sequence:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED57802</td>
<td>Foundations of Early Childhood and Early Special Education</td>
<td>3</td>
</tr>
<tr>
<td>MAED57804</td>
<td>The Whole Child</td>
<td>4</td>
</tr>
</tbody>
</table>
MAED57807  Early Language and Literacy Development                      3 credits
MAED57810  The Child in Context                                          3 credits
MAED57820  Positive Guidance and Inclusive Classroom Management         4 credits
MAED57840  Early Art, Music and Movement                                   2 credits
MAED57845  Early Math and Science I                                      2 credits
MAED57850  Early Math and Science II                                     2 credits
MAED57855  Early Social Studies and Literacy of Place                     2 credits
MAED57818  Effective Assessment and Data Literacy                        2 credits
MAED57860  Pedagogy of Nature and Place-based Early Childhood Education and Ecological Literacy  4 credits
MAED57877  Early Experience and the Shaping of Brain Architecture        2 credits
MAED47004  Structured English Immersion Complete (SEI)                    3 credits
MAED57870  Orientation to Exceptional Education                          2 credits
MAED57875  Evaluation, Intervention, and Differentiated Teaching Strategies for Children w. Learning, Behavioral, and Emotional Challenges  3 credits
MAED57876  Evaluation, Intervention, and Differentiated Teaching Strategies for Gifted, Twice Exceptional, and Learners on the Autism Spectrum  3 credits
MAED57697  Practicum I: Student Teaching Birth to PreK                    4 credits
MAED57698  Practicum II: Student Teaching K-3rd grade or age 8           4 credits

NOTE: 8 semester credits in student teaching must be taken with Prescott College for degree and/or Institutional Recommendation (IR)

Master of Education, Non-Certification / Course Sequence
This degree is best suited to education practitioners who do not want or need Arizona teacher certification. They wish to earn a Master of Education graduate degree, deepen their knowledge of theory and pedagogy, and pursue a particular academic focus in keeping with their work. This program requires a minimum of 36 credits.

All students are required to complete the following core courses (18 credits) as offered online:

MAED 57005  Learning Theories                                            3 credits
MAED 57010  Curriculum Design                                            3 credits
MAED 57035  Introduction to Special Education                          3 credits
MAED 57040  Structured English Immersion Complete (SEI)                 3 credits
MAED 57040  Creating and Managing Learning Communities                 3 credits
MAED XXXXX  Multi-Cultural/ Culturally Responsive course               3 credits
These courses will count toward teacher certification if the student decides later to seek certification. Students wishing to customize these courses to fit their teaching needs/professional goals will work with course instructors to do so while covering essential content. To complete the M.Ed. degree, students will: self-design the remaining 18 credits through mentored or available college courses tailored to fit their educator situation and professional goals; and/or, take electives that enhance their focus and degree plan, emphasizing current pedagogy, best practices, and professional development; and avail themselves of course content and availability in their particular areas of interest.

Students will be required to complete 8 credits of practicum, self-designed and approved by their faculty advisor to meet the focus area of their degree plan. Essentially all 36 credits are available for some level of student-directed/customization. Academic and pedagogical support for students new to the field of education comes from: the 18 credits of core courses, the M.Ed. learning community that is built and sustained during orientation, colloquia and within courses, and faculty, mentors and faculty advisor.

**Online 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 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. Online M.A. 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 online M.A. programs in Adventure Education, Education, Environmental Studies, and Arts and Humanities are much more flexible and student-directed. In addition, the online M.A. degrees require a research-based thesis project while the other master’s degrees may include that option alongside other capstone projects. This catalog provides separate sections to clarify the differences between the structures of the different master’s degrees.

**Online 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 Arts 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
- Arts and Humanities
  - Justice, Activism, and Solidarity
  - Green/Sustainable Business
  - Visual Arts
  - Creative or Expressive Arts
  - Nature, Gender, and Spirituality
  - Spirituality
  - Border Studies
- 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

Overview, Components, and Graduation Requirements
The online Master of Arts is a 36 credit, online, 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 Arts and 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 faculty advisor.
The online 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 at least three full semesters to complete their graduate work. A fourth semester is often 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 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 faculty advisor who oversees and evaluates the student’s program and learning. Upon acceptance into the program, the faculty advisor 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 faculty advisor select others 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 faculty advisor. Further evaluation is done by others throughout the program, including: Practicum Supervisor, Qualifying Paper Readers, and Thesis Readers.

**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 faculty advisor), 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. During the first semester, students take a core foundational course. During subsequent semesters, students take coursework in research methods and relevant theory.

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 4 semester credit hours of practicum is required from every student.

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 faculty advisor/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 (i.e., 2 credits for Thesis Plan and 10 credits for Thesis).

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
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 that is approved by the student’s mentor and Faculty Advisor.

**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 faculty advisor before being convened.

**The Degree Plan**
Following acceptance 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 faculty advisor 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 faculty advisor.

**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.

**Courses**
The two required Core Foundations Courses in the first semester begin 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 I: Graduate Scholarship and Research Methods*
All students who enroll in MAP will participate in a core foundational course “Graduate Scholarship and Research Methods.”. The 3-credit 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.
Core Foundations Course II: Connected Learning

All students who enroll in MAP will also participate in a core foundational course “Connected Learning.” The 3-credit course provides students with the abilities and opportunity to connect with academic communities of practice in order to build professional networks and develop their programs of study.

Advanced Research Methods

After each student’s program of study has developed through the core foundations courses, each student further hones their understanding of the methods in their particular fields of study in a 2 credit Advanced Research Method course.

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 faculty advisor. 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

Students must complete a 1 credit Qualifying Paper course. Students may not enroll for thesis credits until the Qualifying Paper course is complete.

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 faculty advisor 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.
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 faculty advisor 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.

Arts and Humanities
The Arts and 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 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 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 critical studies of geography, language, culture, social systems, and power relationships. 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 business and management along other arts and social sciences. Some students focus their programs on integrating sustainability and social justice into fields for business or management more generally. Other 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, eco-feminism, 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.

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.

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 contexts 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.
Foundational Courses
MAEQ51031* Explorations and Foundations in Equine-Assisted Mental Health & Learning 3 cr
MAEQ51032* Equines in the Therapeutic & Learning Environment 3 cr
MAEQ51033* Group Process and Facilitation by Partnering with Equines 3 cr
MAEQ51034* Best Practices in Equine-Assisted Mental Health & Learning 3 cr
MAEA51020 Professional Field Experience in Equine-Assisted Mental Health & Learning 4 cr

EAL: Mentored Course
MAEQ51031 Learning Theories and Curriculum Design for EAL 2 cr
Or
MAEQ5900 Faculty Approved alternative mentored course 2 cr

*These are cohort-based courses taken in sequence; each course includes an on-campus intensive and a Moodle-supported component. Admissions to the Equine-assisted concentrations and certificate programs 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 4 credit Practicum / Internship. Students must complete the other graduation requirements for the Online Master of Arts degree (e.g., Graduate Scholarship and Research; Connected Learning; Advanced Research Methods; Qualifying Paper; Thesis Plan; Thesis).

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 program 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.

**Online Master of Science in Counseling**

**Master of Science in Counseling – Overview, Components, and Graduation Requirements**

(Note: The Master of Science in Counseling underwent a comprehensive program evaluation in 2017 that resulted in several program changes implemented in the Fall 2018 semester. These changes include the focus on one specialization and the addition of two core courses. Students enrolled in the program prior to the changes can graduate under the old structure and requirements, or choose to matriculate under the new changes. All students beginning in the Fall 2018 semester and subsequent terms will adhere to the new program structure and 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. 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 an online, 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 the Counseling program.

Students at Prescott College may optionally enhance and direct their education by choosing from a variety of distinctive Post-Master’s Certificates, 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 Post-Master’s Certificate area will complete additional coursework beyond the 60 credits required for the Master of Science Program. Each Post-Master’s Certificate 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 may require additional semesters of enrollment. Students concurrently enrolled in both the Master of Science in Counseling and one of the certificate programs will also need to attend one or more fee-based “Institutes” or “Intensives” organized by the College, in addition to the required 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.

• Online 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 instructors who are experts in the course content areas within the field of counseling.

Counseling Core Curriculum
The Master of Science has one specialization area; Clinical Mental Health Counseling. The core curriculum consists of fourteen 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 assures 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-5) psychiatry as if it were gospel, at Prescott College students learn DSM-5 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-5 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 range of elective course options
reflect this emphasis.

The Counseling program offers optional Post-Master’s Certificate programs in Expressive Art Therapies,
Equine-Assisted Mental Health, Ecotherapy, and Adventure-Based Psychotherapy. Interested students
are encouraged to concurrently enroll in the Master of Science in Counseling and one of these certificate
areas so that they can integrate both curricula into their educational experience.

**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
- Social Justice in Counseling, 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
- Marriage, Couple, and Family Counseling, 3 credits
- Chemical Dependency and Substance Abuse, 3 credits

**Counseling Electives**

Within the 60 credit hour Master of Science in Counseling, students can take three electives. Students
can choose from a variety of progressive and provocative topics that will enrich their knowledge base
and enhance their clinical skills. Students can select electives based on their interest, need for licensure,
or they can take them strategically to form an area of Emphasis (see Counseling Emphases section).
Electives are offered either once a year or once every two years, and are rotated to ensure students will
have an opportunity to take the electives that will meet their educational and professional goals.

**Independent Study (mentored course)**

Students can choose to take one independent study as an elective during the course of their degree
program. This option is available for students who have an interest or passion in a particular theory,
modality, or population, so that they can get the desired educational experience they seek. Additionally,
students who need specific course work for the purpose of licensure in their State, can take an
independent study to fulfill the requirements not met by the Master of Science curriculum.
Counseling Emphases
A unique aspect of the Master of Science in Counseling are the optional Emphasis areas of study. These Emphases are a cluster of three, three credit courses that collectively create a depth of knowledge in a particular area. These areas have been selected for their relevancy and critical need in the field of counseling. The Emphases are Addiction Counseling, Marriage, Couple, and Family Counseling, Social Justice Counseling, and Somatic Counseling.

Addiction Counseling Emphasis
The Addiction Counseling Emphasis prepares counselors-in-training to work with persons and families affected by alcohol, drugs, gambling, sexual, and other addictive disorders (e.g. food related). The curriculum focuses on models of treatment, recovery, and relapse prevention of addiction, along with the application of appropriate interventions. Students in this Emphasis are strongly encouraged to integrate the knowledge learned with their practicum and internship experiences by choosing a site that will allow them to work with individuals affected by issues related to addiction. This Emphasis is comprised of three, three credit courses for a total of nine credits; one core course and two electives. Please note that these electives are offered only once a year.

The following courses are required for the Addiction Counseling Emphasis:
- Chemical Dependency and Substance Abuse, 3 credits (Core course)
- Treatment of Substance Use Disorders, 3 credits, (Elective course)
- Substance Use Prevention, Intervention and Social Policy, 3 credits (Elective course)

Marriage, Couple, and Family Counseling Emphasis
The Marriage, Couple, and Family Counseling Emphasis uses a systems perspective as a framework for teaching counselors-in-training how to work with couples and families. Counselors who are trained in this area learn to work with an array of issues such as mental and emotional disorders, relationship issues, and communication issues. Marriage, couple, and family practitioners are employed in a variety of settings, including inpatient facilities, community mental health centers, private practice, and social service agencies. Students in this Emphasis are strongly encouraged to integrate the knowledge learned with their practicum and internship experiences by choosing a site that will allow them to work with couples and families. This Emphasis is comprised of three, three credit courses for a total of nine credits; one core course and two electives. Please note that these electives are offered only once a year.

The following courses are required for the Marriage, Couple, and Family Emphasis:
- Marriage, Couple, and Family Counseling, 3 credits (Core course)
- Advanced Theories in Marriage, Couple, and Family Counseling, 3 credits, (Elective course)
- Advanced Skills in Marriage, Couple, and Family Counseling, 3 credits, (Elective course)

Social Justice in Counseling Emphasis
The Social Justice in Counseling Emphasis is designed to support counselors-in-training as they become socially just and culturally competent practitioners and advocates. Through carefully designed curriculum, focus is placed on the empowerment of the individual, the development of counselor self-
awareness, the understanding of the client’s worldview, and how the client’s and counselor’s privileged and marginalized statuses influence the counseling relationship. The American Counseling Association’s Multicultural and Social Justice Counselor Competencies are interwoven into each elective that make up this Emphasis area. The Social Justice in Counseling Emphasis is comprised of three, three credit courses for a total of nine credits; one core course and two electives. Please note that these electives are offered only once a year.

The following courses are required for the Social Justice in Counseling Emphasis:
- Social Justice in Counseling, 3 credits (Core course)
- Postmodern Theories and Clinical Skills for Social Justice Counseling, 3 credits (Elective course)
- Advocacy and Research in Social Justice Counseling, 3 credits (Elective course)

Somatic Counseling Emphasis
Somatic counseling is a way of 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 their life’s journey. This approach is grounded in 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 counseling 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. This Emphasis involves three, three credit courses for a total of nine credits. Please note that these electives are rotated and may not be offered every year.

The following courses are required for the Somatic Counseling Emphasis:
- The Body in Counseling: A Somatic Approach to the Therapeutic Relationship, 3 credits (Elective course)
- The Neurobiology of Relationships: Applications in Clinical Practice, 3 credits (Elective course)
- Trauma and Crisis: Intervention and Treatment in Counseling, 3 credits (Elective course)

Counseling Graduation Requirements
Students complete three components – theory (coursework), practicum and internship, and an exit exam, the Counselor Preparation Comprehensive Exam (CPCE). Full-time students (12 credit hours per semester) complete the 60 semester-credit program in two and a half or three years. Students seeking to complete a Post-Master’s Certificate 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:
- Fourteen, 3-semester credit core courses (42 total credits)
- Three, 3-semester credit Elective Courses (9 total credits)
- One, 3-semester credit Practicum (3 total credits)
• Two, 3-semester credit Internship Courses (6 total credits)
• Completion of the CPCE as well as the Residency and Counseling Sessions 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 minimum of six colloquia in the course of the degree program; however, the student must attend two colloquia per year the first two years in the program and at least one colloquium each year after that for as long as the student is enrolled in courses. For all students, one colloquium may be replaced by documented attendance at a professional conference or appropriate training program. This requires prior faculty advisor approval. For students actively involved in one of the Post-Master’s Certificates, attendance at one of Prescott College’s certificate training programs may be substituted for one additional colloquium, with prior faculty advisor 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 three credit clinical training experience consisting of 100 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 6 credits and at least 600 hours in a field placement, with at least 40% of these hours involving direct client contact under supervision. Clinical training experiences are carried out under the direction of an on-site, supervisor. Clinical training experiences are also supervised by a member of the counseling faculty who monitor the quality of the student’s training and provides group supervision.
The Counselor Preparation Comprehensive Exam (CPCE)
Students are required to take the Counselor Preparation Comprehensive Examination (CPCE) as the final requirement for graduation from the Master of Science in Counseling. The CPCE is designed to assess students’ knowledge of counseling information viewed as important by counselor preparation programs and the counseling profession in general. The purpose of the exam is to assess the student’s knowledge of counseling to ensure minimum competency in the field, and it can serve as a useful preparation for the National Counselors Exam (NCE), which is used by many states as a licensure exam. Please note that the CPCE is NOT a licensure exam, nor does it replace the NCE.

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.

Adventure-Based Psychotherapy
The Adventure Based Psychotherapy Post-Master’s Certificate is designed for self-directed learners who have already attained a master’s degree in a field of mental health practice and who wish to specialize in adventure-based intervention. Additionally, this 15 credit hour certificate can be taken concurrently with the 60 credit hours required for the Master of Science. This is one of the very few academic programs that incorporates the experience of nature in modalities designed to heal clients and facilitate their personal exploration. Graduates will 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.

Students concurrently enrolled in both the Master of Science in Counseling Program and the Adventure-based Psychotherapy Post-Master’s Certificate must complete the following 15 credit hours in addition to the 60 credits for the master’s program (note: one of the following courses may also be used as an elective in the Master of Science).

- MAEP51040 Foundations of Adventure-based Counseling
- MAEP51041 Treatment Applications in Adventure-based Counseling
- MAEP51042 Assessment and Interventions in Adventure-based Counseling
- MAEP51043 Ethics and Risk Mitigation in Adventure-based Counseling
- MAEP51044 Research in Adventure-based Counseling
- MAEPINTENSIVE (1/2/3/4) Four experiential field intensives (one may be self-directed/independent study totaling not less than 100 hours)
- Current Wilderness First Responder (or international equivalent)
- Proof of Skill Competency (varies, depending on skill, e.g., sailing certification, backpacking portfolio, etc.)
- Documentation of 96 direct service hours that utilize adventure-based counseling interventions.
Courses (15 semester credits)

- MAEP51040 Foundations of Adventure-based Counseling (3 credits): Explores the fundamental influences and principles on which the fields of Adventure Therapy (AT) and Wilderness Therapy (WT) were established.

- MAEP51041 Treatment Applications in Adventure-based Counseling (3 credits): Explores how the concepts of adventure therapy are applied in counseling interventions with a variety of populations and settings. Required Pre-requisite: MAEPS1040 Foundations of Adventure-based Counseling. Suggested Pre-requisite/May also be taken concurrently: MAEP50060 Helping Relationships: Basic Counseling

- MAEP51042 Assessment and Interventions in Adventure-based Counseling (3 credits): Explores how to utilize adventure-based interventions as methods of assessment as well as traditional assessments used in adventure therapy settings. Required Pre-requisite: MAEP51040 Foundations of Adventure-based Counseling. Suggested Pre-requisite/May also be taken concurrently: MACP50090 Assessment: Psychological Testing & Appraisal in Counseling

- MAEP51043 Ethics and Risk Mitigation in Adventure-based Counseling (3 credits): Explores ethical considerations and risk mitigation as it relates to the application of Adventure-based Counseling techniques in a variety of settings. Required Pre-requisite: MAEP51040 Foundations of Adventure-based Counseling. Suggested Pre-requisite/May also be taken concurrently: MACP51190 Professional Counseling Ethics

- MAEP51044 Research in Adventure-based Counseling (3 credits): Explores current research in adventure-based counseling with an opportunity to participate in a research project with national researchers. Required Pre-requisite: MAEP51040 Foundations of Adventure-based Counseling and MACP50040 Research and Program Evaluation in Mental Health.

- MAEPINTENSIVE1 Backcountry Intensive (0 credit): Field experience in backpacking integrating foundational Adventure-based Counseling theory. Suggested Pre-requisite: MAEP51040 Foundations of Adventure-based Counseling.

- MAEPINTENSIVE2 Urban Intensive (0 credit): Field experience in Adventure-based Counseling treatment applications in an urban setting. Special treatment issues, population, and setting will be selected for focus based on current research and field trends. Suggested Pre-requisite: MAEP51040 Foundations of Adventure-based Counseling.

- MAEPINTENSIVE3 Nature Intensive (0 credit): Field experience in Adventure-based Counseling treatment applications in a nature setting. Special treatment issues, population, and setting will be selected for focus based on current research and field trends. Suggested Pre-requisite: MAEP51040 Foundations of Adventure-based Counseling.

- MAEPINTENSIVE4 Special Issue Intensive (0 credit): Field experience in Adventure-based Counseling treatment applications. Special treatment issues, population, and setting will be selected for focus based on current research and field trends. Students may substitute relevant external education with prior approval (100 field hours total). Suggested Pre-requisite: MAEP51040 Foundations of Adventure-based Counseling.

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 96-hour (minimum) applied practicum encompassing both clinical (traditional) and outdoor settings. The practicum focuses on
experiential development of outdoor activity skills and applications in a therapeutic setting. A practicum must consist of work in which the student is applying the previously learned theory in actual counseling with clients. However, a minimum of 96 hours must occur in a qualified Adventure-Based Psychotherapy practicum setting or in a “traditional” counseling setting that allows adventure-based interventions to be used. Students are encouraged to begin exploring sites and arrangements for the practicum from the earliest possible stage in their program. 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 second off-site supervisor (to be arranged with support from Core/associate faculty). This can be taken concurrently with practicum/internship in the Master of Science in Counseling.

**Adventure Skills Training (AST)**

In order to meet graduation requirements, Adventure-Based Psychotherapy students must demonstrate minimal competencies in at least one area of skill concentration, e.g., rock-climbing, paddling, challenge course, skiing, etc., as well as Wilderness First Responder (WFR). The student’s chosen practicum site may expect a specific level of prerequisite training in one or more areas. Completion and documentation of this learning (in coordination with faculty advisor) may be interwoven into related courses during a term.

**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. Often this course is taken concordantly with Risk Management and Ethics. 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.

**Ecotherapy**

Students who have been accepted into the Master of Science in Counseling, or those individuals who have already attained a master’s degree in a field of mental health practice may apply to join the Post-Master’s Certificate in Ecotherapy. The Ecotherapy program is a five course, 15 credit-hour program 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. Students interested in wilderness, adventure venues, horticultural, animal-assisted or nature-based settings, and counselors aspiring to consult to industry in the area of ecopsychological health and environmental design will find this program valuable. Graduates possess competencies in both conventional psychotherapy and
ecotherapy, including wilderness leadership (as desired), and are employable in a range of settings, from educational to clinical.

Students concurrently enrolled in the Master of Science in Counseling will complete the 15 credit hours required in the Post-Master’s Ecotherapy Certificate in addition to the required 60 credits in the master’s program. The following courses that comprise this certificate program are as follows (note: one of the following courses may also be used as an elective in the Master of Science):

- MAEP51030 Foundations of Ecotherapy
- MAEP51031 Treatment Applications in Ecotherapy
- MAEP51032 Assessment and Interventions in Ecotherapy
- MAEP51033 Ethics and Risk Mitigation in Ecotherapy
- MAEP51034 Research in Ecotherapy
- MAEPINTENSIVE (1/2/3/4) Four experiential field intensives (one may be self-directed/independent study totaling not less than 100 hours)
- 96 (out of the 240) direct service hours must utilize Ecotherapy interventions.

Courses (15 semester credits)

- MAEP51030 Foundations of Ecotherapy (3 credits): Explores the fundamental theories and principles of ecotherapy.
- MAEP51031 Treatment Applications in Ecotherapy (3 credits): Explores how the concepts of ecotherapy are applied in counseling interventions with a variety of populations and settings. Required Pre-requisite: MAEP51030 Foundations of Ecotherapy. Suggested Pre-requisite/May also be taken concurrently: MAEP50060 Helping Relationships: Basic Counseling
- MAEP51032 Assessment and Interventions in Ecotherapy (3 credits): Explores how to utilize nature-based therapy interventions as methods of assessment as well as traditional assessments used in an ecotherapy setting. Required Pre-requisite: MAEP51030 Foundations of Ecotherapy. Suggested Pre-requisite/May also be taken concurrently: MACP50090 Assessment: Psychological Testing & Appraisal in Counseling
- MAEP51033 Ethics and Risk Mitigation in Ecotherapy (3 credits): Explores ethical considerations and risk mitigation as it relates to the application of Nature-based Counseling techniques in a variety of settings. Required Pre-requisite: MAEP51030 Foundations of Ecotherapy. Suggested Pre-requisite/May also be taken concurrently: MACP51190 Professional Counseling Ethics
- MAEP51034 Research in Ecotherapy (3 credits): Explores current research in Ecotherapy with an opportunity to participate in a research project with national researchers. Required Pre-requisite: MAEP51030 Foundations of Ecotherapy and MACP50040 Research and Program Evaluation in Mental Health.
- MAEPINTENSIVE1 Backcountry Intensive (0 credit): Field experience in backpacking integrating foundational Ecotherapy counseling theory. Suggested Pre-requisite: MAEP51030 Foundations of Nature-based Counseling.
- MAEPINTENSIVE2 Urban Intensive (0 credit): Field experience in Ecotherapy treatment application in an urban setting. Special treatment issues, population, and setting will be selected for focus based on current research and field trends. Suggested Pre-requisite: MAEP51040 Foundations of Ecotherapy.
- MAEPINTENSIVE3 Nature Intensive (0 credit): Field experience in Ecotherapy treatment application in a nature setting. Special treatment issues, population, and setting will be selected
for focus based on current research and field trends. Suggested Pre-requisite: MAEP51040 Foundations of Ecotherapy.

- MAEPIEXTENSIVE4 Special Issue Intensive (0 credit): Field experience in Ecotherapy treatment application. Special treatment issues, population, and setting will be selected for focus based on current research and field trends. Students may substitute relevant external education with prior approval (100 field hours total). Suggested Pre-requisite: MAEP51040 Foundations of Ecotherapy.

Practicum
Qualifying Ecotherapy 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 ecotherapy, nature-based, and experiential learning. A 96-hour (minimum) applied practicum encompassing both clinical (traditional) and outdoor settings. The practicum focuses on experiential development of nature-based skills and applications in a therapeutic setting. A practicum must consist of work in which the student is applying the previously learned theory in actual counseling with clients. However, a minimum of 96 hours must occur in a qualified Ecotherapy practicum setting or in a “traditional” counseling setting that allows ecotherapy-based interventions to be used. Students are encouraged to begin exploring sites and arrangements for the practicum from the earliest possible stage in their program. A qualified practicum will, ideally, offer an on-site supervisor who is a master or doctoral-level, licensed clinician with an extensive background in Ecotherapy. If such a combination is not available in one such supervisor, a second off-site supervisor (to be arranged with support from Core/associate faculty). This can be taken concurrently with practicum/internship in the Master of Science in Counseling.

Expressive Art Therapy
The Expressive Art Therapy blends a passion for art with the skills of counseling. The program follows 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 art therapist or a registered expressive arts therapist. Students who have been accepted into the Master of Science in Counseling, or those individuals who have already attained a master’s degree in a field of mental health practice may apply to join the Post-Master’s Certificate in Expressive Art Therapy.

Through this certificate program, students will engage in study of the history, theory, 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 areas 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
Students concurrently enrolled in the 60 credit Master of Science in Counseling and in the Expressive Art Therapy certificate program, will need to complete an additional 30 credits of coursework required for certificate program. This additional 30 credits includes coursework, and a supervised expressive art therapy practicum and internship, and attendance at two Summer Institutes, and a capstone project or paper. Descriptions of the required courses are listed in this catalog. Two of the following courses may also be used as electives in Master of Science.

Courses (30 semester credits)
- 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.

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, Michael Franklin, Bruce Moon, Cathy Moon, and many others from a variety of EAT disciplines. 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.

Equine-assisted Mental Health
Prescott College’s pioneering Equine-Assisted Mental Health program offers a unique opportunity to study the rapidly evolving field of fostering mental and emotional health through partnering with horses. Students learn to facilitate mutually beneficial relationships between humans and horses which initiate self-discovery and healing. Drawing upon the principles of relational horsemanship and therapeutic uses of experiential learning theory, students are exposed to a variety of equine-assisted models. This foundation allows them to develop a broad understanding of the field while incorporating their interests in an area of customized study and therapeutic application.
Eligibility for the Post-Master’s Certificate in Equine-Assisted Mental Health

- Students who already hold a master’s degree in counseling or a related field.
- Students who are enrolled in the Master of Science in Counseling may take the following courses concurrently with their graduate program. One of the following courses may also be used as an elective in Prescott College’s Master of Science requirements.

The Post-Master’s Certificate in Equine-Assisted Mental Health will be awarded after the completion of your Master’s in Counseling requirements and:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAEA 51031</td>
<td>Explorations and Foundations in Equine-Assisted Mental Health &amp; Learning</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAEA 51032</td>
<td>Equines in the Therapeutic and Learning Environment</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAEA 51033</td>
<td>Group Process and Facilitation by Partnering with Horses</td>
<td>3 credits</td>
</tr>
<tr>
<td>MAEA 51034</td>
<td>Best Practices in Equine-Assisted Mental Health &amp; Learning</td>
<td>3 credits</td>
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(Each of the above 4 courses includes a 4-day residential intensive held at a ranch.)

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>MAEA 51020</td>
<td>Professional Field Experience in Equine-Assisted Mental Health &amp; Learning</td>
<td>3 credits</td>
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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.

Intensives

Students in the Master of Science in Counseling concurrently enrolled in the Equine-assisted Mental Health program attend a four-day Intensive at an 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 as a clinical mental health counselor are encouraged to apply to the Equine-assisted Learning concentration through the Master of Arts program with a concentration in Education.
Online 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 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 online 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. The faculty advisor oversees the students’ academic program and facilitates interactions between the students and other doctoral committee members. 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.
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. 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 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.

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. The Ph.D. Program strives to contribute to synergistic learning and change in consciousness, education, culture, and, ultimately, society.

Program Components and Graduation Requirements
Doctoral students complete this program in four phases during a minimum of three years. There is also a maximum time limit of ten years from the date of entry to completion of all degree requirements, including the dissertation/project, and a minimum of seventy-two 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.

**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 faculty advisor. The Faculty Advisor will facilitate a student’s progress through the mentored study coursework, the Dissertation/Project Proposal and the Dissertation/Project. The faculty advisor 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 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 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 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**

- 72 semester credits, in the distribution described below, completed with satisfactory evaluation by faculty of all learning/study documents, written materials, and oral presentations within 10-years time
• Attendance at all required residencies or documentation of prior written approval from the Faculty Advisor to miss a specific colloquium and in some way make up for it

• Foundational courses (24 credits):
  o Sustainability Theory and Practice for Education (4 credits)
  o Social, Political, economic and Political Aspects of Sustainability (4 credits)
  o Sustainability Education and Transformational Change (4 credits)
  o Critical Pedagogy for Social Justice (4 credits)
  o Modes of Scholarly Inquiry, Systems Thinking, and Action Research I and II (8 credits)

• 4 to 8 mentored study courses: conceptual, integrative, and theoretical in focus area within Sustainability Education (15-23 credits)

• Advanced Research Methodologies and Methods course (4 credits)

• Mentored practicum (Optional: maximum of 6 credits)

• Publishable Qualifying Paper that is reviewed and approved by the Doctoral Committee (1 credit)

• Approved Dissertation Proposal & Presentation (4 credits)

• Dissertation & Presentation (minimum 16 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.

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, student may elect to 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.

Qualifying Paper
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 their 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 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.
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Sample Course Descriptions: On-campus Undergraduate

Note: Not all courses are offered every academic year. Many distance delivery and graduate-level courses are available for on-campus undergraduate students. See other sample course descriptions below. Some classes must be taken via independent / mentored studies.

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 underrepresented artists will be covered, and how the past experience of
underrepresented artists has influenced their art today. This course is 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.

Biological Principles
This course is an introduction to the basic concepts in biology, with an emphasis on organic chemistry, prokaryotic and eukaryotic cell structure and function, cellular respiration and photosynthetic metabolism, DNA structure and function, genetic regulation, DNA technology, genetics, and evolution. The course is designed for students who anticipate a concentration in biological or environmental studies and serves as a prerequisite for courses in ecology and plant and animal biology. Classes consist of lectures, discussions, and lab exercises that involve microscopy, spectrophotometry, and PCR electrophoresis. Ethical implications of current biological events such as genetic engineering are discussed.

Choreography & 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.

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 background in basic mediation skills and principled negotiation, and they will receive Level I certification in mediation.

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.

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.

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.

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 classroom discussion and assigned reading.

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 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. A specific local (defined as the Southwestern U.S.) issue will be chosen each semester for in depth, including if feasible, field trips and meetings with local participants in the actual issue to formulate an action plan for solving an environmental issue through either litigation, and/or legislation/political action.

Environmental Perspectives & Whitewater Rafting
In the context of a rafting expedition within the Colorado River watershed, students are introduced to the natural and cultural history of the Colorado Plateau. Students gain the skills and knowledge pertinent to conduction whitewater river travel and cooperative group expeditions. Topics for study include geography, geology, vegetation, wildlife, high desert ecology, cultural history and analysis of contemporary conservation issues. Developing skills interpreting 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. The study of conservation issues focuses on resource assessment and management issues. This study is a central element to the environmental perspectives gained through our river exploration and introduces modern GPS/GIS mapping techniques. As the course progresses, students learn to embrace a holistic approach to wilderness river navigation that integrates bioregional studies in a seamless fashion.

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 a 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.

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 Writer's 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 postmodern 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 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
In this field research course, students with natural history and ecology and interest in research methods will take part in on-going research projects in national parks and forests within the Colorado Plateau ecoregion. 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 a written summary of research. In Fall 2014, the class will focus on several high elevation projects in the San Juan Mountains in conjunction with Mountain Studies Institute, Silverton, Colorado. These will concern population dynamics and measures of climate change. The class will also study pinon woodland resiliency to climate changes at Mesa Verde National Park.

Form & Pattern in Nature
This course addresses aspects of form and pattern in nature based especially on the botanical work of Goethe (who coined the term "morphology"), as well as the classic studies of D'Arcy Thompson ("On Growth and Form"), the mathematics of Fibonacci, the environmental art of Andy Goldsworthy, new developments in pattern analysis, fractal geometry and chaos theory, and other contributions. Students explore the nature of cognition and examine in detail plant and animal morphology from aesthetic, functional, and phenomenological perspectives and ultimately apply these observations to an understanding of landscape quality and sense of place. Selected form elements, such as the sphere and 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 processes of metamorphosis. We will have several local field trips, and each student is required to complete a final project that elaborates a theme from the course.

Funding Change: Grant Writing & Nonprofit Essentials
Through this class we will discuss philanthropy and the structures of the Non-profit 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.

Geology of Arizona
Geology provides insights into the origins and continuing evolution of the landscape in which we live, work, and play. This course will utilize the remarkable variety of the Arizona landscape to illustrate geologic principles in the context of regional geological while exploring the geology of the Colorado Plateau, Transition Zone, and Basin and Range physiographic provinces. The course includes rock identification, the rock cycle, the geologic time scale, plate tectonic theory, and the origin and evolution of Arizona landforms and structures through time while focusing on interpreting the rock record in the field. 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.

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.

In & 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.

Interpersonal Communication
The ability effectively to communicate with others is an essential life skill. Whether you want to have an effective career working with people or to 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 practicing the skills of effective speaking and listening, and developing skills of generative and critical thinking. Topics covered include active listening, giving and receiving feedback, non-verbal communication, resolving conflicts, relationship building, and communicating under pressure and principled negotiation.

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.

Land Stewards
What does it mean to be a steward of the land? In this course we will investigate the environmental impact that the management decisions made by agrarian land stewards have on multiple landscape
scales ranging from individual farms to entire bioregions. Grounding our analysis in an understanding of Traditional Ecological Knowledge (TEK) as it relates to farming, we will explore some of the unintended consequences of industrialized agriculture, the philosophical underpinnings of 20th century neoagrarian social movements in Western thought and contemporary global efforts to reconnect nature, culture, food and farming. Throughout this course, we will encounter the contemporary work of Native American agroecologists; Jane Mt. Pleasant and Robin Kimmerer as well as historical and contemporary neoagrarian philosophers and essayists; Liberty Hyde Bailey, Sir Albert Howard, Aldo Leopold, Wendell Berry, Barbara Kingsolver and Gary Paul Nabhan.

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 families-of-origin serves as a point of departure for organizing and understanding developmental theory.

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 Studies I: Skills for Ocean Exploration
This course is intended to introduce students to the basic knowledge needed by all mariners with a specific emphasis on the origins, skills and techniques of sea kayaking. Daily sessions on the water are utilized for skill development and short overnight trips serve as an introduction to kayak touring. Students 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 gain experience in the use of maps, charts and GPS for coastal navigation and they practice route planning and sea conditions risk assessment. Additional topics include marine first aid and the use of emergency signaling devices and VHF radios.

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.

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 quarter 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.

Nonprofit Management
This course will examine the theory, components, and issues associated with management in the nonprofit sector. This will include the role of operations, programs, and fundraising in a nonprofit
organization. The evolution of philanthropy and the role of philanthropy in contemporary America will also be explored. Learning formats will include text and written materials, reaction papers, class discussions, and conversations with nonprofit leaders.

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.

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.

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.

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.

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—as they pertain to cultivated as well as native plants. Field work will include hands-on propagation experiments, nursery production practices, and greenhouse propagation methodology. Class discussions and lectures will cover such topics as the propagation environment, seed and vegetative propagation, layering, and grafting. Issues of conventional versus sustainable approaches will be explored and students will be encouraged to understand the challenges and possibilities of modern plant propagation.

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.

Poetry Workshop, Advanced
Poetry Workshop provides advanced creative writing students with the opportunity to pursue independent projects in poetry in a workshop atmosphere. Students will submit their own works-in-progress for weekly critiques, engage in a variety of writing exercises, and give brief presentations on their independent reading projects. 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 also explore avenues for taking their work beyond the classroom by participating in a public reading or sending their work to literary journals for consideration.

Search & 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.

Sense of Place: A Writing & Reading Workshop
In this creative writing and 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. There will be particular focus on literature inspired by Arizona and other southwestern locations, but student writing may involve any setting for which the writer has a particular affinity. Field trips will provide opportunities to engage in on-location writing exercises. Students will be able to write and workshop pieces in one or more of the following genres: creative nonfiction, poetry, and/or fiction.

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. We will explore whether appropriately applied social research methods may be a powerful tool for social change.

Summer Studies in Agroecology I: 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 we 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?

Summer Studies in Agroecology III: 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.

Summer Studies in Agroecology III: ST in ENV: Theory and Practice of Sustainable Beekeeping
Honeybees are critical pollinators for both plants in natural ecosystems and agricultural crops. Apiculture, or beekeeping, is completely interwoven with agriculture; human’s relationship to honeybees has its origins in hunting and gathering cultures and has grown into more modern methods of bee-keeping. Recent declines in honeybees through industrial agriculture and apicultural influences as well as ecological changes outside agriculture are threatening bee populations. This has potential effects on agroecological systems and food supplies. In this course we will explore thoughtful, radical changes to our human relationship to the honeybee. The course will explore issues surrounding bee biology, pollination through hands-on experiences, lectures, discussions, and field trips. The biological, ecological, economic, social, political, cultural, artistic, and spiritual dimensions of the honeybee-human relationship will be of focus.

Summer Studies in Agroecology IV: 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.

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.

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.

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.

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 890 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 intensive 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. We will explore various tropical life zones, including lowland rainforest, evergreen cloud forest, transitional forest, and montane elfin forest. We will also visit an active volcano, a high-elevation lake, and an organic farm. Throughout our travels, tropical conservation will be a recurring theme. Students will prepare presentations on relevant course topics of their choice, conduct field exercises, keep a natural history field journal, read the course text and supporting materials, and participate in daily class discussions and field outings.

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.

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.

War & Peace in Film & 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.

Weather & 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.

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.

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 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: Teaching & Facilitation Skills
This course will build on student’s knowledge of basic expedition and technical skills by allowing them to study and practice the implementation of adventure education activities. Topics will include ethically responsible group management, risk management, lesson planning, facilitation, framing, delivery, and debriefing. Students will be guided in implementing activities and lessons for their peers. Focus will be placed on field-based teaching, expedition and technical skills, Leave No Trace, and natural and cultural history topics. Students will play a major role in course planning and logistics, decision-making, and the establishment of a supportive community of traveling scholars. This course will culminate in the students’ practical application of the aforementioned skills and knowledge during the final phase of the expedition.

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.

Xicano Protest Movements Since 1848
Through readings, movies and first person presentations from individuals involved in the Xicano movement over the past 40 years students will become familiar with the history of Xicanos in the United
States starting in 1848; will understand the different eras of Xicano history in the United States; they will gain a familiarity with Xicano social/protest movements in the United States; and they will develop and understanding of Xicano indigenous issues and the direction of the Xicano movement into the 21st century.

**Sample Course Descriptions: Online Undergraduate**

Note: Not all courses are offered every semester. See Educator Preparation Program section for education courses. See on-campus undergraduate course listings for other undergraduate course descriptions. See graduate course lists. Some classes must be taken via mentored studies.

**Arizona History**
This class will examine the impacts of geography, cultural layers and conflicts, territorial politics and the state constitution that shaped Arizona into the state that it is today. Students will discover the interrelatedness of these impacts to transportation, commerce, population growth and politics to Arizona today.

**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.

**Emancipating the Mind**
"In his 1980 classic piece "'Redemption Song,'" Bob Marley proclaims: "'Emancipate yourself from mental slavery; none but ourselves can free our minds.'" This course takes those lyrics as its starting point, examining their meaning within both a Humanistic and academic context. The Liberal Arts tradition, at its best, has always taken as its goal the education, awakening, and ultimate liberation of the individual. This course continues that tradition, exploring the prospect and process of emancipating the mind.

**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.

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.

Liberal Arts Seminar: The Pursuit of Wisdom

What value is a liberal arts education in the 21st century? This Liberal Arts Seminar suggests that wisdom may be the primary goal of a successful life and that a liberal arts education may be essential to the pursuit of wisdom. In this course we explore four vital components in the pursuit of wisdom: we deepen our self-knowledge, purpose, and life path through a series of introspective journaling exercises; we develop a better understanding of the human condition through reading and discussing a self-chosen classic work of literature; we cultivate personal meaning and connection to others through a self-chosen experiential project; and we sharpen our ability to think well by applying exercises from the course text. The intention of this course is that we will be inspired to become lifelong learners in pursuit of wisdom.

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."

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.

Nonprofit Management
This course will examine the theory, components, and issues associated with management in the nonprofit sector. This will include the role of operations, programs, and fundraising in a nonprofit organization. The evolution of philanthropy and the role of philanthropy in contemporary America will also be explored. Learning formats will include text and written materials, reaction papers, class discussions, and conversations with nonprofit leaders.

Opening the Doors to Cultural Anthropology: Expanding Your World View
This course is designed to introduce students to the anthropological study and understanding of how culture functions. We will explore cultural anthropology through the differing viewpoints of both cultural conformity and conflict. Additionally, throughout this course we will examine social relationships, familial structures, belief systems, and differing world views. While deepening our understanding of culture, this course also bridges the gap between self and others by gaining insight into one's own culture while expanding our understanding of the world's peoples.

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.

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.

Sample Course Descriptions: Educator Preparation Programs
Note: not all courses are offered each semester. Some classes must be taken via mentored studies. 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 sup- port 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 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 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 their 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, 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 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.
Sample Course Descriptions: M.A. Social Justice and Community Organizing
(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 Community Organizing 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, grassroots 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 Community Organizing 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 Community Organizing 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 Community Organizing. 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 Community Organizing 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.

Sample Course Descriptions: Online M.A.
Sample Course Descriptions for Adventure Education, Education, Environmental Studies, Humanities. Please note, not all courses are offered every term. Some courses must be completed via mentored study. Students may enroll in other graduate courses offered by the College with approval of their Faculty Advisor and per their approved degree plan.

Compassionate Climate Change Education
Environmental activist, deep ecologist, and Buddhism scholar Joanna Macy calls her framework for personal and social change “the work that reconnects.” This course will be structured around her approach to engaging in large eco-social topics, tapping into emotional, social, scientific, cognitive, community, and cultural engagement to explore the vital issue of climate change. Each student will focus on a climate-specific topic of personal interest, including but not limited to climate science, climate education in the classroom, climate denial, mitigation vs. adaptation-Gaia Theory, climate justice and ethics, climate communication and persuasion, and climate resilience. Macy’s focus on reconnection will provide guidance toward creative and successful solutions to the associated with teaching people about our changing world. Students will participate in online discussions, video conferences with instructors, written assignments, and a final praxis project to be shared and critiqued as a joint learning experience. If you are an educator, scientist, writer, activist, counselor, or interested in empower people around climate change, this intensive solutions-oriented seven-week course will enhance your ability to engage in this work in ways that are meaningful, accurate, agency nourishing, and hope giving.

Connected Learning
This interdisciplinary course is based on the learning and design principles of Connected Learning. The course builds on exercises and activities that include the following components of Connected Learning. These components include: 1) interest driven and relevant to the student, 2) Project or production focused, 3) Peer Supported, 4) Shared purpose, 5) Academic focus, and 6) Openly Networked. The final design feature has two major aspects. One is to integrate learning opportunities from home, school, work and the larger community, and the second is to access content experts locally, regionally, nationally and internationally through the world wide web. This course removes the “teacher” from center stage and replaces that person with the student. The faculty becomes an intellectual coach and resource person working to foster systems thinking and individual transformation.

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.

Introduction to Permaculture
Permaculture is a process of ecological design that develops functional relationships among elements of ecological integrity, social justice, and economic viability. Through this course, you will develop basic skill in the ecological design process, develop systems thinking abilities, and be able to critique and create systems of sustainability for your own situation. We will focus on pattern awareness, design techniques, productive agroecosystems, and social and economic systems for sustainability.

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 ecological 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.

Origins and Directions in Adventure Education
This course provides students with academic literacy in the field of adventure education. Through lecture, discussion, research, and experiential projects, this course explores the many facets comprising this unique discipline. Through examining historical influences relative to exploration and industrialization, as well as the changing views of the concepts of both leisure and nature, students see how and why adventure education emerged as a field and why it is now conceptualized under
experiential education philosophy. Similarities and differences to related fields, such as outdoor education, recreation, environmental sciences, and adventure therapy are investigated. Students practice several modes of research and writing while critically examining current trends in adventure education. Upon course completion the successful student will have developed the ability to converse intelligently and with depth regarding the past, current, and future significance of adventure education as a field of study and career. All students will cultivate social and ecological considerations and literacies throughout the course during dialogue and written assignments about current critical issues in the field.

Place-based Education: Theory and Practice
During this course, students will explore the theoretical and philosophical frameworks supporting place-based education (PBE). Consideration will be given to PBE both past and present, how it is practiced, challenges it faces as a field and current and future trends. Through readings, writings, experiential activities, online group discussions and individual term projects, students will gain a better understanding of PBE as well as the importance of exploring PBE within their own unique academic and professional interests.

Program Administration in Adventure Education
This course provides students with an overview of the essential administrative realms program managers and supervisors need to be familiar with and have knowledge and understanding of, in order to provide professional and ethical services in the outdoor and adventure education industry. Through lecture, discussion, research, site visits and interviews with professionals, this course explores the many facets comprising this unique discipline. Similarities and differences to related fields, such as outdoor education, recreation, and adventure therapy are investigated. Students practice several modes of research and writing while critically examining administrative practices and current trends in adventure education. Upon course completion the successful student will have developed the ability to converse intelligently and with the ability to apply learning regarding administration of adventure education as a field of study and professional career. Emphasis is placed on the following topics: Management Overview; Organizational Structure and Administrative Operations; Planning for Strategic Management; Legal Aspects and Ethical Issues; Human Resource Management; Financial Management and Budgeting; Risk Management; Incident Management and Crisis Response; Industry Standards and Accreditation; Intergovernmental/inter- and intra-organizational relations; Issues and Trends in Adventure Education; & Assessment, Evaluation and Development.

Regenerative Design
Learn to design with living earth systems thinking for regenerative rather than degenerative possibilities. Design at multiple scales: projects, installations, gardens, programs, communities, food systems, learning systems, villages, and more. Apply and synthesize design theories, thinking, and practices from regenerative systems, permaculture, design by nature, biomimicry, biophilic design, sustainability design, ecological design, resilience, pattern languages, systems thinking, ecoliteracy, and complex visualization to develop individual and collaborative portfolios.
Sample Course Descriptions: M.Ed., Elementary Education; M.Ed., Secondary Education

Not all courses are offered every semester. Some courses must be completed via mentored study.

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 their 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, 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.

Sample Course Descriptions: M.Ed., Educational Leadership, Principalship
Not all courses are offered every semester. Some courses must be completed via mentored study.

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 required events and other 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 and Watermark for electronic portfolio establishment and use, and web-based video-conferencing 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 govern-mental 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 educational 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.

Sample Course Descriptions: M.Ed. School Guidance and Counseling
Not all courses are offered every semester. Some courses must be completed via mentored study.

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 scholarship, 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 faculty advisor. 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 practicum 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.

Sample Course Descriptions: M.S. in Counseling

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 on 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 sub- stance 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 in Counseling

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 Methods in Mental Health Counseling
This course provides an understanding of research methods and basic statistical analysis, including all of the following: i. The importance of research and opportunities and difficulties in conducting research in the counseling profession; ii. Research methods such as qualitative, quantitative, single-case designs, action research and outcome-based research; and iii. Use of research to improve counseling effectiveness. This course empowers students to become sophisticated consumers of clinical research studies. The emphasis is on gaining an understanding of how and why research is conducted. The importance of being able to read and critique research findings in the practice of Mental Health Counseling is emphasized. Understand research methods and basic statistical analysis. No less than five scholarly articles per topic: Opportunities/difficulties in conducting research; Research methods; Use of research to improve counseling effectiveness.

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 prevents.

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.

Marriage, Couple & Family Counseling

Provides a broad understanding of the structure and dynamics of the family, including assessment and methods of couple and family intervention and counseling. Reviews the major theories, principles, and applications of couples and family counseling, from systemic and postmodern approaches.

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.

Counseling Elective Courses

Elective courses are rotated and not offered every semester.

Advanced Skills in Marriage, Couple, and Family Counseling

This course focuses on the advanced examination of the couple and family counseling process, including diagnosis and assessment, as well, as the skills necessary to work effectively with couples and families. This course will also explore how the counselor’s personal experiences influence the counseling process with couples and families.

Advanced Theories in Marriage, Couple, and Family Counseling
The course provides an advanced survey of the major marriage, couple, and family theories in the field. The course will also explore how the counselor’s family of origin influences the personal style and development as a marriage and family therapist.

Advocacy and Research in Social Justice Counseling

This course will review a history of social justice in counseling, history of social movements, position of dominant and non-dominant groups, and how advocacy can be explored in all systems- including political leadership, advocacy for counseling profession, advocacy for systems that support people that experience oppression, defining skills as an ally. Students will increase their cultural competency by engaging in an in depth research study of an at-risk population in their community, including a plan for future advocacy. The theoretical perspectives presented in this course are also grounded in the Counselors for Social Justice (CSJ) Advocacy Competencies.

Child and Adolescent Counseling

This course will prepare counselors to address the specific needs of counseling children and adolescents. Students will learn to apply early child development, middle childhood, pre-adolescent and adolescent counseling theories. Students will explore evidenced based treatment, systems interventions including school and family, parent training programs, and play therapy techniques for counseling children and adolescents. Students will increase understanding of the diagnostics and treatment of children and adolescents through various experiential assignments.

Human Sexuality in Counseling

This course is a study of the issues involved in understanding human sexuality and assisting individuals and couples with sexual concerns in a therapeutic setting. It is designed to provide information in the following areas: research about sexuality, sexual development, aging and sexual functioning, sexual orientation and identity, gender issues, sexual anatomy and physiology, psychological and social sexual dynamics, sexual disorders, sexual trauma/abuse, sexual behavior patterns, sexual communication, contraception, infertility, and sexually transmitted infections. Additionally, how different cultural and religious perspectives may influence sexuality and intimacy will be explored.

Mindfulness in Clinical Practice

This course will familiarize students with contemporary mindfulness, meditation, and awareness practices. Current research on meditation techniques is reviewed as it relates to mental health and self-care for counselors. This course will explore ways of integrating meditation and mindfulness into clinical practice, and investigate how presence and moment-to-moment experience of body, breath, heart, and mind can support health, healing, and transformation in counseling. There will be an experiential aspect of this course as students will participate in a mindfulness practice, write observational reflections on their experience, and consider the applications in the field of mental health and counseling.

Postmodern Theories and Clinical Skills for Social Justice Counseling
This course is designed to provide students with an understanding of social justice issues in counseling with diverse populations and a focus on application of postmodern counseling theories. The class will further the students understanding of theory using relevant postmodern, feminist, queer, and cultural/relational counseling models. Students will develop their counseling skills and understanding of how power, rank, and status impact counseling diverse clients. Students will advance their knowledge in applying clinical skills to working with individuals, family members, and community members. The theoretical perspectives presented in this course are also grounded in the various ACA cross cultural, multicultural, and social justice competencies for counseling, including the current ALGBTIC competencies for working with transgender and LGBQIQA clients.

Psychopharmacology and the Counseling Profession

This course provides counselors with a basic understanding of commonly prescribed psychotropic medications and the diagnoses for which they are prescribed. It will prepare counselors to effectively communicate and collaborate in treatment planning with prescribing professionals. Content will include the merger of psychotherapy and pharmacotherapy, history, efficacy and present standard of care. Ethical and legal issues for the counselor relating to pharmacotherapy will be covered. Several case examples demonstrating effective psychopharmacologic and psychotherapeutic management will be discussed. Strategies for developing a collaborative relationship with the prescriber will be presented.

Substance Use Prevention, Intervention and Social Policy

The course focuses on substance use prevention, intervention, and socially policy, including the political, legal, and social effects of substance use disorders. This course also addresses the ecological risk factors of substance use.

The Neurobiology of Relationships: Applications in Clinical Practice

The burgeoning and exciting field of neuroscience and interpersonal neurobiology has provided an amazing array of potent and fascinating inroads to understanding human behavior and the impact of attachment in relationships. This course provides an introduction to key anatomical and neurological substrates of human experience and bases of behavior, and locates them in the field of clinical and somatic counseling and the therapeutic relationship. Some of the concepts to be explored include how early experiences shape the brain, the development of self, the difference between subjective experience and objective knowledge, and healthy development and relational functioning. The application of research and theory in neuroscience to clinical practice, somatic counseling, and therapeutic interventions will be explored.

The Body in Counseling: A Somatic Approach to the Therapeutic Relationship

This course provides a foundational understanding of the historical and theoretical field of somatic counseling. Through surveying basic principles, concepts, ethics, and methods that are the pillars of somatic counseling, the student is offered the opportunity to develop their own orientation to a somatic approach in counseling. This course offers an experiential component that will support the student in
discovering how to use their own body awareness as an assessment and intervention tool with clients. Various disciplines that draw from ancient and diverse cultural traditions will be explored and synergistic blends of approaches will be examined through an ethical and clinical lens.

Trauma and Crisis: Intervention and Treatment in Counseling

This course addresses the impact of crises, disasters, and traumatic events on individuals and communities. The psycho-physiological and emotional responses of traumatic experience will be addressed, including cognitive, affective, behavioral, and neurological effects associated with trauma-related disorders. Somatic therapies, innovative treatments, and evidence-based brief, intermediate, and long-term theories and approaches for the resolution of trauma symptoms will be explored, as well as assessment strategies and counseling skills applicable to crisis intervention and the treatment of trauma, including psycho-education, stress reduction, affect regulation, emotional processing, and somatically based interventions.

Treatment of Substance Use Disorders

This course provides an advanced study of the etiology and treatment of addictive behaviors (e.g. substance disorders, dual diagnosis, and process addictions). Attention will be given to professional, legal, and ethical considerations specific to addiction counseling.

Counseling Certificate 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.

Sample Course Descriptions: Ph.D. in Education / Sustainability Education
Note all courses are offered every semester. Some courses must be completed via mentored study. Students may enroll in other graduate courses offered by the College with approval of their Faculty Advisor and per their approved degree plan.

Ecogender for the 21st Century: Towards Ecological Masculinities for the Sake of All Life on Earth
In the heyday of Environmental Philosophy (during the 1990's), three big schools of thought on the human/nature relationship arose: Deep Ecology, Social Ecology and Ecological Feminism. All three schools - in unique ways - shared in-common critiques of humanity's myopia and the consequences of this short-sightedness on the Earth's living systems and our relationships with each other. All three schools - in unique ways - also pointed to modern Western men and masculinities as root causes of our social and environmental problems. Notably, in this early part of the 21st Century, all three schools have yielded to political ecologies, environmental social sciences such as sustainability and the intersectionality of contemporary Gender Studies such as Queer, Trans and Intersexed Theories. Notably, none of these schools have concurrently offered modern western men and masculinities post-structural, post-essentialist, dialogical or practical paths towards greater care for planet, place, people and self - even though this is precisely the message that is urgently needed as the post-industrial consequences of mass-consumption and climate change take hold. This course is contextualised by beginning with a study of our contemporary eco-sociological consequences, noting fresh frontiers and limitations. In doing so, we then proceed to discover a new conversation called Ecological Masculinities,
which builds on the wisdom of these precedent discourses. Drawing on feminist care theory, this course provides a theoretical framework for greater earth, community and self-awareness that has direct applications to dehegemonising modern western men and masculine identities for the benefit of all life on Earth. Students also explore an array of practical paths forward for modern western men and masculinities—called ecomasculinities."

Engaging in Place: An Active Introduction to Civic Ecology
This course provides students the opportunity to engage in building community in urban, suburban, and natural places, through the study and practice of civic ecology. A cross-disciplinary field, civic ecology explores why and how people seek connections with place and why and how some work to support and restore human-impacted landscapes. Researchers find that practices such as stream-clean ups, community gardening, and neighborhood tree plantings benefit both ecosystems and human groups, and our students will investigate theory and practice in the developing field through readings, case studies, group discussions, and individual explorations of their own connections to place, local examples of civic ecology, and self-designed projects that will engage each student in a community effort to improve his or her local natural environment. Throughout the course, special attention will be focused on how age, race, culture, and socio-economic status affect our connections with people and nature, and our abilities to engage positively in the places we call home.

Modes of Inquiry: Interdisciplinary 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 activist-based and applied research, critical and appreciative inquiry, and research for social/ecological/environmental change. Written assignments will build on the work from the fall semester as well as on the discussions this term. Written assignments will help students define a question, design a research project, develop good research skills, and prepare to 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 have a broad understanding and application of research needed for a dissertation and be ready to design their advanced research method/ology course with their core faculty.

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 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.