College Catalog 2020-2021

Prescott College

220 Grove Avenue Prescott, AZ 86301
(928) 350-4500 • (877) 350-2100 • prescott.edu

Catalog Disclaimer Notice

Prescott College reserves the right, without notice, to modify the requirements for admission or graduation; to modify the courses of instruction or programs of study; to cancel classes; to change tuition and other fees; to refuse admission or readmission to any student at any time; or to alter any portion of this catalog and policies or procedures referred to herein. Students, faculty and staff of the College are responsible for all information and deadlines contained in this catalog. The online catalog is considered the official Prescott College catalog and can be found at http://www.prescott.edu/academics/academic-calendar-course-schedules/index.php.

Employment Disclaimer Notice

Prescott College does not guarantee job placement to graduates upon program/course completion or upon graduation.

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College-wide Policy and Information

The first sections of the College Catalog present policy and information that is common to all degree titles, degree levels and modes of deliveries across the College. The following sections describe the policies and procedures relevant to the specific degree titles, degree levels and modes of delivery.

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.

Vision

Prescott College sets the standard for academic excellence through experiential, collaborative education that transforms diverse learners into leaders who make a difference while making a living. Committed to social justice and environmental sustainability, we serve local and global communities through innovative and intellectually adventurous liberal arts and professional programs.

Accreditation and Degrees Offered

Prescott College grants Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Master of Arts, Master of Business Administration, 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/. 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/. Prescott College is a member in good standing with the State Authorization Reciprocity Agreement: https://www.nc-sara.org/sara-states-institutions.

List of Licensed Degree Titles

The College offers the following degree titles. 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 before a program entered teach out status 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.

Program	Description	Credit	
Adventure Education	Bachelor of Arts	120	
Adventure Education	Master of Arts	36	Teach out
Arts & Humanities	Bachelor of Arts	120	
Arts & Humanities	Master of Arts	36	Teach out
Arts & Letters	Bachelor of Fine Arts	120	
Arts & Letters	Bachelor of Arts	120	Teach out
Counseling	Master of Science	60	
Counseling Psychology/Expressive Arts Therapy	Master of Arts	90	Teach out
Counseling/Adventure-based Psychotherapy	Graduate Certificate	15	
Counseling/Ecotherapy	Graduate Certificate	15	
Counseling/Equine-Assisted Mental Health	Graduate Certificate	15	
Counseling/Expressive Art Therapy	Graduate Certificate	30	
Cultural & Regional Studies	Bachelor of Arts	120	
Education	Bachelor of Arts	120	
Education	Master of Arts	36	
Education	Master of Education	36	
Education/Educational Leadership, Principalship	Master of Education	36	
Education/Early Childhood Education	Bachelor of Arts	120	
Education/Early Childhood Education	Master of Education	36	
Education/Early Childhood Education	Post-Bachelor's	36	
Education/Early Childhood Special Education	Bachelor of Arts	120	
Education/Early Childhood Special Education	Master of Education	40	
Education/Early Childhood Special Education	Post-Bachelor's	40	
Education/Elementary Education	Bachelor of Arts	120	
Education/Elementary Education	Post-Bachelor's	36	
Education/Elementary Education	Master of Education	36	
Education/Equine-Assisted Learning	Graduate Certificate	15	
Education/Mild to Moderate Special Education	Bachelor of Arts	120	
Education/Mild to Moderate Special Education	Post-Bachelor's	39	
Education/Mild to Moderate Special Education	Master of Education	39	
Education/School Counseling	Master of Education	36	

Education/Secondary Education	Bachelor of Arts	120	
Education/Secondary Education	Post-Bachelor's	36	
Education/Secondary Education	Master of Education	36	
Education/Sustainability Education	Doctor of Philosophy	72	
Environmental Studies	Bachelor of Arts	120	
Environmental Studies	Master of Arts	36	Teach out
Environmental Studies	Bachelor of Science	120	
Environmental Studies	Master of Science	36	
Interdisciplinary Studies	Bachelor of Arts and Sciences	120	
Interdisciplinary Studies	Master of Arts	30	
Outdoor Education Leadership	Master of Arts	36	
Psychology and Human Development	Bachelor of Arts	120	
Social and Environmental Arts Practice	Master of Fine Arts	48	
Social Justice and Community Organizing	Master of Arts	36	
Sustainability Management	Bachelor of Arts	120	
Sustainable Community Development	Bachelor of Arts	120	
Critical Psychology and Human Services	Master of Arts	36	
Resilient and Sustainable Communities	Master of Science	36	
Sustainable Food Systems	Master of Science	36	
Sustainability Leadership	Master of Business Administration	30	

Governance: Prescott College, Inc.

Prescott College Inc. is a nonprofit corporation whose membership is 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 are held at community-wide meetings twice a year at times specified by the President: the first in the fall term and the second in the spring term 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

Lynne Niemeth (Treasurer)	Cristina Eisenberg (Vice Chair)	Katrina Rogers (Chair)
Lee Caldwell	Heather Dievendorff (Staff Trustee)	Geoff Barnard
Sam Campana	Roxann Gallagher	James P. Walsh
Alexis Vigil (On-Campus Undergraduate Student Trustee)	Ed Johnson	Nick Panlibuton (Online Program Student Trustee)
Anne Dorman	Julie Munro (Secretary, Faculty Trustee)	Coral Evans
Jesse Hernreich	Mark Thorkelson	

Administrative Leadership

President	John Flicker
Executive Vice President and Provost	Paul Burkhardt
Board Chair	Katrina Rogers
Treasurer	Lynne Niemeth

College Calendar

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

Degree Conferral Dates

Fall 2020	All Programs	Friday, December 11, 2020
Spring 2021	All Programs	Friday, May 7, 2021
Summer 2021	Online Undergraduate Only	Friday, August 6, 2021

Commencement Ceremonies

Fall 2020	
On-campus Programs Baccalaureate	Friday, December 11, 2020
Commencement for All Programs	Saturday, December 12, 2020

Spring 2021	
On-campus Programs Baccalaureate	Friday, May 7, 2021
Commencement for All Programs	Saturday, May 8, 2021

Holidays – Offices Closed

Labor Day	Monday, September 7, 2020
Indigenous Peoples' Day	Monday, October 12, 2020
Veterans' Day	Wednesday, November 11, 2020
Thanksgiving	Wednesday–Friday, November 25-27, 2020
Winter Break	Thursday, December 24, 2020—Friday, January 1, 2021
Martin Luther King Jr. Day	Monday, January 18, 2021
Presidents' Day	Monday, February 15, 2021
Spring Break	Monday – Friday, March 15 – 19, 2021
Intercultural Day	Friday, April 2, 2021
Memorial Day	Monday, May 31, 2021
Independence Day	Monday, July 5, 2021

Fall 2020 Term Dates

Term Dates:	Tuesday, August 25 - December 11, 2020
Session A:	Tuesday, August 25 – October 19, 2020
Fall Block 1:	Tuesday, August 25 - September 18, 2020
Fall Block 2:	Tuesday, September 22 - October 16, 2020
Fall Block 3:	Tuesday, October 20 - November 13, 2020
Fall Block 4:	Tuesday, November 17 – December 11, 2020
Semester:	September 28, 2020 - December 11, 2020
Session B:	Tuesday, October 20 – December 11, 2020

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TERM                    [.........................16 weeks.........................]
BLOCK 1, 2, 3, 4              [-----4 weeks---]-[-----4 weeks---]-[-----4 weeks---]-[-----4 weeks---]-
BLOCK 1/SEMESTER        [-----4 weeks---]-        -[----------------------11 weeks--------------------------------]
SESSION A/SESSION B     [.....................8 weeks.............] [.........8 weeks.....................]
```

On-Campus Orientation

- New Student Move-In Day — Friday, August 21, 2020
- On-Campus Undergraduate check in — Friday, August 21, 2020

All Faculty Meeting — August 17-18, 2020

Online Program Orientations

- Undergraduate — Wednesday, August 12, 2020
- MS Counseling — Wednesday, August 19, 2020
- All Other Graduate — Thursday, August 13, 2020
- PhD — Tuesday & Wednesday, August 25 & 26, 2020

Additional Residencies, Colloquia

- MS Counseling — Thursday, August 20 – Saturday, Aug 22, 2020
- Master Programs — Friday November 13 – Sunday, November 15, 2020

Note: For registration dates and deadlines, please see 2020-2021 Academic Calendar online.

Spring 2021 Term Dates

Term Dates:	Tuesday, January 12 – May 7, 2021
Session C:	Tuesday, January 12 – March 8, 2021
Block 1:	Tuesday, January 12 - February 5, 2021
Block 2:	Tuesday, February 9 - March 5, 2021
Block 3:	Tuesday, March 16 – April 9, 2021
Block 4:	Tuesday, April 13 – May 7, 2021

Semester:	Tuesday, February 16 – May 7, 2021
Undergraduate Spring Break	Monday, March 8 – 12, 2021
Graduate Spring Break	Tuesday, March 9 – 12, 2021
Session D:	Tuesday, March 16 – May 7, 2021

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TERM                    [.............................16 weeks.........SB.....................................]
BLOCK 1, 2, 3, 4        [-----4 weeks---]--[-----4 weeks---]- SB-- [-----4 weeks---]--[-----4 weeks---]-
BLOCK 1 /SEMESTER       [-----4 weeks---]- [--------11 weeks---SB-------------------------------------------]
SESSION C/SESSION D     [.....................8 weeks.............][...SB.....8 weeks.........................]
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On-Campus Orientation

- New Student Move-In Day — Friday, January 8, 2021
- On-Campus Undergraduate check in — Friday, January 8, 2021
- Faculty Meeting — May 11, 2021

Online Program Orientations

- Undergraduate — Online TBD
- MS Counseling — Wednesday, January 6, 2021
- All Other Graduate — Online TBD
-

Additional Residencies, Colloquia

- Education — TBD
- MS Counseling — Thursday, January 7-9, 2021
- PhD Colloquium — Wednesday May 5 – Saturday, May 8, 2021

Summer 2021 Term Dates

Term Dates:	**Tuesday, May 18 - August 6, 2021**
Block 1:	Tuesday, May 18 - June 10, 2021
Session E:	Tuesday, May 18 – June 28, 2021
Block 2:	Tuesday, June 15 - July 8, 2021
Session F:	Tuesday, June 29 - August 6, 2021
Block 3:	Tuesday, July 13 - August 6, 2021

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TERM                    [---------------------------- 12 weeks ------------------------------- ]
SESSION E / SESSION F   [------------ 6 weeks -----------][------------ 6 weeks -----------]
BLOCK 1, BLOCK 2, BLOCK 3 [------ 4 weeks -----][------ 4 weeks -----][------ 4 weeks ----- ]
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Online Orientation

- Online Undergraduate & Graduate — Thursday, May 6, 2021

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 appropriate to the degree program to which they have been admitted.

Admissions for Master's Programs

Masters 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
- List of professional and/or academic references
- 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.

In addition to a bachelor's degree from an accredited institution, admission to the MBA will require prior completion of at least one three-credit course in each of accounting, economics, and statistics or quantitative analysis or equivalents (e.g., ACE-recommended transfer credits).

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.

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.

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 admission to a specific accelerated 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. *Accelerated Master's program students may apply credits equivalent to up to 67% of the master's degree to satisfy the requirements of both undergraduate and graduate degrees simultaneously. For example, a student in the bachelor's to 36-credit MA or MS accelerated program may apply up to 24 credits to satisfy both degrees (67% of 36 total credits required for an MA/MS degree equals 24 credits; 30 total credits required for the MBA equals 21 credits rounded). Courses applied to both degrees shall be graduate 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. The bachelor's degree is awarded when the applicant has satisfied all graduation requirements for the bachelor's degree.
5. Accelerated master's applicants are subject to all policies, deadlines, and requirements ofthe undergraduate program in which they are enrolled.
6. Applicants must complete the bachelor's degree according to the degree plan in order to be eligible to enroll as a graduate student and complete their master's degree.
7. 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.
8. If applicants do not receive credit for all graduate courses attempted as an undergraduate, maintain continuous enrollment, or 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.

Dual Master's Degree Opportunities at Prescott College

The Dual Master's Degree Opportunities (Dual Degree Opportunities) at Prescott College are the result of careful coordination among program directors in closely aligned fields where interdisciplinary synergies in theoretical foundations, acquired knowledge and employable skills help achieve students' and the College's shared goals of sustainability, equity and justice.

- Master of Business Administration (MBA) in Sustainability Leadership and Master of Science in Sustainable Food Systems (MSFS)

Prescott College currently offers a Dual Degree Opportunity with the Master of Business Administration (MBA) in Sustainability Leadership and the Master of Science in Sustainable Food Systems (MSFS). The dual MBA-MSFS degree program is 45 credits in length (versus 66 credits if the degrees are pursued separately). Please see the *Master of Business Administration in Sustainability Leadership* and the *Master of Science in Sustainable Food Systems* sections of the catalog for more information about the learning objectives and course offerings of each program, individually, and the course of study associated with each.

Graduate applicants may enroll in Dual Degree Opportunities at Prescott College. Prospective students apply directly for the Dual Degree Opportunity and receive formal admission to the specific Dual Degree program. Students admitted to a Dual Degree program take graduate courses specified as satisfying the requirements for the applicable Dual Degree program, which will include the majority of, if not all of the core courses of each individual program.

The following procedures are used for applicants seeking admission into a Dual Degree program:

1. The graduate applicant should consult the Prescott College Catalog for the Dual Degree Program offering(for example, the Dual MBA-MSFS) as well as the catalog entry of each of the separate programs to ensure that pre-requisites, if any, are taken into consideration.

2. Prior to the admissions deadline for the graduate program, the applicant should file a formal application for admission to the Dual Degree program of choice (rather than one of the separate degree programs).

3. The Program Directors of both programs associated with the Dual Degree program of choice will work with the admissions office to approve or deny the Dual Degree program application, and/or state any conditions to admission that must be satisfied by the student.

4. Admitted students in the Dual Degree program will work with the Program Directors of both programs to develop a degree completion plan to ensure graduation requirements of both programs are met through the Dual Degree Opportunity. Program Directors at Prescott College will work in close coordination to ensure student success and timely graduation.

5. The degrees are awarded when the student has satisfied all graduation requirements for both degrees as outlined in the specific Dual Degree program section of the Prescott College Catalog and agreed upon with the Program Directors (see 4 above).

6. Dual Degree students are subject to all policies, deadlines, and requirements of each of the programs.

7. If students do not receive credit for all graduate courses attempted in the Dual Degree program, it may be possible to apply for admission and transfer to one or the other of the two programs associated with the Dual Degree Opportunity but the Dual Degree may not be possible without successful completion of all required credits.

8. The graduate courses taken while enrolled in a Dual Degree program may count towards meeting dual master's degree requirements so long as not more than 67% of the credits required for degree completion in the degree program with the least amount of credits are applied to the Dual Degree Opportunity. For example, the MBA program is 30 credits and the MSFS program is 36 credits. At a minimum, a student enrolled in the Dual

MBA-MSFS program would need to take a total of 45 credits (15 courses) to meet the Dual Degree credit requirement, which is 21 credits, or seven courses fewer than if the degrees were separately pursued.

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 may 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.

International applicants

Applications from international applicants are welcome to 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.

Online program admissions

International applicants applying to the PhD or the MS Counseling program 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.

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 https://www.prescott.edu/welcome-veterans-and-military-families-0.

Specific admissions processes that benefit veterans include Military Transfer Credits and Readmissions policies.

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-" (1.7) 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 would apply for the Prior Learning Assessment once enrolled at Prescott College. 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) core curriculum and general education course requirements. All credits from courses with a grade of "C-" or higher comprising a completed state-based general education curriculum 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

See Veterans Admissions

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-" (2.7) or higher.

Maximum Transferable Credits	
Master's Degrees	15
PhD	15

For the Master in Counseling and 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 6 years prior to acceptance at Prescott College.

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.

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. 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/.

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
https://www.prescott.edu/admissions/financial-aid/loans/private-loans-for-education

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 https://www.prescott.edu/affordability. 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 three types of employment opportunities for students:

- Federal Work Study
- Prescott College Student Employment Program
- Paid, credit-bearing internships

Visit https://www.prescott.edu/admissions/financial-aid/student-employment-workstudy for more information on employment opportunities available on campus and in the Prescott community.

Financial Aid Satisfactory Academic Progress

Continued eligibility for financial aid is contingent on meeting both quantitative and qualitative Satisfactory Academic Progress (SAP) measures. 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 grade-based progress, the Office of Financial Aid must also review the timely progression towards a student's degree or certificate, which checks time-based 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 that apply to the student's program of study including those attempted at Prescott College and any transfer credits. In order to graduate within the Maximum Time Frame, students must maintain a pace of progression of **65% or higher.** This is calculated by dividing the total number of earned credits by the total number of attempted credits towards 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 up to 25% of their full-time institutional aid for one term.

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 Student Accounts. Aid is released no sooner than the Friday prior to the start day of the classes for which the student is enrolled. While Student Accounts 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, Student Accounts 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: ACH or paper check by logging into the Student Account Center at Prescott.afford.com.

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 during a period of enrollment in which the student was receiving federal student aid at any school 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.

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 course work 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 forincomplete 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.

Meal Cards

Refund on balance.

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 withdrawals 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 fromthe 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.

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 pro- gram. 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.

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.

On-Campus Bachelor's Degrees Tuition and Fees

(Tuition and fees reflect term costs for the 2020-2021 academic year)

Full-Time Tuition (12 or more credits per term)	$15,972
Per Credit Tuition	$1,331
New Student Orientation Fees (one-time fee)	$1,075
On-Campus Housing: Single Occupancy private bath (includes laundry fee)	$4,745
On-Campus Housing: Single Occupancy shared bath (includes laundry fee)	$4,295
On-Campus Housing: Double Occupancy (includes laundry fee)	$3,495
On-Campus Housing: Triple Occupancy (includes laundry fee)	$2,945
On-Campus Housing: Quad Occupancy (includes laundry fee)	$2,445
Laundry Fee for On-Campus Housing (per term upon student request)	$45
Meal Plan (Minimum for Students Required to be 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 term—see registration materials)	
Health Insurance (spring term—see registration materials)	

On-Campus Master's Degrees Tuition and Fees

(Tuition and fees reflect term costs for the 2020-2021 academic year)

Full-time (12 credits per term)	**$7,176**
Per Credit Tuition (below or above 12 credits)	$598
Orientation Fee (one-time fee, includes course fee)	$1075
Student Activity	$100
Freedom Education Fund Fee	$30

Health Insurance (fall term—see registration materials)	
Health Insurance (spring term—see registration materials)	

Online Bachelor's Degrees Tuition and Fees

(Tuition and fees reflect term costs for the 2020-21 academic year)

Full-Time Tuition (12 credits per term)	**$7,176**
Per Credit Tuition (below or above 12 credits)	$598

Online Master of Science in Counseling Degrees Tuition and Fees

(Tuition and fees reflect term costs for the 2020-21 academic year)

Full-Time Tuition (12 credits per term)	**$9,900**
Per Credit Tuition (below or above 12 credits)	$825
Orientation Fee Counseling Students (one-time or per orientation)	$260
Counseling Program Fee (one time)	$195

Online Master of Arts Degree Tuition and Fees

Outdoor Education Leadership
Interdisciplinary Studies

(Tuition and fees reflect term costs for the 2020-21 academic year)

Full-Time Tuition (12 credits per term)	**$9,000**
Per Credit Tuition (below or above 12 credits)	$750

Online Master of Business Administration Degree Tuition and Fees

(Tuition and fees reflect term costs for the 2020-21 academic year)

Full-Time Tuition (12 credits per term)	**$9,000**
Per Credit Tuition (below or above 12 credits)	$750

Online Master of Science Degree Tuition and Fees

Environmental Studies
Sustainable Food Systems
Resilient and Sustainable Communities
(Tuition and fees reflect term costs for the 2020-21 academic year)

Full-Time Tuition (12 credits per term)	**$9,000**
Per Credit Tuition (below or above 12 credits)	$750

Online Master of Arts in Critical Psychology and Human Services Tuition and Fees

(Tuition and fees reflect term costs for the 2020-21 academic year)

Full-time (12 credits per term)	**$7,176**
Per Credit Tuition (below or above 12 credits)	$598

Online Master of Education Degrees Tuition and Fees

(Tuition and fees reflect term costs for the 2020-21 academic year)

Full-time (12 credits per term)	**$7,176**
Per Credit Tuition (below or above 12 credits)	$598

Online Master of Fine Arts Degree Tuition and Fees

(Tuition and fees reflect term costs for the 2020-21 academic year)

Full-time (12 credits per term)	**$7,176**
Per Credit Tuition (below or above 12 credits)	$598

Online Master of Social Justice and Community Organizing Degree Tuition and Fees

(Tuition and fees reflect term costs for the 2020-21 academic year)

Full-time (12 credits per term)	**$3,648**
Per Credit Tuition (below or above 12 credits)	$304

Online Doctor of Philosophy Degrees Tuition and Fees

(Tuition and fees reflect term costs for the 2020-21 academic year)

Full-Time Tuition (12 credits)	**$15,576**
Per Credit Tuition (below or above 12 credits)	$1,298
Orientation Fee Counseling Students (one-time or per orientation)	$260

Fees Applied to All Programs

Graduation Fee (one time)	$120
Sustainability Fee (per term)	$50
Technology Fee (per term)	$115
Late Registration Fee (if applicable)	$75

Late Payment Fee (if applicable - monthly)	$25
Replacement Diploma Fee	$10
Insurance (Optional)	Contact Provider

Money added to your student id for printing charges is non-refundable.

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.

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 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 2019-20 academic year. 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-Graduate in EAT students. One is offered each summer.

EAT Summer Institute	FEE: $2,400*	DATES OFFERED: June 3-June 12, 2020

**This is the cost in 2020. The cost may increase for 2021.*

Adventure-Based Psychotherapy & Ecotherapy

Successful completion of four experiential field intensives are required. Intensives are typically 3-5 days.

Backcountry	FEE: $500	DATES OFFERED: prior to August Colloquium
Outdoor Urban	FEE: $500	DATES OFFERED: January, before or after Colloquium
Outdoor Nature	FEE: $500	DATES OFFERED: Spring, before or after Colloquium

Equine-Assisted Mental Health & Equine-Assisted Learning

Successful completion of all four listed intensives below are required.

Explorations	FEE: $650	DATES OFFERED: TBD
Equines in the Therapeutic Environment	FEE: $650	DATES OFFERED: TBD
Group Process and Facilitation	FEE: $650	DATES OFFERED: TBD
Best Practices	FEE: $650	DATES OFFERED: TBD

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 Student Accounts Office must be in place. Financial aid must be final and in place for it to count as payment.
There is an online interest free payment plan through NelNet. Visit: prescott.afford.com for further details. The earlier a student sets up the online payment plan, the lower their down payment.

Statements sent by the Student Accounts 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
- Financial Aid*

* Financial aid recipients must complete all to-do items listed on their award letter before the tuition due date including but not limited to: accepting or declining Federal Direct Loans, Loan Entrance Counseling (if accepting loans). If awards alone are not sufficient to cover tuition and fees due, other payment arrangements (i.e. payment plan) must be made to pay the balance. Balances not settled by the tuition due date are subject to late fees.

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. Veterans for whom the disbursement of funds from the VA has been delayed will not incur any late fees or penalties.

Refund Policy

Fees

Some courses require a non-refundable deposit at the time of registration. These are identified in the course schedule.

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 dates per session.

100% refund through first two days of term
75% refund beginning day after add/drop for Block 1
50% refund beginning day after add/drop for Block 2
0% refund beginning day after add/drop for Block 3

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.

College Facilities and Other Resources

Campus Map
See Appendix for map of campus.

Bookstore and Other Instructional Materials
Textbooks are located https://my.prescott.edu/records-and-registration/booklist/index.php. You can also find them in My Prescott under Records and Registration/Textbook and Course Materials.

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, Moodle 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 supports all A/V needs for academic on-campus events. 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 trainings and materials available online help students navigate the library and its resources. Online access is available to the Library catalog, journal databases, and other instructional/informational resources are available at https://library.prescott.edu/or contact the Library at 928-350-1300 or 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. https://prescott.edu/advising-and-learning-commons

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.

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

One Stop Shop: Financial Aid
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: 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 Cafe 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, watershed restoration, 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.

Student Affairs

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 the Advising and Learning Commons located in the Prescott College Library. 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. Mari Longpre is the ADA Coordinator and lead for ADA accommodations and related matters. All questions and concerns should be directed to the ADA coordinator at accommodations@prescott.edu

Accommodation Process for Students with Disabilities

- Students with disabilities who require accommodations to access College courses, programs, services, activities, and facilities must request accommodations for each course or other activity prior to the beginning of said course or activity. The student must provide documentation of disability to the ADA Coordinator 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 iseligible for reasonable accommodations. All accommodations are made on a case-by-case basis.
- 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

Academic Services, Auxiliary Aids &Temporary Disabilities	Mari Longpre, ADA coordinator
Mental Health Services	Tony Himes, Counselor
Housing	(928) 350-1006

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 appropriate Associate Dean.

Grievances fall into two categories: academic and nonacademic.

- Academic grievances might include conflicts over course evaluations, 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 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 term 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

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:

a) general non-academic grievances, and
b) 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 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. Distance education students, who have completed the internal institutional grievance process and the applicable state grievance process, may appeal non-instructional complaints to the AZ SARA Council. For information regarding that complaint process: https://azsara.arizona.edu/content/complaint-process.
9) For students who are residents of California or Guam, which do not participate in AZ-SARA, consumer inquiries may be directed to the appropriate consumer protection agency listed on our website: https://prescott.edu/consumer-information. Students also have the right to contact state authorization or accrediting agency contacts for specific issues. 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
    a. 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
   a. 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)
   b. 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.
   c. 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
   a. 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.
   b. 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.
      i. 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:
   c. 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;
   d. Verbal or physical conduct of a threatening, intimidating, or humiliating nature;
   e. 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.
      i. 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
    a. 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
    a. 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.

15) 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.

16) 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 writingthat 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, approximatetime 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 during a period of enrollment in which the student was receiving federal student aid 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

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."

Definitions

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

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

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.

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.

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.

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.

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.

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

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.

Types of Misconduct Offenses

Offenses include, but are not limited to:

1. Sexual Harassment

   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:

   1) Such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or
   2) Such conduct by an individual is used as the basis for employment or academic decisions affecting the individual; or
   3) 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 employmentor educational environment.

   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:

   - Sufficiently severe, and/or
   - Persistent or pervasive, and
   - 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.

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. Non-consensual Sexual Contact

2. 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.

    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.

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 https://cm.maxient.com/reportingform.php?PrescottCollege&layout_id=3.

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

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.

False Reports

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

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.

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 articulable 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.

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

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.

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
- The National Center for Victims of Crime (http:/www.victimsofcrime.org), which maintains the Crime Victim's Bar Association.

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

In case of an emergency, dial 911 to reach local emergency services and also (928) 350-2222 to reach campus risk management and response

For assistance contact:

Director of Risk Management	(928) 350-2306
Campus Security	(928) 350-2222
Director of Facilities	(928) 350-4302
Media: Chief Enrollment Management & Marketing Officer	(928) 350-4104

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.

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.

General 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 that year's College Catalog. Students may choose to change to a later catalog's program completion requirements, pending approval of their faculty advisor and curriculum committee. However, if they do so, they may not later revert to the earlier requirements. To change to a later catalog's degree or program requirements, consult your faculty advisor 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 term 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 Academic 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 will be placed on Academic Suspension if they do not achieve a 65% or greater completion rate at the end of the warning term. 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 been placed on Academic Warning and do not achieve a 65% or greater completion rate at the end of the Warning term will be placed on Academic Suspension. A student on Academic Suspension may not enroll and, therefore, will be with- drawn 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 a 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

Prescott College awards semester-hour credits based on the Policy on the Credit Hour. Credit may be earned through courses, other academic work, 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 to 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. See the "Assessment of Learning" section for more detail. 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 Experiential Learning: Required Demonstration of Competence

Prescott College's mission and pedagogical values center experiential learning within an interdisciplinary curriculum. In addition to the prescribed general education and program-specific learning outcomes and required courses, experiential learning requires students, with faculty oversight and guidance, to set 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. Prescott College courses, regardless of delivery or degree level, integrate and assess experiential learning. 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.

Semester Credits	Total Typical Learning Time per term
1	37.5 hours
2	75 hours
3	112.5 hours
4	150 hours

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.

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 and of all courses including on-campus, online, field- and community-based courses, and mentored studies. 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 independent study and asynchronous learning activities; guiding the development of learning contracts, facilitating, and supervising learning in 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 a Prescott College instructor or instructors whose credentials and/or tested experience satisfy the Prescott College policy for qualified faculty regarding the subject matter being discussed.

End-of-Term Processes

By the final day of each term, 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. In the case of mentored study courses, the faculty advisor must evaluate student learning and approve narrative evaluations and credit recommendations. The grade or assignment of "credit" or "no-credit" is submitted by the course instructor or faculty advisor via MyAcademicServices.

Students who qualify for an incomplete (see incomplete policy) and have the agreement of the instructor or (or supervising faculty advisor for mentored study courses) to take the incomplete must complete an incomplete contract by the final day of the term in which the course was originally taken.

Grading and Narrative Evaluations

Credit is awarded by faculty members through grades or awards of credit/no-credit. In addition, narrative evaluations consist of a course description, student self-evaluation, and narrative evaluation of student learning written by the instructor or faculty advisor.

Grade Notations

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 completed at Prescott College, CR equals "C" or better. The grade of a 'D' is generally not accepted to fulfill competence/breadth requirements, however; with advisor approval, a grade of a 'D' may be applied to another area of the total 120 credits required for degree completion.

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 below in the "Credit/No Credit Awards" section.

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:

A	4.0	C+	2.25
A-	3.75	C	2.0
B+	3.25	C-	1.75
B	3.0	D	1.0
B-	2.75	F	0

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 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

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. Receiving No Credit or a non-passing grade for all or part of a term 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.

Program	Minimum Passing Grade	Course and mentored studies default	Grades issued Capstone Dissertation	Grades issued Practicum and Internship
M.A. (AE, ES, ED, AH, SEH)	C-	Letter grades	No	No
M.A. (SJCO, CPHS) **M.B.A. (Sustainable Leadership)** **M.F.A (SEAP)** **M.S. (SFS, RSC, ES)**	C-	Letter grades	Yes	Yes
M.S. (Counseling)	B-	Letter grades	No	Yes
M.Ed. (Education) **Ph.D. (Sustainability Leadership)**	B-	Letter grades	No	No

If a student does not receive a passing grade or credit required by the respective graduate program, an instructor or faculty advisor will choose the grade or no credit (NC) commensurate with the student's level of work. Grades will be assigned as the default for all courses. Receiving a No Credit or a non-passing grade for any courses will require a graduate student to take additional course(s) to complete the minimum number of credits required for graduation. Also see Withdrawal from Course policy.

Incomplete Policy

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

1) Incompletes will not be awarded for thesis or dissertation credits. Unfinished dissertation work will necessitate enrollment in additional completion credits.
2) Capstone and thesis courses will be subject to the same incomplete process as other academic courses.
3) Students will refer to their program handbooks for details on incompletes in practica, student teaching

and internships

4) The student must have completed 75 percent of the coursework to be eligible for the temporary incomplete grade.
5) The instructor or mentor must approve a student's request for an incomplete by submitting an Incomplete Grade contract.
6) The maximum time frame to complete a course graded incomplete is up to one year from the end date of the session during which the course was attempted.
7) The instructor or mentor can set an earlier date, but cannot extend the incomplete period beyond the one-year maximum incomplete period.
8) 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 mentored study courses, the College supports the use of "mentors" who meet the policy on faculty qualifications and who are hired by Prescott College to supplement learning for students in structured, individualized courses supervised by the student's faculty advisor. In all cases, mentored study contracts, narrative evaluations and awards of credit/no-credit and/or grades are reviewed and approved by College faculty advisors.

Change of Evaluation/Grade Change

Students may request an evaluation or grade change by petitioning the appropriate dean and the appropriate instructor. If the dean and instructor grant the request, the dean or 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.

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.

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 term.

- 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 and other learning experiences only if they are free of all debts to the College, including accounts with the student accounts office and the library.
- Failure to enroll: Students who fail to enroll or to apply for a leave of absence do not comply with the Continuous Enrollment policy and will be withdrawn from the College. Also see Leave of Absence policy and Withdraw from College policy.
- Late registration: Students registering after the enrollment grace period/drop-add period will be charged a late fee.
- See individual program sections for more details

Taking Courses at Other Colleges

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

Credit Load and Overload

Fulltime enrollment for undergraduate students consists of 12 to 16 credits. In appropriate situations, additional credits may be approved by the appropriate dean for no extra tuition fee. Fulltime enrollment for master's and doctoral students consists of 12 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 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 for applicable charges. In appropriate situations, approved at the dean level, the per credit charges may be waived.
NOTE: Overload credits will not be recorded until approved by an advisor and payment arrangements are made by the student.

Drop/Add

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

"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, the course instructor (or faculty advisor in the case of mentored studies) 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 term. See Academic Calendar for specific dates for each term. There will be no refund for "withdrawn" credits/courses. To withdraw from a course, students must complete the Drop/Add/Withdraw form available on the website or from the Office of the Registrar. After the student- initiated withdraw date, students will receive their earned grade per the instructor (credit/letter grade, no credit), or be withdrawn. For options regarding incomplete see Incomplete Policy. Withdrawing or being administratively withdrawn from a course may affect academic standing.

Leave of Absence (LOA)/Withdrawing from a Term

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

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

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

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 Leave of Absence or Withdraw form 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 see Veterans Admissions.

Minimum Enrollment Requirements

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

- Students will attend a new student orientation in at the beginning of their first term either in Prescott or online dependent on their program.
- Undergraduate: Equivalent of one year (two terms) of full-time enrollment.
- Online master's: Minimum equivalent of one year (two terms) of full- time enrollment, and attend residencies as specified by certain programs. Online Ph.D.: Minimum equivalent of three years (six terms) of full-time enrollment, and attend required residencies.

Time limits for completing degree or program requirements

Diplomas will be awarded when all requisite credits and requirements have been confirmed through a graduation audit. Per the incomplete policy, pending program completers with incomplete courses may petition for a maximum of one additional term with approval/support of course instructor(s). Uncompleted courses become No Credit at the end of the subsequent term. Students who have not completed graduation requirements at the end of the subsequent term must then 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, etc.), pending graduates will be granted a maximum of 12 months from intended graduation 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. See Incomplete Policy for eligibility and timeframes.

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. 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

A student alleging College noncompliance with the Family Educational Rights and Privacy Act may file a written complaint with the Family Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-5920; Phone: 1-800-872-5327; http://www2.ed.gov/policy/gen/guid/fpco/index.html.

Notification

Prescott College informs students about the Family Educational Rights and Privacy Act in each term's enrollment materials.

Policies regarding Veterans Education Benefits

Students using Veterans Education Benefits (VEB) are required to sign a Veterans Education Benefits Recipient Agreement each term. This form is available from the Prescott College Veterans Certifying Official. This document reviews VA rules and Prescott College policies which exist to meet the VA requirements and to expedite the processing of Veterans Education Benefits. These rules and policies include, but are not limited to the following:

- VEB recipients are required by their second term of enrollment to keep on file with the Veterans Certifying Office an up to date and approved degree plan listing any transfer courses as well as past,

current, and future Prescott College courses they plan to take to complete their degree.

- Any degree plan filed with the Veterans Certifying Office must be signed by the student's faculty advisor and the chair of the curriculum committee.
- Anytime a change is made to the degree plan, a revised and approved degree plan must be submitted to the Veterans Certifying Office prior to certification of veterans benefits for the next term of enrollment.
- Course codes and names of courses on the degree plan must match the student's transcript exactly.
- Prior to submitting an approved degree plan (for example during the student's first term of enrollment), veteran students are restricted to taking only courses specified in the catalog to meet either general education requirements or program-specific requirements for the students selected program of study as published in the course catalog and advising documents (see Undergraduate General Education Requirements and appendix C).
- All transfer credits and courses taken for which VEB will be used must fulfill a degree requirement, and VA benefits cannot be used to pay for additional classes once those degree requirements have been met, except in the student's last term of study and only then in order to round out the student's course schedule to a full-time load. If VA benefits are used for unnecessary courses, the veteran may need to re-pay the tuition and fees to the VA after a future VA audit. This should be considered when/if a veteran chooses to change program of study or their competence(s) or breadth(s).
- Upon enrolling at Prescott College, VEB recipients must submit all transcripts, including military, even if they believe those transfer credits are irrelevant.
- Classes that are successfully completed may not be certified again for VA purposes if they are repeated. However, if a student fails a class, or if a program requires a higher grade than the one achieved in a particular class for successful completion, that class may be repeated and certified to VA **until** it is successfully completed.
- If a course is required for graduation, the student may repeat the course and be certified for it **until** it is successfully completed. The student should contact the VA Certifying Official about re-taking a class.
- VEB recipients may only pursue published and approved by the Arizona State Approving Agency competence or emphasis titles with published sets of course and elective requirements. Students using VEB may not pursue individually titled competence, concentration, or emphasis areas.
- VEB recipients may not use mentored studies courses as a part of any program at Prescott College.
- Students may not use VEB to fund participation in courses that travel to the College's field stations in Kenya or Mexico.
- No Credit (NC) grades and Last Date of Attendance must be reported to the VA. If a veteran earns an NC grade in a class in which they stopped attending before the end of the term, they may incur a debt with the VA for the portion of the class not attended.
- Changes in enrollment at any time, must be reported to the VA Certifying Official in writing within two business days. This includes dropping, adding or withdrawing from a class and/or taking a leave of absence.
- Withdrawing from a class will likely cause the VA to charge the veteran an overpayment (debt). Veterans who are considering withdrawing, should first contact the Veterans Certifying Official to discuss options.
- If the VA does charge the veteran an overpayment, it may include tuition, fees, Basic Allowance for Housing (subsistence), and/or book stipend. Future VA benefit payments may be withheld until the veteran pays their VA debt in full.
- The VA will not pay some fees, including portions of course fees for camping, transportation and meals. Veterans should contact the VA Certifying Official for information about specific course fees.
- The student's student.prescott.edu email account is the official Prescott College electronic correspondence method. This is how the college will contact veterans regarding any VA education benefits, and so it is the student's responsibility to check this account regularly.
- Veterans are responsible for tracking the amount of their remaining VA benefits via eBenefits or by calling 888-442-4551.

- 12 credits is considered full time for all programs, including graduate programs. Taking fewer than 12 credits in any term will reduce the veteran's Basic Allowance for Housing (BAH). *Some programs* do not allow 12 credits to be taken in the Summer term. Please consult with your faculty advisor for details.

Academics at Prescott College

Faculty

The members of the faculty at the College are teachers, scholars, and practitioners dedicated to the mission of the College with a special focus on the liberal arts, the environment, and social justice. The College faculty members are responsible for development and oversight of the curriculum, assessment and program improvement, and serve as advisors and mentors to students.

A full list of the Prescott College faculty members along with their profiles is available on the College website.

Policy on Faculty Qualifications (from Faculty Policy Handbook)

Applicability
This policy applies to all persons who teach any credit-bearing course at the undergraduate or graduate level. This includes Faculty, Associate Faculty, Adjunct Faculty, and Mentors.

Policy
Qualified faculty are defined as those who possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach. Per the Prescott College mission, all Prescott College departments offer interdisciplinary curricula that approach critical questions from multiple disciplinary perspectives. Faculty may be qualified to teach in courses or interdisciplinary degree areas with titles or content beyond the field or subfields of their academic degrees through their research, teaching, and other professional experiences subsequent to their degree completion and/or through trainings in interdisciplinary concepts and pedagogy. In addition to being qualified primarily by academic credentials and interdisciplinary research, teaching, and trainings, other factors may be considered when determining faculty qualifications including, but not limited to, tested experience.

Exception to the above: Graduate teaching assistants (GTA) enrolled in a graduate program and supervised by faculty may be considered qualified.

In terminal degree programs, faculty members possess the same level of degree when holding the terminal degree or established tested experience (e.g., MFA, PhD, EdD, JD).

Credentials
Faculty credentials refer to the degrees that faculty have earned that establish their credibility as content experts and thus their competence to teach that content in the classroom, field-setting, or online. The minimum credentials for Prescott College include the following:

- Faculty teaching in the graduate program at Prescott College will have completed a program of study conceptually or methodologically related to the disciplines or interdisciplinary field(s) in which they teach and/or for which they develop curricula. Such programs of study include coursework at least one level above that of the courses being taught or developed. Completion of a degree in a specific disciplinary or interdisciplinary field or tested experience enhances an instructor's depth of subject matter knowledge.

- Although doctoral (terminal) degree is preferred, faculty teaching in undergraduate programs must hold a degree at least one level above that of the program in which they are teaching. If a current faculty member holds a degree in a disciplinary or interdisciplinary field that is not conceptually or methodologically related to those
- in which he or she is teaching, that faculty member must have completed significant coursework, research, teaching, trainings, or other tested experience that will be evaluated by the established procedure.
- Faculty teaching or advising in graduate programs will hold the doctoral (terminal) degree and have a record of research, scholarship, or achievement appropriate for the graduate program. Faculty guiding doctoral education must have a record of scholarship and preparation to teach at the doctoral level. Research and scholarship should be conceptually or methodologically relevant to the disciplinary or interdisciplinary field(s) of the degree.

Tested Experience
Experience may substitute for an earned credential or portions thereof. Tested experience refers to the breadth and depth of experience outside of the classroom in real-world situations relevant to the disciplinary or interdisciplinary field(s) in which the faculty member would be teaching. It is used to determine that a faculty member is qualified based on experience, which is determined to be equivalent to the degree otherwise required.

In addition to the amount, quality and relevance of tested experience, the level of the experience must be adequate for the level of teaching. For example, teaching at the graduate level would typically require experience involving some form of professional peer review.

The policy and procedures guiding faculty hiring qualifications related to tested experience will be reviewed periodically and approved through the faculty governance process including review and vote of the faculty assembly.

Faculty Advising

Each student is assigned a faculty advisor. The primary function of the advisor is to provide academic guidance as the student plans and implements a program of study. Advisors offer their advisees personal and academic support, general advice, support for career planning and serve as mentors and coaches. The student shares responsibility for maintaining contact with her/his advisor. Students are welcome to request changes in advisor assignment when their academic interests evolve. A student may change advisors by completing a change of advisor form.

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 demonstrated through professionally-relevant capstone projects. In their coursework, internships and capstone projects, students develop professional networks of mentors within and outside of the College that directly support their career success. Graduates of our all undergraduate programs often go on to complete graduate degrees. Our interdisciplinary approach to the liberal arts and professional programs at all degree levels produces the sorts of learners that employers seek. All programs create broad career opportunities for our graduates.

Sample Careers by Areas of Study:

Adventure Education	Outdoor Program Administration Outfitter Guide Coach Leadership Development Consultant Teacher College faculty
Education	Teacher School Principle Guidance Counselor Environmental Educator Educational Administrator College faculty
Environmental Studies / Sustainable Community Development	Conservation Biologist Forest Service Researcher Environmental Management Regional Planner Environmental Lawyer Teacher College faculty
Sustainable Food Systems	Registered Dietitian Faculty at Culinary Institutes, Colleges Farm Managers Market Gardeners Teachers Nutrition Educators Food Service Director Local Food Procurement Specialist Farm-to-Table Program Coordinators and Directors Farmer's Market Managers Policy Directors for Organic Advocacy Organizations Non-Profit Program Director
Interdisciplinary Studies	Social Entrepreneur See other study areas for possible combinations
Arts & Humanities / Arts & Letters	Writer / Journalist Film-maker Museum Curator Studio / Performing Artist Media / Communications Professional Teacher College faculty

Critical Psychology and Human Services	Community Development Manager Direct Care Coordinator Supportive Services Specialist Non-Profit Project Coordinator/Manager Intervention Advocate Human Resources Manager Research Assistant/Data Analyst Grant Writer Case Manager Advocacy Counselor/Coordinator College faculty
Psychology / Human Development / Counseling	Marriage and Family Therapist Counselor Social Worker Teacher College faculty
Cultural & Regional Studies / Social Justice & Community Organizing	Non-profit organization leader Media Strategist Labor Organizer Activist Public Interest Lawyer Teacher College faculty
Resilient and Sustainable Communities	Chief Sustainability Officer Director of Sustainability Sustainability Coordinator Sustainability Consultant LEED Certification Consultant Resilience Metrics Analyst Solar/Wind Energy Engineer City Planner Community Development Director
Social and Environmental Arts Practice	Arts Administration Non-profit organizations Teaching Journalism Muralists Writers Performance Arts Expressive Healing Arts Consultants and Educators Researcher Art Criticism Curator

Sustainability Management / Sustainability Leadership MBA	Entrepreneur Manager Marketer Sustainability Director Public Administration Organizational Development Consultant Teacher College faculty

Assessment of Learning

Assessment of Undergraduate Learning

The College's Curriculum Map indicates in which courses each college-wide general education and program-specific learning outcome is addressed and assessed. In order to complete a minimum of 30 credits of general education, undergraduate student degree plans must include coursework (or transfer equivalents) in the competence, breadth, or other areas such that at least two courses address and assess each college-wide general education learning outcome. The list of courses that address and assess each College-wide general education learning outcome is included in Appendix D. The program descriptions in Appendix C list the learning outcomes for each program and the courses and other requirements designed to achieve those outcomes. Students regularly update their e-portfolios with signature assignments or other work that demonstrates their developing mastery of college-wide and program-specific learning outcomes through their programs of study.

Assessment of Graduate Learning

Faculty members expect graduate students to meet the relevant program-specific learning outcomes at the graduate-level of competency (see Appendix C). Development and demonstration of competence occurs in the course signature assignments, qualifying paper, thesis, dissertation and/or capstone projects.

At all levels, learning is assessed by faculty to support student learning as well as for program improvement.

College Wide General Education Learning Outcomes

The college-wide general education learning outcomes are developed and mastered by successfully completing courses and signature assignments throughout the curriculum.

- Competence within the Specific Field(s) of Study – see departmental learning outcomes
- Humanities & Arts Skills/Knowledge
- Global Cultural Literacy
- Civic Engagement
- Ecological Literacy
- Inquiry, Analysis, & Synthesis
- 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 demonstration of internalization, interconnection, and application of learning. Competence within the specific field(s) of study is assessed through signature assignments within required coursework and other artifacts (including the 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.

Differentiation of upper division / graduate level learning

As a College rooted in the demonstration of competence, differentiating instruction and assessment is important so that faculty can evaluate and students can receive appropriate credit for the quality and level of work that they

produce. Differentiation is also important as we cross-list courses across the undergraduate and graduate levels and admit undergraduate students into our accelerated master's degree programs as seniors. 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.
- 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.

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

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 individualized 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.

Departmental Learning Outcomes, Advising Documents and Handbooks

Each department publishes advising documents and/or handbooks that describe the program-specific learning outcomes that students within each program are expected to master (see Appendix C). Students work with their faculty advisors to choose their competency, breadth and specific courses combining required courses and electives within a structured scaffolding described in advising documents and handbooks. The departmental advising documents and handbooks provide the graduation requirements including required courses as well as elective course options to address and assess learning outcomes in various fields of study. Degree plans are used to document student's competence and breadth titles as well as the courses planned to meet graduation requirements. In most programs of study, aside from the professional preparation programs in Counseling and Education, students have the option to develop an individualized emphasis, competence or concentration title that will be reflected on diploma and transcripts after the formal degree and program title. This is done via the degree plan process with the approval of their faculty advisor and curriculum committee. (Note: Students using Veteran's Administration (VA) benefits may not pursue individualized competence, emphasis or concentration titles and must choose from prescribed competence, emphasis and concentration titles approved by the Arizona State Approving Agency.)

Senior Projects, Thesis, Dissertation and Other Capstone Projects

All programs at Prescott College culminate in a capstone project in which students demonstrate their competence. The undergraduate capstone project is the Senior Project. Graduate programs have a range of types of capstone projects that include thesis or dissertation projects, publishable papers, comprehensive exams, or practical/professional capstone projects. Capstone Projects are credit-bearing (except in the M.S. Counseling program per licensing board requirement). Capstone Projects are evaluated by the faculty advisor or relevant course instructor. When planning a capstone project, students should consider carefully the goals and objectives of the project to assure that the capstone is not only a demonstration of their competence, but also a bridge to the work they hope to do after graduation (e.g., graduate school, professional employment, service, artistry, activism, etc.).

E-portfolio

Prescott College uses e-portfolios for students to showcase work that demonstrates their competence for faculty advisors and for professional purposes. Students begin writing and collecting materials for their e-portfolio in their first Core Course. Students are expected to develop and update their e-portfolios throughout their degree program. Each artifact selected by students for inclusion in their e-portfolio should be organized or otherwise 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.

Course Delivery Options and Experiential Learning Opportunities

Students have a variety of options for completing their coursework. These include on-campus, field-, or community-based or online courses created and taught by faculty; credit-bearing practica or career internships supervised by College faculty; capstone projects; individualized mentored studies developed with and supervised by their faculty advisor; and courses presented by the College's educational partners such as the Ecoleague (www.ecoleague.org) or Consortium for Innovative Environments in Learning (www.cielearn.org). Students may also complete external learning via prior college-level learning, study abroad, service learning, career internships, MOOCs, etc. and request evaluation of this learning for credit via the College's Prior Learning / Life Experience Documentation process.

Mentored Studies

Mentored studies courses are much more structured than independent studies offered at most other institutions. The specific objectives, learning activities and assessments for each mentored study course are described in the mentored study contract which is approved by the faculty advisor. The faculty advisor provides regular and substantive faculty-student interaction throughout the mentored study, assesses student work and assigns the final grade. The faculty advisor assures that mentored studies courses are designed to meet required college-wide learning outcomes and/or specific program objectives and that instruction is delivered in accordance with College and program requirements. Mentored study courses must be approved via a student's degree plan by their faculty advisor and curriculum committee.

In most cases, the mentoring in a mentored study is provided by the student's faculty advisor or another faculty member at Prescott College. In some cases, an additional mentor will be hired by Prescott College to supplement learning in a mentored study course with the review, supervision, and approval of the faculty advisor. In such cases, the student's faculty advisor supervises the work and learning of the mentor and student. In all cases, the student's faculty advisor provides regular and substantive interaction per policy. In all cases, mentors must meet the College's requirements for faculty qualifications for the content and degree level of the mentored study course. In all cases, the faculty advisor is responsible for assuring instruction is delivered in accordance with College and program requirements. In all cases, the faculty advisor assesses learning and issues the grades for mentored studies.

Mentored studies can be approved for an individual, or for a group, involving several students in a seminar, a research project, or a community service effort. When a structured on-campus or online course taught by faculty exists, a mentored study course with the same or similar name cannot be run without prior approval of the appropriate department chair and dean.

Mentored study contract forms are available on the college's website along with detailed information about mentored study contract approval guidelines.

Practica and Career Internships

Given the College's emphasis on experiential learning, many programs require practica and or internships as graduation requirements. Practica and internships are approved and evaluated by the faculty advisor. The requirements for practica and internships (e.g., student teaching; counseling practica and internships) are highly prescribed in the professional preparation programs; students should study these requirements in the relevant handbooks and advising documents. In cases where a student's program does not require a practica or internship, students may and are in fact encouraged to integrate practica and career internships into their degree plans. Students should consult with their faculty advisor and with the Director of Internships and Career Services in selecting an internship or practica. In addition, undergraduate students must list and have their practica or internship approved on their degree plan by their faculty advisor and curriculum committee.

Field Stations and Educational Exchange Partners

Prescott College's opportunities for learning are extended through exchanges with other domestic and international institutions with similar missions, as well as through the use of off-site field stations and centers. Prescott College does not operate branch campuses.

The Tucson Center / Changemaker K-20 Partnership

Prescott College maintains a center in Tucson, Arizona (phone (888)797-4690) for outreach, support, service and research in Southern Arizona. The Tucson Center shares space with Changemaker High School, the Mexicayotl Academy K-8 school and with the Arizona Serve Vista and Americorps headquarters. This partnership includes an

experimental education lab school that allows students a direct pathway from k-12 through online and hybrid higher education including doctoral level learning and research. This center offers opportunities for networking with fellow students and the community, academic advising and undergraduate and graduate courses. The center is located at the Changemaker Campus, 1300 S. Belvedere Ave, Tucson, Arizona.

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. Students and faculty visit the Kino Bay Center for portions of Prescott College courses throughout the year.

Kenya Center: Maasai Education and Ecological Research Partnership

Located on the edge of the Maasai Mara ecological game reserve, the Kenya Center is a long-standing partnership with the Maasai people and the non-profit Maasai Education, Research and Conservation Partnership (MERC). Through MERC, Prescott College students and faculty work together with Maasai on research and projects that achieve goals set by the Maasai such as indigenous land rights restoration, water projects, sustainable community development, and the Maasai guides union certification training. Students and faculty visit the Kenya Center for portions of Prescott College courses throughout the year.

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 portions of 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, Dickinson, Northland College, New College of Florida, 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. Students may elect to study for a term at any of the Ecoleague schools. In addition to seamless student exchanges, CIEL also enables faculty and administrator exchanges among other collaborations.

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 term at any of the CIEL schools.

University of South-Eastern Norway

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

Risk Management and Institutional Review Board Review

Any student, staff or faculty member planning to conduct any 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 review and a human subjects review. Reviews are required for any such projects conducted under the auspices of the College whether as a part of undergraduate or graduate courses, mentored studies, capstone projects, theses, or dissertations. Students planning such a project should contact their faculty advisor early to begin the review process.

Risk Management for Student Projects

The College assesses the potential risk to students, to communities, and to the College of student projects and studies.

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

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

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

Institutional Review Board – Human Subjects Protections

All research involving human subjects, and all other activities, which in part involve such research, regardless of sponsorship, must be reviewed and approved via Institutional Review Board (IRB) Proposal Review Process. The IRB Proposal Review Form is submitted with the Senior Project, Thesis Plan, Dissertation/Project Proposal or equivalent. The IRB proposal review is conducted by the student's faculty advisor via the Individual Graduation Committee, Doctoral Committee, Curriculum Committee, or equivalent who are part of the IRB 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 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:

https://www.prescott.edu/experience/campus-community-resources/research-ethics/index.php.

Degree Plan

The degree plan specifies the courses making up the competence, the breadth, and any additional courses taken to satisfy the College's general education and program-specific requirements from among required and elective course offerings. The purposes of the degree plan are to encourage planning that achieves both College requirements and student interests, to promote communication between student and faculty advisor, and to create a clear map that helps students fulfill graduation requirements in a timely manner. The degree plan lists all transfer courses, all courses completed at Prescott College, and all courses remaining to be taken to complete graduation requirements. Undergraduate students work closely with their faculty advisors to make sure that they have a well-rounded education that satisfies the general education requirements as well as the program-specific requirements. The degree plan is updated regularly as students proceed through the curriculum. All degree plans must be approved by the faculty advisor and curriculum committee. In most programs, students may use the degree plan to specify a competence or concentration title within one of the undergraduate or graduate degree titles offered by the College. Competence or concentration titles will appear on the student's diploma and transcripts. The final degree plan is verified by the registrar before degree conferral to assure that all graduation requirements have been met. (Note: Students using Veteran's Administration (VA) benefits may not pursue individualized competence or emphasis titles and must choose from prescribed competence, emphasis and concentration titles approved by the Arizona State Approving Agency.)

Bachelor's Degree Graduation Requirements

- 120 total credits
  - 60 credits in the Competence
  - 30 credits in an area specific breadth or Liberal Arts Breadth
  - 30 in Liberal Arts / General Education
- Minimum of 36 credits must be Upper Division coursework
- Core Curriculum (Orientation; On-Campus Undergraduates: CC1, 2, 3 and 4; Online Undergraduates: PASS1, PASS2 and Core Seminar; Senior Project)
- Approved Degree Plan
- Requisite coursework for competence and breadth satisfying requirements published in Catalog and Advising Documents (see Appendix C)
- Documented assessment of all college wide learning outcomes through course work
  - Completing Core Curriculum along with complete assessment of all college wide learning outcomes demonstrates completion of the general education requirement
- Writing Certification I, II and III (Research Paper for online undergraduates is WC3 equivalent)
- Math Requirement

Further details on the above requirements are described below.

In Prescott College's undergraduate programs, "competence" is the term for major, and "breadth" is similar to minor. In alignment with requirements published in Advising Documents (see appendix C), the degree plan specifies the courses making up the competence, the breadth, and courses taken to satisfy the College's general education requirements.

Competence

The major area of study is called a competence for a reason. The student is expected to demonstrate

competence in this field at the baccalaureate level by the time of graduation. A competence is normally comprised of at least 60 credits, and includes a Senior Project.

Specific requirements for the undergraduate degrees below are found in departmental advising documents located in Appendix C:

- BA in Adventure Education
- BA in Arts and Humanities
- BFA in Arts and Letters
- BA in Cultural and Regional Studies
- BA in Education
- BA in Environmental Studies
- BS in Environmental Studies
- BA in Human Development and Psychology
- BAS in Interdisciplinary Studies
- BA in Sustainability Management
- BA in Sustainable Community Development

Individualized Competence or Emphasis Area

In some programs, students may elect to work closely with faculty advisors in order to develop an individualized competence or emphasis title within the requirements of a formal degree title specified in the Advising Documents (see Appendix C). This opportunity is well suited for ambitious students who choose to work in interdisciplinary ways. Individualized competences often draw upon transfer credits, domestic and international exchange opportunities, as well as elective courses across departments. The degree plan describing the individualized competence or emphasis area must be approved by the faculty advisor and, for undergraduate students, the graduation committee. (Note: Students using Veteran's Administration benefits may not pursue individualized competence or emphasis areas and must choose from prescribed competence and concentration titles approved by the Arizona State Approving Agency.)

Breadth

The breadth is intended to broaden the student's academic background and thus the breadth should not overlap significantly with the competence area. A breadth normally consists of 30 credits. Students may choose 30 of any 60 credits normally required for a competence. See appendices for specific departmental courses which meet competency and breadth requirements in each area.

Undergraduate General Education Requirements

The general education requirements at Prescott College are designed to support the college-wide learning outcomes. The general education program at Prescott College requires successful completion of at least 30 credits that Includes the appropriate set of core curriculum courses. On-campus undergraduate students entering as first-time freshmen complete CC1, CC2, CC3, and CC4. Online undergraduate students complete the PASS1, PASS2 and core seminar courses. (See course details on these requirements below.) These core courses address many college-wide learning outcomes and additional college-wide learning outcomes are met within competence and breadth courses. In order to complete the general education requirements at Prescott College, each student's degree plan must include at least two courses that assess each college-wide learning outcome; these courses may be in the competence or breadth areas. The course listing and curriculum map on the website identify which courses meet which college-wide learning outcomes. A summary table of courses that address

and assess each college-wide learning outcome is included in Appendix D. Transfer courses may be used for partial fulfillment of the College's general education requirements.

In addition to the core curriculum requirements, online undergraduate students complete a breadth in the Liberal Arts in order to demonstrate their learning in the major academic areas of the liberal arts and complete their general education requirements. On-campus undergraduate students may elect to complete a Liberal Arts Breadth in addition or in place of an elective Breadth. The areas of a Liberal Arts Breadth are:

- Social Sciences such as Psychology, Sociology, Anthropology, Economics, Geography, Political Science, Education, History.
- Humanities such as Literature, Fine Arts, Philosophy, Religion, Foreign Languages, History.
- Math/Science such as Mathematics, Physical Sciences, Life Sciences.
- Communication/Writing such as English Composition, Rhetoric, Creative Writing, Speech, Interpersonal Communication, Journalism, Media Studies, Computer Learning.

Prescott College Courses satisfying each area of the liberal arts breadth are listed below (30 credit minimum).

Liberal Arts Breadth: Social Science Course Options
(includes Psychology, Sociology, Anthropology, Economics, Geography, Political Science, Education, History)
Choose 2 courses from the options below to meet this requirement. Additional options may be added in future terms -- see schedule of classes for details.

Course #	Course Title	# of Credits
SES47300	Awakening Citizens to Community Engagement for Change	4
SES47730	Children and Nature	4
CRS21050	Image & Power in Mass Culture	4
CRS21202	Bamboozled: Race, Power, and Representation in Cinema	4
CRS22001	Economic and Social History of the U.S.	4
CRS22030	Indigenous Rights, Cultural Survival, and Tourism	4
CRS22100	Color Line in U.S. History, The	4
CRS22150	The Troubled Middle East: History, Culture, & Current Issues	4
CRS22250	Contemporary Events & Their Meaning	4
CRS22410	Men & Masculinity	4
CRS22603	Wilderness and Colonization	4
CRS22706	Barrio Pedagogy: Praxis Along the Border	4
CRS23015	Human Rights Seminar	4
CRS23610	Environmental Politics: Domestic & Global Dimensions	4
CRS23651	Changing World Order: The Political Economy of Globalization	4
CRS23695	Social Movements	4
CRS24010	U.S.- Mexico Border Studies	4
CRS24025	Introduction to Ethnic Studies	4
CRS24027	Black Radical Traditions	4
CRS24208	Central America's Northern Triangle	4
CRS25110	Normalizing the Body: Race, Gender, & Disability in the U.S.	4
CRS25119	Anti-Racist Organizing	4
CRS25130	Memory, Truth, and Transitional Justice in Guatemala	4
CRS42310	History of Gender & Sexuality	4
CRS42311	Queering Utopia: Queer Theory & Practices of Hope	4
CRS42520	Reading Marx	4

CRS43016	Beyond Walls & Cages: Critical Abolition Studies	4
CRS43710	Social Ecology as Ecological Humanism	4
ENV21500	Energy & the Environment	4
ENV21550	Water in the West	4
ENV21700	Explorations in Sustainable Community Development	4
ENV22850	Environmental Studies: Root Causes, Innovative Solutions	4
ENV23701	Environmental Law	4
ENV41028	Grand Canyon Semester III: Teaching, Research, & Resource Stewardship on Public Lands	4
ENV43310	Marine Conservation I: Global Marine Issues	4
ENV44800	Environmental Ethics	4
HDP21401	Expressive Arts Therapies	4
HDP21900	Addiction & Recovery	4
HDP22206	Positive Psychology	4
HDP22210	Psychology, Introduction to	4
HDP22210	New Psychology, Introduction to a	4
HDP22212	Concepts in Critical Psychology	4
HDP22230	Psychology of Consumerism	4
HDP22280	Ecopsychology: Paradigms & Perspectives	4
HDP22281	Ecopsychology: Choices for a Sustainable World	4
HDP22400	Sexuality & Sexual Outlaws	4
HDP22412	The "F Word": Feminism, Women & Social Change	4
HDP25100	Gestalt Therapy: Theory & Practice	4
HDP27165	Fat Bodies- Stories of Oppression & Resistance	4
HDP41050	Therapeutic Use of Adventure Education	4
HDP42200	Adolescent Psychology	4
HDP42207	Transpersonal Psychology	4
HDP42250	Family Systems Theory	4
HDP47120	Ecopsychology	4
HDP47150	Positive Psychology and Social Engagement	4
HDP47160	Disordered Eating, Body Image and Culture	4
HDP47500	Women's Psychology and Sexuality	4
MGS47010	Organizational Behavior through a Sustainability Lens	4
ADV21704	Women’s Topics in Wilderness Leadership I	4

Liberal Arts Breadth: Humanities Course Options
(includes Literature, Fine Arts, Philosophy, Religion, Foreign Languages, History)
Choose 2 courses from the options below to meet this requirement. Additional options may be added in future terms -- see schedule of classes for details.

Course #	Course Title	# of Credits
AHU22027	Decolonizing Literature and Film	4
AHU22351	Dance Improvisation	4
AHU24110	The Derivative Image: Abstract Painting	4
AHU43053	Voices from the American Mosaic	4
AHU45007	Shakespeare: Passion for Italy	4
AHU45008	Graphic Novel: Image, Text, and Autobiog	4
AHU47210	Photographic Tactics for the Environment	4

ALE21045	Just Art: Art & Social Change	4
ALE22026	Film & Literature: Elements of Desire	4
ALE22340	Creating Community Through Music	4
ALE22362	Nature & Dance	4
ALE22375	Artist & Athlete	4
ALE22380	Creative Practice & Performance	4
ALE23320	In & Out of Africa	4
ALE23323	Sense of Place	4
ALE24105	Figure in Context: Narrative Painting	4
ALE24155	The Art of Drawing: Contemporary Approaches to a Traditional Practice	4
ALE24651	Form & Function: Sculpture in Theory & Practice	4
ALE24652	Public Art: Mural Painting	4
ALE43330	Memoir, The Face to face	4
ALE45007	Shakespeare: Passion for Italy	4
ALE45008	Graphic Novel: Image, Text, and Autobiography	4
ALE45009	Medieval Women, Medieval Women Writers	4
ACS47530	Literature for a Living Planet	4
CRS21016	Marine Studies II: Spanish Intensive & Cultural Immersion	4
CRS24013	Xicano/Indigenous Literature 2: Culture, Power & Representation	4
CRS24030	African American Literature	4
ENV21015	Philosophies of Interpretive Naturalists	4
ENV41701	Organic Evolution	4
HDP21155	FYC1: Yoga: Philosophy & Practice	4
HDP21180	Life Centering: Mindfulness & Meditative Practices	4
HDP21400	Dreamwork	4
HDP22414	Identity & Culture in Film	4
ACS47400	The Pursuit of Wisdom	4
AHU21030	Art Appreciation	4
ALE21045	Just Art: Art & Social Change	4
AHU22330	Prescott Singers: Lift Every Voice	4

Liberal Arts Breadth: Math/Science Course Options
(Includes Mathematics, Physical Sciences, Life Sciences)
Choose 2 courses from the options below to meet this requirement. Additional options may be added in future terms -- see schedule of classes for details.

Course #	Course Title	# of Credits
ADV25011	Atmospheric Dynamics	4
ADV42225	Geology Through Bikepacking	4
MTH26050	Applied Algebra	4
MTH26055	Calculus: Theory & Practice	4
MTH26060	Math for the Liberal Arts	4
MTH47001	Mathematical Explorations	4
PRM49001	Practical Research Methods	4
SES47725	Backyard Ecology: Exploration and Engagement of a Local Ecosystem	4
CRS25001	Critical Animal Studies & Non-Human Rights	4

CRS25505	Climate Justice	4
ENV21601	Foundations of General Chemistry	4
ENV21610	Physics, Foundations of	4
ENV22005	Human Biology	4
ENV22010	Animal Biology	4
ENV22013	Behavior & Conservation of Mammals	4
ENV22015	Biological Principles	4
ENV22020	Summer Studies in Agroecology I: Insect Ecology	4
ENV22100	Form & Pattern in Nature	4
ENV22115	Plant Explorations	4
ENV22201	Ornithology: The Life of Birds	4
ENV22600	FYC4: Ecology and Home	4
ENV22724	Restoration Ecology: Watersheds of the Southwest	4
ENV22725	Ecology, Concepts of	4
ENV22730	Natural History & Ecology of the Southwest, Phase I	4
ENV22731	Natural History & Ecology of the Southwest, Phase II	4
ENV23321	Marine Studies I: Natural History of the Gulf of California	4
ENV23322	Marine Studies II: Natural History of the Gulf of California	4
ENV23325	Marine Biology I: Diversity of Marine Life	4
ENV23327	Marine Biology III: Field Methods for Marine Ecology	4
ENV23328	Marine Biology II: Oceanography	4
ENV23329	Oceanography	4
ENV23810	Soil Science: Fertile Ground for Growth	4
ENV23810	Soil Science, Introduction to	4
ENV23815	Agroecology	4
ENV24130	Permaculture for Systemic Change	4
ENV24749	Global Environmental Change: An Earth Science Perspective	4
ENV24752	Earth Science, Introduction to	4
ENV24753	Geologic Evolution of the Southwest	4
ENV25020	Geology of Arizona	4
ENV41025	Statistics for Research	4
ENV41027	Grand Canyon Semester II: Interdisciplinary Landscape Ecology	4
ENV42020	Conservation Biology	4
ENV42022	Wildlife Management: Applied Conservation Biology	4
ENV42025	Gulf of California Semester - Island Biogeography: Seabirds & Plants	4
ENV42712	Gulf of California Semester - Field Methods for Plant Ecology	4
ENV42741	Coastal Ecology of the Gulf of California	4
ENV43815	Summer Studies in Agroecology II: Agroecology	4
ENV43820	Summer Studies in Agroecology III: Field Methods in Agroecology	4
ENV43821	Summer Studies in Agroecology IV: Seed Saving & Conservation	4
ENV44755	Field Methods in Geology	4
HDP21145	Human Nutrition & Food Choice	4
HDP21150	Holistic Health & Wellness	4
HDP21200	Lifespan Development	4
HDP47720	Deep Ecology	4
ADV22048	Rock Climbing & Geology	4

Liberal Arts Breadth: Communications/Writing Course Options
(Includes English Composition, Rhetoric, Creative Writing, Speech, Interpersonal Communication, Journalism, Media Studies, Computer Learning)
Choose 2 courses from the options below to meet this requirement. Additional options may be added in future terms -- see schedule of classes for details.

Course #	Course Title	# of Credits
AHU22860	Special Topics in AH: Photoshop I	4
AHU23350	Poetry Workshop	4
ALE21005	Opening the Creative Person: An Applied Approach to Creativity	4
ALE22705	Digital Photography	4
ALE22850	Digital Imaging I	4
ALE22855	Introduction to Video	4
ALE22910	Documentary Photography: Theory & Practice	4
ALE23323	Sense of Place	4
ALE23420	Creative Explorations	4
ALE23425	Creative Nonfiction	4
ALE43330	Memoir, The Face to face	4
ALE45010	Creative Nonfiction: The Lyric Essay	4
ACS47560	Writing the Wild: A Creative Writing Workshop	4
CRS21200	Digital Storytelling: Giving People a Voice	4
CRS21205	Special Topics in CRS: Radical Media	4
AHU52252	Environmental Photography	4
ENV21400	Geographic Information Science, Introduction to	4
ENV41401	Geographic Information Science, Advanced	4
ENV41401	Gulf of CA: Semester: Geographic Information Science, Advanced	4
HDP21001	Opening the Creative Mind	4
HDP21005	Opening the Creative Person: An Applied Approach to Creativity	4
HDP22050	Counseling Skills	4
HDP23100	Community Mediation & Principled Negotiation	4
HDP41005	Opening the Creative Person: An Applied Approach to Creativity	4
HDP42051	Counseling Skills: Advanced Practicum	4
MGS47015	Intercultural Leadership in Sustainability Organizations	4
ADV21705	Women's Topics in Wilderness Leadership II: Women's Outdoor Expeditionary and Leadership Skills	4

Specific courses options for other breadth areas are listed in Appendix C.

The Arizona General Education Curriculum (AGEC) and similar curricular frameworks from other states may be transferred in as a block to fulfill the lower-division general education requirements and/or liberal arts breadth at Prescott College.

Undergraduate Core Curriculum

The Prescott College mission guides our faculty to offer interdisciplinary and experiential 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 (see course details below). Similarly, online undergraduates complete a Core Curriculum course and PASS I in their first term, and PASS II in their final term (see course details below). These classes are designed to create a supportive interdisciplinary curriculum and advising structure for students to develop academic and professional competence through their 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.

Core Curriculum – Online Undergraduate

- **COR47001 - Professional and Academic Success Seminar 1 (PASS 1) – 1 credit**: PASS 1 begins at Orientation for all new students and continues through the first term. The focus of this course is on examining career goals and desired learning outcomes and developing a student's degree plan and elective choices to align with the students desired competence, breadth and career choice, 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 an 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 completed in the first term of enrollment; if not, it must be repeated in the second enrollment period.
- **COR47002 - Professional and Academic Success Seminar 2 (PASS 2) – 1 credit**: PASS 2 is taken in the final term. The focus of the course is on ensuring all graduation requirements are met and that the capstone 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**: Each area of study has a 4-credit core seminar that is typically completed in the student's first term of study. They are available each term and are listed as "Core Curriculum:..." in the schedule of classes in each study area

  Core Seminar Course Options
  Students are required to take 1 course from options below.

Course #	Course Title	# of Credits
SES47001	Core Curriculum (Core Seminar): Sustainability, Environment, and the Arts	4
HDP47000	Core Curriculum (Core Seminar): Human Development Professional Perspectives	4
EDU47015	Core Curriculum (Core Seminar): Educating the Future	4

- **LRU49990 Senior Project:** 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. 4 credit-minimum. Students should refer to the Advising Document for their program in Appendix C for specific requirements (e.g., student teaching capstone, etc.).

Core Curriculum – On-campus Undergraduate

- **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 is completed during CC1. Students begin posting signature assignments and other artifacts of learning to their e-portfolio in CC1 and update their e-portfolios each year in subsequent core curriculum courses.

Orientation Course Details

Students choose from one of the following orientation course options.

Course #	Course Title	# of Credits
ORI26002	Orientation: Desert, Mountain & Canyon Expedition	4
ORI26005	Orientation: Community-Based - Connections	4

CC1 Course Details

Course #	Course Title	# of Credits
COR20000	Core Curriculum 1: Explorations of Self, Ways to Welcome	4

- **CC2 courses** are taken in the second phase of study (e.g., year two for first time freshmen, first term 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 and curriculum committee. CC2 courses are writing emphasis and/or quantitative skills courses that help students satisfy the Writing Certification level two writing emphasis requirements. For online undergraduates, the PASS I course combines elements of CC1 and CC2 courses.

CC2 Course Details

Course #	Course Title	# of Credits
COR20005	Core Curriculum 2: Ways of Knowing	4

- **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 identify target professions and/or graduate schools, revise degree and career plans as necessary, and update their e-portfolios with examples of their best work and other professional 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.

CC3 Course Details

Course #	Course Title	# of Credits
COR40000	Core Curriculum 3: Inquiry & Analysis in the Liberal Arts	4

- **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.

CC4 Course Details

Choose one course from the options to satisfy the CC4 general education requirement (Note: 4-credits required per competency. Students seeking a double competency should choose the 8-credit version).

Course #	Course Title	# of Credits
COR40005	Core Curriculum 4: The Senior Project Cohort	4
COR40005	Core Curriculum 4: The Senior Project Cohort	8

Awarding of Double Bachelor's 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 credits 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.

Math and Writing Requirements

Math and writing are part of the general education requirements at the College. Before new students arrive, the Registrar reviews every student's transcripts to determine if they have fulfilled the math requirement and/or writing certification part I based upon the criteria 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 at least one mathematics course at Prescott College. See individual department Advising Documents (see Appendices) for specific requirements for particular areas of the curriculum (e.g. Applied Algebra for the BA in environmental studies, Calculus for BS Degree).

   PC Math Course Details

   See advising docs in Appendices for math course requirements for specific programs.

Course #	Course Title	# of Credits
MTH47001	Mathematical Explorations	4
MTH26050	Applied Algebra	4
MTH26060	Math for the Liberal Arts	4
MTH26055	Calculus: Theory & Practice	4

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. 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. Transfer courses can be reviewed for suitability.

Writing Certification I: Course Details

Course #	Course Title	# of Credits
WRW26000	Writing Workshop	4
WRW27001	Academic Writing Skills	4

Writing Certification II: Three Courses Designated "Writing Emphasis" (WE)

Writing Certification II is satisfied by the completion of three courses designated Writing Emphasis. At least one of these courses must be in the competence area. WE courses may be Lower Division or Upper Division. Writing Certification I is a prerequisite or co-requisite for a WE course. CC2 and CC3 are Writing Emphasis courses.

Guidelines for Writing Emphasis courses:

- Courses must be designated WE prior to the registration period for the course. Course descriptions will indicate if the course is a Writing Emphasis course.
- Faculty teaching WE classes will design their classes in ways that achieve the WE objectives subject to the approval of an academic dean or designee. Expectations include
    - two rigorous 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)].
    - Iterative evaluation of the student's writing and feedback on writing throughout the course.
    - Class time dedicated to the writing process relative to course assignments
    - peer review work is suggested.
- Faculty may require WCI as a prerequisite for any WE course.

Writing Certification II: Course Details

See Schedule of Classes for details.

Course #	Course Title	Credit
ADV21215	The Whole Athlete	4
ADV41050	Origins and Directions	4
ADV41060	Outdoor Program Administration	4
AHU23425/43425	Creative Nonfiction	4
AHU25304/45304	Ceramics Sculpture	4
COR20005	Core Curriculum 2: Ways of Knowing	4
COR40000	Core Curriculum 3: Inquiry & Analysis in the Liberal Arts	4
CRS 42520	Reading Marx	4
CRS21005	Radical Media	4
CRS21050	Image & Power in Mass Culture	4
CRS21202	Bamboozled: Race, Power, and Representation in Cinema	4
CRS23695/43695	Social Movements	4
CRS24025/42025	Intro to Ethnic Studies	4
CRS24208/42408	Central America's Northern Triangle, Banks	4

EDU22610	Experiential Education Philosophies & Methods	4
EDU47001	Foundations of Education	4
EDU47005	Learning Theories: Non Certification	4
EDU47033	Place-Based Education Theory	4
EDU47385	Survey of Exceptional Learners	4
EDU47804	The Whole Child	4
ENV 41701	Organic Evolution	4
ENV21015/41015	Philosophies of the Interpretive Naturalists	4
ENV22201	Ornithology: The Life of Birds	4
ENV23701/43701	Environmental Law/Policy	4
ENV42020	Conservation Biology	4
ENV42724	Restoration Ecology	4
ENV44800	Environmental Ethics	4
HDP22281/42281	Ecopsychology: Choices of a Sustainable World	4
HDP22412	The "F Word": Feminism, Women, & Social Change	4
HDP41170	Doing Good: Compassion and Sustainable Caring	4
HDP41501	Narrative Therapy: Theory & Practice	4
HDP42207	Transpersonal Psychology	4
HDP42212/52220	Concepts In Critical Psychology	4
HDP42250	Family Systems Theory	4
HDP52220	Critical Theoretical and Historical Foundations of Psychology	4

Writing Certification III: Upper Division Research Paper

- The paper may be written in the context of any upper-division Prescott College Writing Emphasis (WE) course or other course in the student's competence or breadth area.
- The paper must be a thesis-driven research paper (expository or persuasive essay).
- The paper should reflect correct documentation style (e.g., MLA, APA, Chicago Style, etc.), as well as appropriate research methods for the content area. 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.
- The paper must be at least 2500 words in length, excluding bibliography, appendices, and works cited pages.

Accelerated Bachelor's / Master's Degree Options: Early Admission of Undergraduates into Graduate Programs

The Prescott College curriculum supports accelerated pathways between undergraduate and graduate programs. Undergraduate students are encouraged to begin working with their faculty advisors as early as possible in order to align undergraduate and graduate degree planning. Undergraduate students may register for graduate courses with instructor approval. Qualified undergraduate students may be admitted to begin their graduate studies in their junior or senior year (see Admissions Procedures for Accelerated 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. 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 in the College Catalog.

Master's Degree Graduation Requirements

Residency Requirements

Prescott College offers master's degree orientations online or in-person as well as optional residency events called colloquia. Enrolled students may elect to attend the colloquia associated with their degree program. Such residencies are optional for the master's programs except for the Master of Science in Counseling program.

Social and Ecological Literacies

While graduate students are not required to complete a general education program like undergraduate students or demonstrate competency in all college-wide, general education learning outcomes, students are required to develop and demonstrate social and ecological literacies as part of their program of study. Each program specifies how social and ecological literacies are addressed.

Master's Level Core Curriculum and Other Requirements

Each graduate program requires core required and elective courses and learning experiences to provide the necessary structure, guidance and support for student academic, scholarly, and professional success. All graduate programs are centered around a sequence of core courses with elective options that develop competence on required program learning outcomes. Students are expected to complete combination of theoretical and applied learning in a range of courses and practical experiences typically followed by a capstone project.

Online Courses and Electives

Each specific degree offers a sequence of online core as well as electives within the program and/or from other programs (see Advising Documents in Appendices).

Thesis and Other Capstone Projects

Students on tracks requiring thesis projects may be required to take thesis plan and qualifying paper courses. Most master's degree programs have options for other capstone projects besides the thesis project. Some master's programs do not allow thesis projects.

See Appendix C for specific program requirements, advising documents, and other specific details on each master's program. See degree listing table on p. 4-6 for list of each degree and published program length which also contains Appendix C page references for each specific degree program.

Master of Arts Degrees

All Master of Arts degree programs are 36 credits in length.

Master of Fine Arts Degree

The Master of Fine Arts is 48 credits.

Master of Education Degree

The Masters of Education is 36 credits with the exception of the Special Education in Mild-Moderate which is 39 and the Early Childhood Special Education program which is 40 credits.

Arizona State Certification Requirements for Educators

Completion of state-required coursework and other requirements; passing scores on applicable licensure or certification exams.

Master of Business Administration Degree
The Masters of Business Administration, Sustainability Leadership is 30 credits in length.

Master of Science Degrees
The Master of Science, Sustainable Food Systems is 36 credits in length.
The Master of Science, Environmental Studies is 36 credits in length.
The Master of Science, Resilient and Sustainable Communities is 36 credits in length.

Master of Science in Counseling Degree
The Masters of Science in Counseling is 60 credits in length and has one specialization area: Clinical Mental Health Counseling.

Graduate Certificates
The Graduate Certificate in Expressive Arts Therapy is 30 credits in length. The Graduate Certificates in Equine-assisted Learning, Equine-assisted Mental Health, Adventure-based Psychotherapy, Ecotherapy are 15 credits in length.

Doctoral Degree Graduation Requirements

Ph.D in Education / Sustainability Education
The PhD is 72 credits in length.

Doctoral graduation requirements include: 1) Participation in 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.

- 72 credits completed with within 10-years' time. See advising document in Appendix C for course details.
- Attendance at all required residencies or documentation of prior written approval from the Faculty Advisor

Doctoral Residency Requirements
The residency requirement is approximately twenty-four days and is fulfilled in a minimum of three years corresponding with the three phases of the doctoral program.

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.

Doctoral Committee Structure

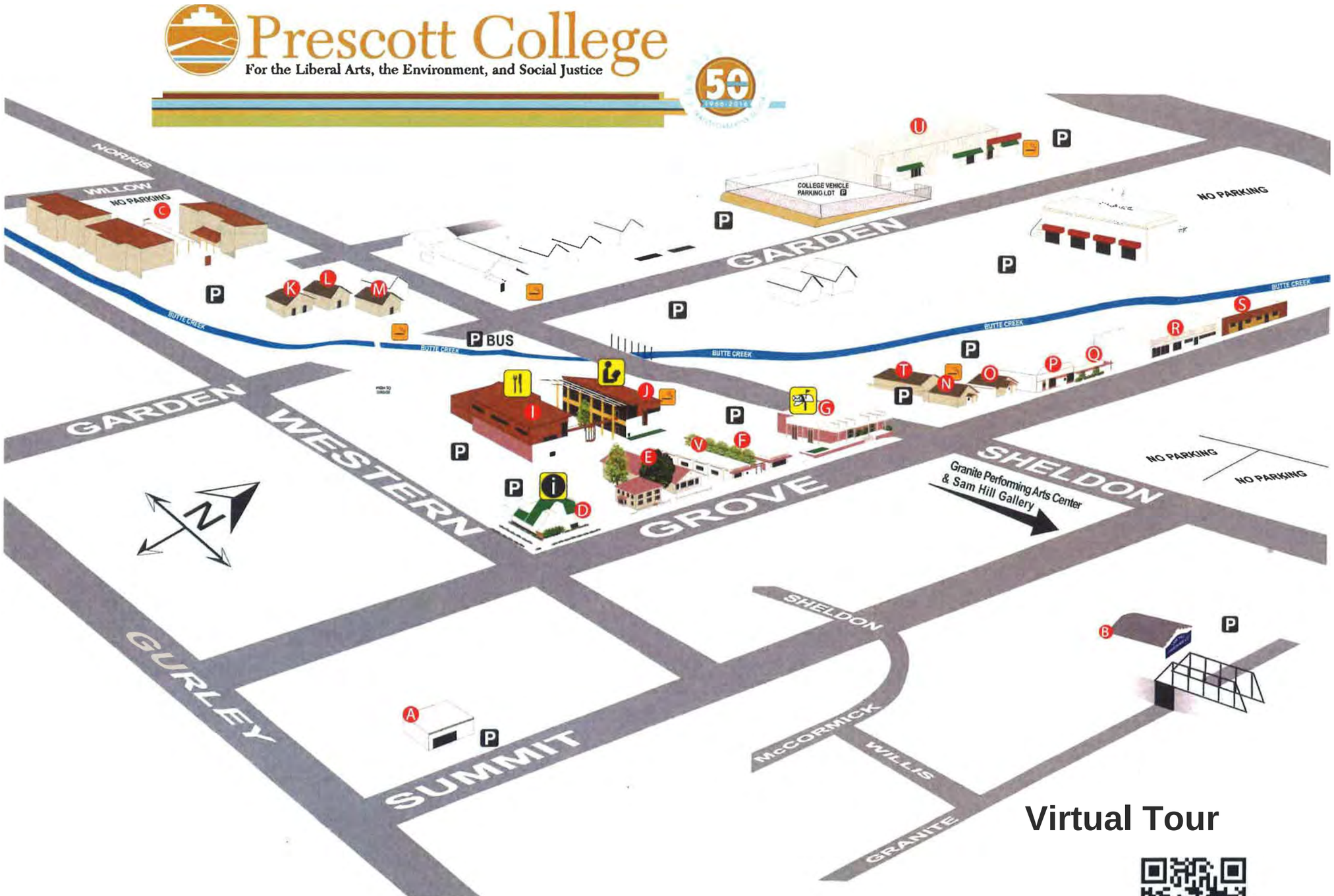
The Doctoral Committee for each student is determined by the beginning of phase (year) three. The Doctoral Committee consists of four members:

- One Chair
- 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.

Appendices

Appendix A: Campus Map



Virtual Tour

A *SUMMIT*

112 N. Summit St.
- Arizona Wilderness Coalition
- Classrooms (A & B)
- Faculty Offices

B *SAM HILL*

232 N. Granite St.
- Art gallery
- CoMusikey
- Digital Lab
- Faculty Offices
- Visual Arts Studios

C *The Campus Villages*

Willow Street

D *GARVEY WELCOME CENTER*

202 Grove Ave.
- Admissions Offices
- Graphic Design
- Video Production

E *MANZANITA*

220 Grove Ave.
- Academic Operations
- Advancement Office
- Alumni Relations
- Chapel
- Dean's Office
- Development Office
- Events Management
- Faculty Offices
- President's Office
- Provost
- Public Relations

F *PONDEROSA*

228 Grove Ave.
- Equipment check out
- IT Services
- ITV Classroom
- Learning Technologies

G *CICADA*

234 Grove Ave.
- Arizona Serve Program
- AmeriCorps / Vista
- Student Mailboxes

I *CROSSROADS CENTER SOUTH*

215 Garden St.
- Classrooms (201-205)
- Community Room
- Conference Room (206)
- Crossroads Cafe

J *CROSSROADS CENTER NORTH*

217 Garden St.
- Academic Help Desk
- Archive
- Computer Facilities
- Faculty Office
- Learning Commons
- Library
- Quiet Study Rooms
- Writing Center

K *ALDER*

226 Garden St.
- Academic Coach
- Student Activities Office
- Student Housing Office
- Student Union Board

L *SYCAMORE*

230 Garden St.
- Faculty Offices
- GIS Lab

M *WREN*

234 Garden St.
- HUB (Humans Understanding Bicycles)
- Student Activities Center

N *PINON*

302 Grove Ave.
- Launch Pad Teen Center

O *JUNIPER*

308 Grove Ave.
- Launch Pad Teen Center

P *IRONWOOD*

310 Grove Ave.
- Classrooms (A & D)
- Frantz Fanon Community Center

Q *COTTONWOOD*

312 Grove Ave.
- Business Office
- CFO Office
- Classroom (A)
- Employment
- Human Resources/ Student
- Faculty Offices

R *SINAGUA*

322 Grove Ave.
- Classrooms (A&B)
- Faculty Offices

S *MOGOLLON*

334 Grove Ave.
- Science Labs

T *PRICKLY PEAR*

304 & 306 Grove Ave.
- Facilities Management

U *SANJUAN*

370 Garden St.
- Classrooms (201 A,B&C)
- Copy & Print Services
- Equipment Warehouse
- Faculty Offices
- Faculty Mailboxes
- Field Operations
- Orientation Director
- Rations Room
- Shipping & Receiving

V *PENSTEMON*

226 Grove Avenue.
- Academic Advising
- One Stop (Registrar & Financial Aid)
- Student Billing/Cashier
- Veterans Resource Center & Coordinator

Appendix B: Faculty Members

Name	Highest Credential	Course/Program
Abell, Ellen	EDD	Psychology, Human Development & Counselor Education
Affolter, Emily	PHD	Sustainability Education
Altrichter, Mariana	PHD	Environmental Studies & Sustainability
Banks, Michelle	MA	Global Studies/CRS
Bigknife, Molly	PHD	Adventure Education
Boyer, Ed	PHD	Environmental Studies & Sustainability
Brantley, LaToya	EDD	Psychology, Human Development & Counselor Education
Brooks, Chris	JD, MELP	Environmental Studies & Sustainability
Brooks, Meriel	PHD	Environmental Studies & Sustainability
Brown, Jen	MA	Education
Brown, Matheiu	MS	Adventure Education
Brown, Tony	BArch	Environmental Studies & Sustainability
Burkhardt, Paul	PHD	Humanities; Cultural & Regional Studies; Education
Cabot, Lila	MA	Psychology, Human Development & Counselor Education
Carlock-Russo, Margaret	PHD	Counseling
Christensen, Laird	PHD	Environmental Studies; Arts & Humanities; Cultural & Regional Studies
Craig, David	MS	Adventure Education, Environmental Studies
Cross, Keith	PHD	Psychology, Human Development & Counselor Education
Cullors, Patrice	MFA	Arts and Humanities
Currey, Robin	PHD	Environmental Studies & Sustainability
Curtis, Lori	MS	Environmental Studies & Sustainability
Dailey, Mark	PHD	Cultural & Regional Studies; Environmental Studies
Elliot, Tonya	EDD	Psychology, Human Development & Counselor Education
Fernandez, Anita	PHD	Cultural & Regional Studies/SJCO
Fogelson, Sarah	MA	Education
Gano, Gretchen	PHD/MIRLS	Core Curriculum, Cultural & Regional Studies; Library
Goodman, Cecil	MA	Adventure Education
Grant, Sebastienne	PHD	Psychology, Human Development & Counselor Education
Gray, Tara	PHD	Education
Greenblum, Ellen	MFA	Arts & Humanities
Greeson, Kimberly	PHD	Sustainability Education
Hammer, Zoe	PHD	Cultural & Regional Studies/SJCO
Harper, Wendy Sue	PHD	Environmental Studies & Sustainability
Henning, Ron	MED	Education
Johnson, Jeremy	PHD	Environmental Studies
Kerns, Perrin	PHD	Arts & Humanities
Lewis, Rich	PHD/MIRLS	Arts & Humanities; Cultural and Regional Studies; Library
Lotz, Erin	MA	Adventure Education
Lung, Maury	PHD	Psychology, Human Development & Counselor Education Environmental Studies and Sustainability
Matlock, Deb	MA	Adventure Education
McMahan, Lynne	EDD	Education / Sus Ed / SusMan
McPhee, Pam	MSW	Psychology, Human Development & Counselor Education

Meltzer, Lorayne	MS	Environmental Studies & Sustainability;
Mireles, Todd	PHD	Cultural & Regional Studies/SJCO/SusMan
Mitten, Denise	PHD	Adventure Education/SusEd
Munro, Julie	MS	Adventure Education
Murphy, Janys	PHD	Psychology, Human Development & Counselor Education
Noss, Kaitlyn	PHD	Cultural and Regional Studies/SJCO
Pardee, Deborah	PHD	Psychology, Human Development, Social Work & Counselor Education
Pechuzal, Emilie	MA/MED	Education
Pfeffer, Anja	MA	Education/Counseling
Poole, Mary	PHD	Cultural & Regional Studies/SJCO
Prado, Bill	DBA	Dean
Ramsey, Scott	PHD	Sustainability Education
Randall, Jennifer	PHD	Counseling
Richards, Centae	PHD	Curriculum & Instruction
Riegner, Mark	PHD	Environmental Studies & Sustainability
Roland, Meg	PHD	Arts & Humanities
Saadeh, Cirien	PHD	Cultural & Regional Studies/SJCO
Sanderson, Sheila	MFA	Arts & Humanities
Schiffer, Eileen	PHD	Arts & Humanities
Schwartz, Forrest	PHD	Adventure Education
Sharp, Lloyd	MA	Education
Sherman, Pete	PHD	Environmental Studies & Sustainability
Stogsgill, Gary	MA	Arts & Humanities; Interdisc.
Surmitis, Kendra	PHD	Counseling
Sweets, Carl	MFA	Arts & Humanities
Taurek, Davida	MA	Psychology, Human Development & Counselor Education
Tison, Eleanor	MA	Environmental Studies & Sustainability
Trocchia, Lisa	PHD	Environmental Studies & Sustainability
Villaverde, Hava	JD/MBA	Environmental Studies & Sustainability Leadership
Vincent, Kathleen	EDD	Education
Yost, Abby	MA	Humanities, Education,
Young, Vicky	PHD	Interdisciplinary Studies, Education, Human Development

Appendix C: Program Requirements / Advising Documents

General graduation requirements for all undergraduate students are described in the sections of the Catalog above titled Bachelor's Degree Requirements and Undergraduate General Education Requirements / Liberal Arts Breadth.

The Advising Documents below detail the specific requirements, elective options and distribution areas that comprise specific degrees, competences and breadths.

Bachelor of Arts in Adventure Education

- **With Emphasis in Wilderness Leadership**
- **With Emphasis in Outdoor Program Administration**
- **With Emphasis in Outdoor Experiential Education**
- **With Emphasis in Therapeutic Use of Adventure Education**

UNDERGRADUATE DEGREES AT PRESCOTT COLLEGE

All degrees are interdisciplinary and contain many courses across multiple departments. Please also consult advising documents in related disciplines. For additional specialization, several emphasis areas are defined in each advising document. No emphasis, or an individualized emphasis, are also options. (Note: Students using Veteran's Administration benefits may not pursue individualized competence or emphasis areas and must choose from prescribed competence and concentration titles approved by the Arizona State Approving Agency.)

OVERVIEW

A student pursuing a BA in Adventure Education can expect a curriculum and experience that reflects the student's desire to contribute to the world by connecting people to nature and to each other. Be it on snow, vertical rock, ocean, river, or in the classroom - students develop theoretical grounding, leadership abilities, practical and technical skills, health and fitness, and sensitivity to the environment. Students with a BA in Adventure Education can choose an Emphasis in either Wilderness Leadership or Outdoor Program Administration distinguished by a few specific course offerings outlined below. Additionally, students can combine coursework that would be equivalent to a competence and a breadth, into an interdisciplinary degree title such as Therapeutic Use of Adventure Education, Outdoor Experiential Education, or Adventure-based Environmental Education.

LEARNING OUTCOMES

- Through exploration of the origins and current trends, students will be conversant in the relevance of adventure education and the benefits of its practical application for humanity
- Learners will apply leadership skills, experiential teaching strategies, and facilitation techniques in order to create intellectually, emotionally and physically safe communities with academic integrity
- Learners will demonstrate through words and actions an understanding of ethical stewardship within the human and nature interface
- Learners will attain the level of technical mastery in a particular outdoor discipline necessary for the implementation of safe, high quality experiences in that discipline

COMPETENCE REQUIREMENTS

- 60 credits, 30 of which are Upper Division (for double competence, each competence has 45 credits, 24 are Upper Division)
- 75 leadership days
- Current Wilderness First Responder certificate
- Senior Project

Required Courses		
Number	**Title**	**Credits**
ADV41041	Origins and Directions	4
Four courses from Outdoor Skills Distribution Area		
ADV21000	AE Field Semester Phase I: Expedition Skills	4
ADV43005	Alpine Mountaineering	4
ADV23152	Backcountry Skiing and Avalanche Training	4

ADV24200	Canoeing: Intro to Expeditionary Paddling	4
ADV34050	Environmental Perspectives and Whitewater Rafting	4
ADV21200/41200	Maps and Wilderness Navigation	4
ADV44202	River Guides Training	4
ADV22010	Introduction to Rock Climbing	4
ADV42015	Intermediate Rock Climbing	4
ADV22050	Rock Climbing and Yoga	
ADV24110	Sea Kayaking and Marine Natural History	4
ADV41250	Search and Rescue	4
ADV41701	Wilderness Leadership field semester Phase I: Advanced Technical and Risk Management Practices	4
Two courses in Environmental & Ecological Literacies Distribution Area		
ADV21010/41010	Environmental Topics in Adventure Education	4
ADV43010	Avalanche Forecasting	4
ENV22725	Concepts of Ecology	4
ADV24050	Environmental Perspectives and Whitewater Rafting	4
ENV22730	Natural History and Ecology of the Southwest	4
ADV24110	Sea Kayaking and Marine Natural History	4
ENV22048	Introduction to Earth Science	4
	Climate Justice	4
CRS23610/43610	Environmental Politics	4
ENV21550/41550	Water in the West	4
Two courses in Human Dynamics & Interpersonal Literacies Distribution Area		
HDP21300	Interpersonal Communication	4
ADV41100	Group Process and Ropes Facilitation	4
ADV21215/41215	The Whole Athlete	4
HDP22050	Counseling Skills	4
HDP22206/42206	Positive Psychology	4
HDP41050	Therapeutic Use of Adventure Education	4
ADV21066/41066	Youth Empowerment	4
HDP21155/41155	Yoga: Philosophy and Practice	4
HDP22280/42280	Ecopsychology: Paradigms and Perspectives	4
	Ecopsychology	4
HDP21150	Holistic Health & Wellness	4
Two courses in Teaching & Facilitation Literacies Distribution Area		
ADV21225	Teaching & learning in Adventure Education	4
EDU25103/45103	The Art of Teaching	4
ORI46000	Orientation Instructor Practicum	4
ADV21002	Adventure Education II: Teaching Methods for Adventure Educators	4
ADV41004	Adventure Education III: Teaching Practicum for Adventure Educators	4
ADV41017	WELS III: Teaching & Facilitation Methods for Adventure Educators	4
EDU47001	Foundations of Education	4
EDU25102/45102	Cultivating Learning through School Gardens	4
EDU21100	Environmental Education, Fundamentals of	4
CRS22706	Barrio Pedagogy	4
EDU47010	Curriculum Design, Assessment and Evaluation	4

ADV21710	Leading Inclusively	4
One course in Leadership and Management Distribution Area		
ORI46000	Orientation Instructors Practicum	4
ADV21066/41066	Youth Empowerment	4
ADV41703	Wilderness Leadership III: Leadership Applications	4
ADV40050	Teaching Assistantships	4

Emphasis Area Options: (in addition to the above requirements)

Wilderness Leadership Emphasis This emphasis is appropriate for students who are seeking to teach and lead others with a focus on leadership in physically challenging and technical outdoor pursuits.

ADV41701/41702/41703	Wilderness Leadership I, II, III	12
ADV40050	Teaching Assistantship	4

Outdoor Program Administration Emphasis Students studying in this area enter the industry prepared to design and market programs, predict business challenges, anticipate and manage risks, and understand the landscape of outdoor businesses within the market.

1 fewer course required in Teaching & Facilitation Literacies

Required Course

Number	**Title**	**Credits**
ADV41060	Outdoor Program Administration	4
2 courses from any of these areas	Leadership and Management Entrepreneurship and Marketing Grant Writing or related fields (see list of options above and below)	

Outdoor Experiential Education Emphasis This emphasis area highlights teaching and learning in an outdoor context and requires specific courses from the Education Department. This degree prepares students to teach in a variety of educational settings using both theory and practice of experiential methodologies.

EDU47010	Curriculum Design in Experiential Education	4
ADV21225	Teaching and Learning in Adventure Education	4
EDU42610	Experiential Education Philosophies and Methods	4
2 courses	from Teaching and Facilitation Literacies area	

Therapeutic Use of Adventure Education Emphasis Therapeutic applications of adventure education often are used as complementary healthcare modalities for people wanting growth and development in social and behavioral aspects. Adventure educators are uniquely qualified to help bridge the clinical aspects of these programs with the technical and activity skills and nature aspects. Students working in therapeutic applications of adventure education prepare themselves to employ adventure-based theories and techniques in nature-based settings.

HDP41050	Therapeutic Use of Adventure Education	4
ADV41100	Group Process for Adventure Educators	4
HDP21200	Lifespan Development	4
	OR	
HDP42200/52200	Adolescent Psychology	4
2 courses	from Education distribution area	

Electives and additional Emphasis Area Courses

History/Philosophy/Ethics		
ADV41050	Origins and Directions (required)	4
ADV21710	Leading Inclusively: Beyond the Binary in Adventure Education	4
ADV21010/41010	Environmental Topics in Adventure Education	4
ENV21015/41015	Philosophies of Interpretive Naturalists	4
Program Administration		
ADV41060	Outdoor Program Administration	4
ADV21053/41053	Recreation Management Practicum	4
ADV21030	Risk Management	4
CRS21102/41102	Funding Change: Grant Writing in Non-Profit Management	4
ENV24700	Parks and Wilderness	4
Options for Semester Field Courses		
ADV21000/21002/41004	Adventure Education I, II, III	12
ADV21014/21022/41027	Wilderness Exploration and Landscape Studies I, II, III	12
ADV41701/41702/41703	Wilderness Leadership I, II, III	12
Leadership and Management		
ADV46000	Orientation Instructors Practicum	4
HDP21300	Interpersonal Communication	4
ADV21066/41066	Youth Empowerment: Developing & Facilitating Transformational Experiences	4
ADV21710	Leading Inclusively: Theories & Practices for Leading in AE	4
ADV41711	Leading Inclusively II: Practices for Leading in Leading in AE	4
SBM47015	Intercultural Leadership in Sustainability Organizations	4
ADV21030	Risk Management	4
ENV24700	Parks and Wilderness Management	4
ENV42022	Wildlife Management: Applied Conservation Biology	4
ENV45114	Community-based Conservation in Costa Rica	4
Entrepreneurship and Marketing		
ADV21053/41053	Recreation Management Practicum	4
ENV43819	Transforming Community Food Systems	4
SBM47010	Organizational Behavior Through a Sustainability Lens	4
SBM55500	Sustainability Marketing and Brand Management	3
Grant Writing or related fields		
CRS21102/41102	Funding Change: Grant Writing in Non-profit Essentials	4
CRS23651/43651	Changing World Order: The Political Economy of Globalization	4
HDP22230/42230	Psychology of Consumerism	4

Breadth Requirements - Students must complete 30 credits (8 UD) that include at least one course from each distribution area. Adventure Education Breadths must also include a Wilderness First Aid certificate

Teaching Certification Breadth - Students outside of Education can pursue the required coursework leading to teaching certification in Elementary Education, Secondary Education or Special Education. Please consult the Education Department for details at education@prescott.edu.

ACCELERATED MASTER'S DEGREES

Students generally apply for a Master's program in their junior year and take courses in their senior year. To apply, *accelerated students* complete the traditional admissions process. Approved students are then granted conditional

admission pending bachelor's degree conferral. Graduate course credits can be applied to the completion of an undergraduate degree. Approved undergraduate courses can make up a portion of a graduate degree. Students pay undergraduate tuition during the senior year while taking graduate courses. While students should reference advisors and the Prescott College website for all Master's degree options, the following degrees are especially relevant when continuing to study in this area.

MASTERS OF ARTS IN (OUTDOOR) ADVENTURE EDUCATION

MA in (Outdoor) Adventure Education: (initial courses to take in senior year show in **bold type**)

- **Philosophies and Methods in Experiential and Adventure Education**
- **Ethics and Risk Mitigation in Experiential and Adventure Education**
- **Program Administration in Adventure Education**
- **Controversial Issues in Adventure Education OR Social and Ecological Perspectives in AE**

Education [Select One]:

- Learning Theories OR,
- Curriculum Design Assessment and Evaluation

Psychology and Human Development [Select One]:

- Psychology of Culture and Diversity OR,
- Human Growth and Development

Professional Practice [Select One]:

- Program Design and Evaluation OR,
- Grant Writing and Fundraising

Electives (6)*:* Can be any relevant master's level PC courses w/ approval PC faculty advisor and curriculum committee

Practicum/Capstone

- Graduate Scholarship & Research Methods
- Capstone/Practicum

MASTER OF BUSINESS ARTS IN SUSTAINABILITY LEADERSHIP

MBA Required Courses: (initial courses to take in senior year show in **bold type**)

- **SBM57501: Organizational Transformation & Sustainable Leadership**
- **SBM53000: The Economics of Sustainable Organizations & Communities**
- **SBM52000: Triple Bottom Line Measurement: Reporting & Data Analytics**
- **SBM55500: Sustainable Marketing & Brand Management**
- SBM52001: Accounting Practices in the Ethical Organization
- SBM58000: Realizing the Vision: Integrating Strategic Systems Thinking, Sustainable Supply Chains and Operations
- SBM52002: Financial Decision-making in the Triple Bottom Line Organization
- SBM59000 Strategic Sustainable Management Capstone

Elective Coursework (Choose 2 of these courses)

1. SBM57510: The Adventure of Enterprise: Ecopreneurs, Innovation, Sustainability
2. MA57010: Organizational Behavior through a Sustainability Lens
3. MA57015: Intercultural Leadership in Sustainability Organizations

4. Courses from any Prescott College graduate program with approval of program director

MASTERS OF ARTS IN EDUCATION - EMPHASIS IN ENVIRONMENTAL EDUCATION

MA in Education/Environmental Education Required Courses: (initial courses to take in senior year show in **bold type**)

- **Foundations of Environmental Education**
- **Connected learning**
- **Graduate Scholarship and Research Methodology**
- **Social and Ecological Perspectives**
- Ecological Systems and Processes
- Practicum
- EE/teaching focus
- Pedagogical/Andragogical Methods in Teaching and Learning
- Program Design and Evaluation
- Advanced Research Methods
- Elective
- Thesis

Bachelor of Arts in Arts and Humanities

- **With Emphasis in Creative Writing**
- **With Emphasis in Studio Arts**

Bachelor of Fine Arts in Arts and Letters

UNDERGRADUATE DEGREES AT PRESCOTT COLLEGE

All degrees are interdisciplinary and contain many courses across multiple departments. Please also consult advising documents in related disciplines. For additional specialization, several emphasis areas are defined in each advising document. No emphasis, or an individualized emphasis, are also options. (Note: Students using Veteran's Administration benefits may not pursue individualized competence or emphasis areas and must choose from prescribed competence and concentration titles approved by the Arizona State Approving Agency.)

OVERVIEW

Prescott College's small class size, nationally-recognized faculty, and commitment to experiential learning create an ideal and nurturing community in which students may learn fundamental skills in Arts and Humanities. Students may pursue the Bachelor of Arts (BA) degree or the Bachelor of Fine Arts (BFA) degree in Arts & Letters by designing a competence that combines two or more areas of the arts, or they may choose a competence in one area, such as Creative Writing or Studio Arts. Some students, working closely with advisors and mentors, design individual competence and breadth tracks in Arts and Humanities that allow them to combine their studies of painting, photography, writing, or dance with their studies in ecology, education, social justice, human development, or adventure education. Student designed competence titles such as Nature Writing, Travel Writing, Photojournalism, Environmental Art, and Nature and Dance are also possible. All students working toward degrees housed in the Arts & Humanities Department engage in courses focused on rigorous, hands-on acquisition and application of skills and theory.

LEARNING OUTCOMES

- Learners will identity and explore the contribution of the arts and humanities to the human experience including historical, social, environmental, religious, or cultural contexts.
- Learners will apply the language and techniques of their chosen disciplines.
- Learners will produce original artwork or a critical analysis of art or literature that communicates effective with an audience.

COMPETENCE REQUIREMENTS

BA in Arts and Humanities

- 60 credits, 30 of which are Upper Division (for double competence, each competence has 45 credits, 24 are Upper Division)
- The course requirements listed below are the minimum requirements. Students will need to choose more than the minimum to reach the required 60 credits for the competence.
- Senior Project (a collection of original creative or critical work, or teaching-related project).

Number	Title	Credits
Six Courses in Disciplinary Practice Discipline		
ALE23350/43350	Poetry Workshop	4
ALE23425/43425	Creative Nonfiction	4
ALE43330	The Memoir	4
ALE23323/43323	Sense of Place	4
HDP41401	Expressive Arts Therapy	4
ALE24155/44155	The Art of Drawing	4

ALE24105/44105	Figure in Context: Narrative Painting	4
ALE24110	The Derivative Image: Abstract Painting	4
ALE22705	ST in ALE: Digital Photography: Essential Skills for Visual Literacy in the Digital Age	4
ALE22190	Documentary Photo	4
HDP21005	Opening the Creative Person	4
ALE22850	Digital Imaging I	4
ALE22855	Introduction to Video	4
ALE22351/42351	Dance Improvisation	4
ALE24651	Form and Function: Sculpture in Theory and Practice	4
ALE24155/44155	The Art of Drawing: Contemporary Approaches to a Traditional Practice	4
ACS47560	Writing in the Wild	4

One course in Art History/Theory or Literature Discipline

Art History/Theory

CRS21050/41050	Image and Power in Mass Culture	4
ALE21045/410045	Just Art: Art & Social Change	4

Literature

ALE2378/4378	Voices from the American Mosaic	4
ALE22026/42026	Film & Literature: Stories from the Land	4
ALE22026/42026	Film & Literature: Elements of Desire	4
ALE43320	In & Out of Africa	4
ENV21015/41015	Philosophies of Interpretive Naturalists	4
CRS24030/4030	African American Literature	4
CRS24016/44016	Chicano Literature	4
ACS47530	Literature for a Living Planet	4

One course in Interdisciplinary Studies Discipline

ALE23323/43323	Sense of Place	4
ALE21045/410045	Just Art: Art & Social Change	4
ALE22026/42026	Film & Literature: Stories from the Land	4
ALE22026/42026	Film & Literature: Elements of Desire	4
ALE43320	In & Out of Africa	4
HDP21005	Opening the Creative Person	4
ALE22362/42362	Nature and Dance	4
HDP22414	Identity, Culture and Film	4
CRS25130	Memory, Truth, and Transitional Justice in Guatemala	4
ACS47210	Photographic Tactics for the Environment	4
ACS47400	The Pursuit of Wisdom	
CCC20005	Ways of Knowing	4
ENV22100	Form and Pattern in Nature	4

Electives and Emphasis Areas (students may choose a Creative Writing of Studio Arts emphasis)

Studio Arts Emphasis

ALE24105/44105	Figure in Context: Narrative Painting	4
HDP21005	Opening the Creative Person	4
ALE22705	ST in ALE: Digital Photography: Essential Skills for Visual Literacy in the Digital Age	4

For this emphasis area, the senior project may include original creative work or teaching-related project

Creative Writing Emphasis

ALE23425/43425	Creative Nonfiction	4
ALE23350/43350	Poetry Workshop	4
ALE23323/43323	Sense of Place	4
ALE43330	The Memoir	4

For this emphasis area, the senior project may include original creative work or teaching-related project

Breadth Requirements - Students must complete 30 credits (2 UD) that include at least 4 disciplinary practice courses.

Teaching Certification Breadth - Students outside of Education can pursue the required coursework leading to teaching certification in Elementary Education, Secondary Education or Special Education. Please consult the Education Department for details at education@prescott.edu

Bachelor of Fine Arts in Arts and Letters

- 60 credits, 30 of which are Upper Division with a minimum of 16 classes in the competence (for double competence, the BFA will have 60 credits minimum while the second competence may have 45 credits, 30 are Upper Division)
- Senior Project (a collection of original creative or critical work, or teaching-related project)

Number	**Title**	**Credits**
Eleven courses in Disciplinary Practice Discipline		
AHU23350/43350	Poetry Workshop	4
AHU23425/43425	Creative Nonfiction	4
AHU43330	The Memoir	4
HDP41401	Expressive Arts Therapy	4
ALE24155/44155	The Art of Drawing	4
AHU24105/44105	Figure in Context: Narrative Painting	4
AHU24110	The Derivative Image: Abstract Painting	4
AHU22705	Introduction to Digital Photography: Essential Skills for Visual Literacy in the Digital Age	4
AHU22910	Documentary Photo	4
HDP21005	Opening the Creative Person	4
ALE22850	Digital Imaging I	4
AHU22855	Introduction to Video	4
AHU22351/42351	Dance Improvisation	4
AHU24651	Form and Function: Sculpture in Theory and Practice	4
ALE24155/44155	The Art of Drawing: Contemporary Approaches To a Traditional Practice	4
ACS47560	Writing in the Wild	4
Two courses in Art History/Theory or Literature Discipline		
Art History/Theory		
CRS31050/41050	Image and Power in Mass Culture	4
AHU21045/41045	Just Art: Art and Social Change	4
Literature		
AHU43053	Voices from the American Mosaic	4
AHU22026/42026	Film & Literature: Stories from the Land	4
ALE43320	In & Out of Africa	4
ENV21015/41015	Philosophies of Interpretive Naturalists	4

CRS24030/4030	African American Literature	4
CRS24016/44016	Chicano Literature	4
ACS47530	Literature for a Living Planet	4
One course in Interdisciplinary Studies Discipline		
ALE23323/43323	Sense of Place	4
AHU21045/410045	Just Art: Art & Social Change	4
AHU22026/42026	Film & Literature: Stories from the Land	4
ALE43320	In & Out of Africa	4
HDP21005	Opening the Creative Person	4
HDP22414	Identity, Culture and Film	4
CRS25130	Memory, Truth, and Transitional Justice in Guatemala	4
ACS47210	Photographic Tactics for the Environment	4
ACS47400	The Pursuit of Wisdom	4
COR20005	Ways of Knowing	4
ENV22100	Form and Pattern in Nature	4
Electives and Emphasis Areas (students may choose a Creative Writing of Studio Arts emphasis)		
Studio Arts Emphasis		
AHU24105/44105	Figure in Context: Narrative Painting	4
HDP21005	Opening the Creative Person	4
AHU22705	Introduction to Digital Photography: Essential Skills for Visual Literacy in the Digital Age	4
For this emphasis area, the senior project may include original creative work or teaching-related project		
Creative Writing Emphasis		
AHU23425/43425	Creative Nonfiction	4
AHU23350/43350	Poetry Workshop	4
AHU43330	The Memoir	4
ALE23323/43323	Sense of Place	4

ACCELERATED MASTER'S DEGREES

Students generally apply for a Master's program in their junior year and take courses in their senior year. To apply, *accelerated students* complete the traditional admissions process. Approved students are then granted conditional admission pending bachelor's degree conferral. Graduate course credits can be applied to the completion of an undergraduate degree. Approved undergraduate courses can make up a portion of a graduate degree. Students pay undergraduate tuition during the senior year while taking graduate courses. While students should reference advisors and the Prescott College website for all Master's degree options, the following degrees are especially relevant when continuing to study in this area.

MASTER OF FINE ARTS IN SOCIAL AND ENVIRONMENTAL ARTS PRACTICE

MFA Required Courses:

- Art and Social/Ecological Practice
- Art as Experience
- Practica
- Theories of Change
- Comparative Political and Social Theory
- Globalization and Urban Politics
- Radical Pedagogy as Praxis
- Deep Ecology
- Community Engagement for Change
- Creative Nonfiction
- Creative Writing

- Other Prescott College graduate courses as approved by program director

MASTER OF ARTS IN CRITICAL PSYCHOLOGY AND HUMAN SERVICES

CPHS Required Courses: (initial courses to take in senior year show in **bold type**)

- **HDP52212 Concepts in Critical Psychology**
- **HDP52220 Critical Theoretical and Historical Foundations of Psychology**
- **MASJC50004 Theories of Change**
- **MASJC50050 Comparative Political and Social Theory**

One Additional Required Course:

- Peace Psychology
- Community Psychology
- Liberation Psychology - 3 credits
- Psychology of Globalization
- Psychology of Culture and Diversity

One Elective: Can be any relevant master's level PC courses offered online by program director

Other Required Courses (Professional/Research + Doctoral Tracks)

- Grant Writing and Fundraising
- Program Development and Evaluation
- Helping Skills
- Community Health Policy and Advocacy
- Critical Research Methods
- Capstone

MASTERS OF ARTS IN EDUCATION - EMPHASIS IN ENVIRONMENTAL EDUCATION

MA in Education/Environmental Education Required Courses: (initial courses to take in senior year show in **bold type**)

- **Foundations of Environmental Education**
- **Connected learning**
- **Graduate Scholarship and Research Methodology**
- **Social and Ecological Perspectives**
- Ecological Systems and Processes
- Practicum
- EE/teaching focus
- Pedagogical/Andragogical Methods in Teaching and Learning
- Program Design and Evaluation
- Advanced Research Methods
- Elective
- Thesis

Bachelor of Arts in Cultural and Regional Studies

- **With Emphasis in Environmental Justice and Communities**
- **With Emphasis in History, Ethnicity, and Culture**
- **With Emphasis in Global Systems**

UNDERGRADUATE DEGREES AT PRESCOTT COLLEGE

All degrees are interdisciplinary and contain many courses across multiple departments. Please also consult advising documents in related disciplines. For additional specialization, several emphasis areas are defined in each advising document. No emphasis, or an individualized emphasis, are also options. (Note: Students using Veteran's Administration benefits may not pursue individualized competence or emphasis areas and must choose from prescribed competence and concentration titles approved by the Arizona State Approving Agency.)

OVERVIEW

Cultural and Regional Studies offers an interdisciplinary curriculum that spans the social sciences and humanities including History, Geography, Ethnic Studies, Cultural Studies, and Political-Economy. The curriculum puts particular emphasis on the study of social change--the theories, knowledge, and skills necessary to critically analyze, research, collaborate, and participate directly in environmental and social justice work. Students learn in the classroom and through field studies, local and international, and through internships, research projects, and campaigns. A competence in CRS equips students with an experiential understanding of global systems, of historical contexts, and the skills to intervene and contribute to solutions. A student's course of study in CRS is designed to support each one's individual intellectual interests and career goals which may include the pursuit of a Masters or Ph.D. in the social sciences and humanities, law school or other professional pursuits, work in non-profit organizations, international work, work in popular education and community activism. CRS curriculum encourages interdisciplinarity and student's development of their own cross-department competence foci, for example in Social Justice Education, Critical Psychology, Feminist Studies, and Justice and Outdoor Education. Students graduating with a competence in CRS are well prepared for success in several Prescott College accelerated Master's programs and in particular the Social Justice and Community Organizing program.

LEARNING OUTCOMES

- Learners will demonstrate the ability to: closely read, contextualize, explain, and critically assess arguments, evidence, and underlying assumptions and apply multiple scholarly and applied theories of culture, power, and social change
- Learners will demonstrate the ability to pose movement-based research questions and design and conduct critical research exploring a relevant social or cultural question using appropriate research methods: learners will demonstrate the ability to describe, analyze, and critically reflect on the ethics of cross-cultural research, representation, and collaboration, and articulate and evaluate the stakes of academic knowledge production in context
- Learners will demonstrate the ability and dispositions to explain, reflect on, and participate in collaborative projects to make change
- Learners will demonstrate the ability to identify, explain, and compare frameworks for understanding relationships among social, cultural, and ecological systems and problems grounded in dominant western approaches to knowledge as well as approaches that critique and/or differ culturally, historically, and geographically from dominant cultural and institutional systems of thought. Learners will demonstrate the ability to identify and analyze key dynamics of cultural, political, ecological, and economic globalization.

COMPETENCE REQUIREMENTS

- 60 credits, 30 of which are Upper Division (for double competence, each competence has 45 credits, 24 are Upper Division)
- Senior Project

Required Core Courses

Number	Title	Credits
HDP22210	Introduction to Psychology	4
HDP22212	Concepts in Critical Psychology	4
One Course in Social Theory Distribution		
CRS23651/43651	Changing World Order: The Political Economy of Globalization	4
CRS22410	Men & Masculinity	4
CRS44010	US-Mexico Border Studies	4
CRS42100	The Color Line in U.S. History	4
HDP22414	Identity, Culture and Film	4
CRS22706	Barrio Pedagogy	4
CRS42310	History of Gender & Sexuality	4
EDU21500	Culture, Power & Societal Change	4
CRS24030/44030	African American Literature	4
CRS22001/42001	Economic and Social History of the U.S.	4
CRS42520	Reading Marx	4
CRS44026	Intro to Ethnic Studies	4
One course from Political Engagement Distribution		
CRS21102/41102	Funding Change: Grant Writing and Non-Profit Management	4
CRS45119	Anti-Racist Organizing	4
MASJ50001	Community Organizing 1	3
MASJ50002	Community Organizing 2	3
EDU21010/47001	Foundations of Education	4
CRS43610	Environmental Politics	4
CRS24010/4010	US-Mexico Border Studies	4
ALE21045	Just Art: Art and Social Change	4
EDU42705	Rethinking Our Classrooms: Race, Power and Identity in Education	4
One course in Critical Social Research Distribution		
CRS21105	Racial Media	4
CRS44300	Maasailand I, II, III	12
CRS42520	Reading Marx	4
CRS21050/41050	Image and Power in Mass Culture	4
MASJC51111	Advocacy Research	3
One course in Globalization Distribution		
CRS24010/4010	US-Mexico Border Studies	4
CRS23651/43651	Changing World Order: The Political Economy of Globalization	4
CRS23610/43610	Environmental Politics	4
CRS25125	The Ethics of Mobility	4
CRS25130/45130	Memory, Truth and Transitional Justice in Guatemala	4
	Climate Justice	4
CRS44300	Maasailand I, II, III	12
CRS22150/42150	The Middle East: History, Culture and Current Events	4

Emphasis Options

Emphasis in Environmental Justice and Communities Environmental Justice is a social movement, a legal framework, and a set of values grounded in the principle that all people, communities, and living beings have the right to equal environmental protection under the law and the right to live, work, learn, and play in communities that are safe, healthy, and supportive of healthy ecosystems. This track combines the study of relationships between communities and ecosystems with the study of theories and practices of sustainable community development and environmental and social justice movements, enabling students to understand and participate directly in environmental justice movements, policy engagement, planning, and development.

Number	Title	Credits
Choose 8 courses that directly address the social impacts of environmental problems		
ENV44800	Environmental Ethics	4
ENV21700/ENV4170	Explorations in Sustainable Community Development	4
EDU21100/41100	Fundamentals of Environmental Education	4
HDP22230/42230	Psychology of Consumerism	4
HDP47720	Deep Ecology	4
CRS44300/01/02	Maasailand I, II, III	12
ENV24749/44749	Global Environmental Change	4
CRS48060	Urban Environmental Justice	4
ENV42022	Wildlife Management: Applied Conservation Biology	4
Choose one course from the list below that addresses ecological principles and systems		
ENV22725	Ecology, Concepts of	4
ENV23329	Oceanography	4
ENV42020	Conservation Biology	4
ENV41701	Organic Evolution	4
ENV23321	Marine Studies II: Cultural Ecology	4
Choose one course from the list below that addresses justice movements and organizing		
CRS23610/43610	Environmental Politics	4
ENV24749/44749	Global Environmental Change	4
CRS25119	Anti-Racist Organizing	4
CRS41001	Community Organizing 1	4
CRS28060/48060	Urban Environmental Justice	4
CRS23020/43020	The World We Want: Emergent Organizing Strategies	4
CRS21102/41102	Funding Change: Grant Writing and Non-Profit Essentials	4

Emphasis in History, Ethnicity and Culture History, Ethnicity, and Culture: Ethnic Studies explores the complex ways various communities and groups of people define and represent their own cultural practices and histories, contest and collaborate with representations that erase or distort their experiences for the purposes of domination and exploitation, and produce and influence interpretations of the world. Social and Cultural Analysis combines the study of culture and power; it investigates roles played by cultural production, meanings, politics, relationships, and practices in shaping history, geography, and movements for social change and the ways that cultural identities, meanings, and politics are shaped by social systems. This emphasis area enables students to learn and apply interdisciplinary historical knowledge, methods, and frameworks to the study of ethnicity, communities, places, and politics.

Number	Title	Credits
Choose 8 courses focusing on History and Ethnicity		
CRS24011/42011	Chicano Studies	4
CRS24025/44025	Intro to Ethnic Studies	4
ENV21700/4170	African American Literature	4
CRS22030/42030	Indigenous Rights, Cultural Survival, and Tourism	4

CRS22100/42100	The Colorline in U.S. History	4
CRS24010/44010	U.S.-Mexico Border Studies	4
CRS22706	Barrio Pedagogy	4
CRS28060/48060	Urban Environmental Justice	4
CRS44300/01/02	Maasailand I, II, III	12
CRS22603/42603	Wilderness & Colonization	4
CRS25440/45440	Introduction to Xicano/Indigenous Literature	4
CRS21202/41202	Bamboozled: Race, Power, and Representation in Cinema	4
CRS23016/43016	Beyond Walls and Cages: Critical Abolition Studies	4

Choose 2 courses focusing on Social and Cultural Analysis

CRS21050/41050	Image and Power in Mass Culture	4
CRS23610/43610	Environmental Politics	4
CRS43710	Social Ecology as Ecological Humanism	4
CRS42311	Queering Utopia: Theory and Practices of Hope	4
CRS42520	Reading Marx	4
CRS23653/43653	Clones, Phones, & Drones: Exploring the Ethics and Politics of Science and Technology	4
MASJ50020	Landscapes of Neoliberalism	3
ADV21710	Leading Inclusively: Theory	4

Emphasis in Global Systems This Emphasis Area explores interdisciplinary approaches to the understanding of global economic, political, and social systems. It includes the historical and contemporary study of world trade policy, practice, and impacts, the study of urbanization, the formation of nation-states and other systems and scales of governance and development, and the roles of policy, planning, economic production, and social movements in addressing global crises and building collective solutions.

Number	Title	Credits
Choose 8 courses relating to Global Systems		
CRS23651/43651	Changing World Order: The Political Economy of Globalization	4
CRS24025/44025	Intro to Ethnic Studies	4
CRS25125	Travel, Tourism, and the Ethics of Mobility	4
CRS25119/45119	Anti-Racist Organizing	4
CRS22150/42150	The Middle East: History, Culture, and Current Events	4
CRS22706	Barrio Pedagogy	4
CRS42520	Reading Marx	4
MASJ50020	Landscapes of Neoliberalism	3
CRS21102/41102	Funding Change: Grant Writing and Non-Profit Essentials	4

Choose 2 courses relating to States, Nations or Governments

CRS22001/42001	Economic and Social History of the U.S.	4
CRS44300/01/02	Maasailand I, II, III	12
CRS24208/44208	Central America's Northern Triangle	4
CRS25130/45130	Memory, Truth and Transitional Justice in Guatemala	4
CRS24010/4010	US-Mexico Border Studies	4

Breadth Requirements - Students must complete 30 credits (8 UD) that include at least one course from each distribution area.

Teaching Certification Breadth - Students outside of Education can pursue the required coursework leading to teaching certification in Elementary Education, Secondary Education or Special Education. Please consult the Education Department for details at education@prescott.edu

ACCELERATED MASTER'S DEGREES

Students generally apply for a Master's program in their junior year and take courses in their senior year. To apply, *accelerated students* complete the traditional admissions process. Approved students are then granted conditional admission pending bachelor's degree conferral. Graduate course credits can be applied to the completion of an undergraduate degree. Approved undergraduate courses can make up a portion of a graduate degree. Students pay undergraduate tuition during the senior year while taking graduate courses. While students should reference advisors and the Prescott College website for all Master's degree options, the following degrees are especially relevant when continuing to study in this area.

MASTERS OF ARTS in SOCIAL JUSTICE AND COMMUNITY ORGANIZING

SJCO Required Courses: (initial courses to take in senior year show in **bold type**)

- **MASJC50001A: Organizing 1 -4**
- **MASJC50002: Radical Pedagogy as Praxis**
- **MASJC50003: Globalization and Urban Politics**
- **MASJC50004: Theories of Change**
- MASJC50005: Mobilizing Change
- MASJC50020: Landscapes of Neoliberalism
- MASJC50050: Comparative Political and Social Theory
- MASJC50060: Leadership Development
- MASJC51111: Advocacy Research

MASTER OF ARTS IN CRITICAL PSYCHOLOGY AND HUMAN SERVICES

CPHS Required Courses: (initial courses to take in senior year show in **bold type**)

- **HDP52212 Concepts in Critical Psychology**
- **HDP52220 Critical Theoretical and Historical Foundations of Psychology**
- **MASJC50004 Theories of Change**
- **MASJC50050 Comparative Political and Social Theory**

One Additional Required Course:

- Peace Psychology
- Community Psychology
- Liberation Psychology - 3 credits
- Psychology of Globalization
- Psychology of Culture and Diversity

One Elective: Can be any relevant master's level PC courses offered online approved by program director

Other Required Courses (Professional/Research + Doctoral Tracks)

- Grant Writing and Fundraising
- Program Development and Evaluation
- Helping Skills
- Community Health Policy and Advocacy

- Critical Research Methods
- Capstone

MASTERS OF SCIENCE in SUSTAINABLE FOOD SYSTEMS

MSFS Required Courses: (initial courses to take in senior year show in **bold type**)

- **ENV57900: Food Systems**
- **ENV57901: Place, Sustainability, and Diets: Eco-Nutrition**
- **ENV57950: Theory and Practice in Agroecological Systems**
- **ENV57955: Social Values and Value Chains: Farm to Plate Sustainability**
- ENV57902: Food Justice and Sustainable Food Systems
- ENV57950: Food and Agriculture: Advanced Policy
- SBM57510: The Adventure of Enterprise: Ecopreneurs, Innovation, and Sustainability
- Organizational Transformation & Sustainable Leadership .

MASTERS OF SCIENCE in RESILIENT AND SUSTAINABLE COMMUNITIES

MRSC Required Courses: (initial courses to take in senior year show in **bold type**)

- **ENV57100 Ecology, Culture, and Community**
- **ENV57876 Understanding Climate Change**
- **ENV58750 Sustainability and Resilience: From Theory to Practice**
- **SBM53000 The Economics of Sustainable Organizations & Communities**
- SBM52225 Energy and Environment
- ENV51250 Land-Use Planning and Policy
- ENV57903 Food Systems
- ENV57700 Social Equity and Community Engagement
- SBM57501 Organizational Transformation and Sustainable Leadership

Bachelor of Arts in Education (Non-Certification)

- **With Emphasis in Environmental Education**
- **With Emphasis in Social Justice, Pedagogy & Praxis**

UNDERGRADUATE DEGREES AT PRESCOTT COLLEGE

All degrees are interdisciplinary and contain many courses across multiple departments. Please also consult advising documents in related disciplines. For additional specialization, several emphasis areas are defined in each advising document. No emphasis, or an individualized emphasis, are also options. (Note: Students using Veteran's Administration benefits may not pursue individualized competence or emphasis areas and must choose from prescribed competence and concentration titles approved by the Arizona State Approving Agency.)

OVERVIEW

The Education Department at Prescott College prepares students to teach in a variety of formal and non-formal settings from public schools to environmental education camps, to adventure education classrooms, to alternative schools. In all Prescott College programs, undergraduate students have the option of creating an individualized competence, with the assistance of their faculty adviser and graduation committee. These competencies can be in one area of study or could bridge multiple fields. Education students can weave together their education coursework with classes from Cultural and Regional Studies, Environmental Studies, the arts, or Psychology to craft their own emphasis areas.

LEARNING OUTCOMES

- Education uses an array of outcomes for each specific certification track that align directly with the INTASC and ISTE standards and/or NAEYC standards. Please see the curriculum map and professional program rubrics in the Assessment Handbook documenting alignment of outcomes and rubrics with state, national and professional standards.

CORE EDUCATION OUTCOMES

- LEARNER DEVELOPMENT—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- LEARNING DIFFERENCES—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- LEARNING ENVIRONMENTS—The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- CONTENT KNOWLEDGE—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of content.
- APPLICATION OF CONTENT—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- ASSESSMENT—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- PLANNING FOR INSTRUCTION—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- INSTRUCTIONAL STRATEGIES—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- PROFESSIONAL RESPONSIBILITY & ETHICAL PRACTICE—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- LEADERSHIP & COLLABORATION—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

REQUIREMENTS

- 60 credits, 30 of which are Upper Division (for double competence, each competency has 45 credits, 24 are Upper Division)
- Senior Project

Required Core Courses

Number	Title	Credits
EDU47001	Foundations of Education	3
	Curriculum Design, Assessment & Evaluation	4
EDU47050	Working in Schools	1
two courses in Education Fundamentals		
EDU21100	Fundamentals in Environmental Education	4
EDU27033	Sense of Place and Place-Based Education Theory	4
EDU47005	Learning Theories	3
EDU41056	Critical Consciousness: Theory & Practice	4
EDU42610	Experiential Philosophy & Methods	4
three courses in Education Methodology		
EDU41101	Environmental Education Methods	4
EDU25012	Cultivating Learning through School Gardens	4
EDU47109	Nature and Place-Based Methods Integration - Math & Science	4
EDU47029	Arts and Place-Based Methods Integration: Language Arts & Social Studies	4
EDU25103	The Art of Teaching: Community, Curriculum and Cooperation	4
EDU27033/47033	Sense of Place: Place-Based Education Theory	4
CRS22706	Barrio Pedagogy	4
One course in Instructional Design & Practice		
EDU47010	Curriculum Design in Experiential Education	4
ADV21225	Teaching & Learning in Adventure Education	4
EDU41200	Pedagogy of Multicultural and Social Justice Education	4
One course in Education and Society		
ENV44800	Environmental Ethics	4
CRS25125	Meeting the World: The Ethics of Mobility	4
	Advanced Topics in Environmental Education	4
EDU21500	Culture, Power & Societal Change	4
EDU22705	Rethinking our Classroom: Race, Power & Identity	4

	Practicum: Education Service Learning	4
CRS44025	Intro to Ethnic Studies	4
EDU42710	Ethical Issues for Experiential Educators	4

Emphasis in Environmental Education required courses - Students pursuing this emphasis explore both the theory and practice of EE, intertwined with empirical understandings from numerous observations, field experiences, and practicum opportunities. The Environmental Education emphasis is highly interdisciplinary and complementary as a breadth to students studying Education, Environmental Studies, Adventure Education, Social Justice, Sustainability, Human Development, Arts and Letters, Ecopsychology, and more.

ENV22725	Concepts of Ecology	4
OR		
ENV22730/ENV22731	Natural History of the Southwest I and II (choose one)	4
EDU21100/41100	Fundamentals of Environmental Education	4
EDU41101	Environmental Education Methods	4
ADV21225	Teaching & Learning in Adventure Education	4
EDU42121	AT in Environmental Education	4
EDU25100/45100	Culture, Power & Societal Change	4

Emphasis in Social Justice Education Students interested in the Social Justice Education emphasis explore the democratic and liberatory power of social justice in the education system, both inside and outside of the classroom as an educational process. Students gain awareness of how economic, social, cultural, and political power shapes human relations, the way we see and understand the world, and the power of education to mitigate social problems in education.

EDU41056	Critical Consciousness: Theory & Pedagogy	4
EDU47010	Culturally Responsive Curriculum and Assessment	4

one Critical Methods course
one Practicum course
three courses in Culture and Society

Electives and Emphasis Areas

ECOLOGICAL LITERACIES- Environmental Education Emphasis

Natural Sciences

ENV22115/42115	Plant Explorations	4
ENV22015	Biological Principles	4
ENV22048	Earth Science, Introduction to	4
ENV22730	Natural History & Ecology of the Southwest I	4
ENV22731	Natural History & Ecology of the Southwest II	4
Environmental Studies Concepts		4
ENV22850	Environmental Studies: Root Causes, Innovative Solutions	4
ENV21015/41015	Philosophies of the Interpretive Naturalists	4
ENV44800	Environmental Ethics	4
ENV24749/44749	Global Environmental Change	4

Environmental Education

EDU21105	Environmental Ed Certification	4

CULTURE AND SOCIETY -Social Justice Education Emphasis

CRS22410	Men & Masculinity	4
CRS24010/4010	US-Mexico Border Studies	4
CRS21050/41050	Image and Power in Mass Culture	4
CRS21016/41016	Spanish Intensive and Cultural Immersion	4
CRS42100	The Color Line in U.S. History	4
CRS42311	Queering Utopia: Queer Theory & Practices of Hope	4

CRS44300	Maasailand I, II, III	12
CRS42311	Queering Utopia	4
CRS22150/42150	The Middle East: History, Culture and Current Events	4
CRS42520	Reading Marx	4
CRS24208/44208	Central America's Northern Triangle	4
METHODS		
CCC40000	Inquiry and Analysis	4
ENV41025	Statistics for Research	4

Breadth Requirements - Students outside of Education can complete a minimum of 30 credits for a general education breadth by completing a minimum of 2 courses in each distribution area listed above.

Teaching Certification Breadth - Students outside of Education can pursue the required coursework leading to teaching certification in Elementary Education, Secondary Education or Special Education. Please consult the Education Department for details at education@prescott.edu

ACCELERATED MASTER'S DEGREES

While students should reference advisors and the Prescott College website for all Master's degree options, the following degrees are especially relevant when continuing to study in this area.

Considerations specific to the professional preparation degrees:

- Students apply for the M.Ed. program in their junior year and take courses in their senior year.
- Undergraduate students in the Master of Education Accelerated Pathway are designated as *accelerated students* and complete the traditional admissions process (application, 2 letters of recommendation, personal statement, readiness reflection, tech literacy affirmation, transcripts, resume, and fees).
- Approved students are granted conditional admission pending a bachelor's degree conferral and may enroll in up to 4 graduate courses in the final undergraduate year.
- Undergraduate courses do not count towards the accelerated program. Only graduate courses (with graduate course numbers) count towards the program.
- Accelerated students must maintain a B- (3.00 cumulative) GPA in graduate coursework.
- Students pay undergraduate tuition during the senior year while taking graduate courses.
- The undergraduate senior is only allowed to take foundational certification courses as credit towards the graduate program. Foundational courses in Education are also required as a prerequisite to the program in order for the Accelerated Master's degree candidate to have a solid foundation in the culture of schools.

THE ACCELERATED MASTER OF EDUCATION (M.ED.)

Pathway into Certified Professional Preparation provides talented upper-division undergraduates the opportunity to "accelerate" into graduate coursework. This pathway is convenient for individuals who have selected teaching as a career before undergraduate work is completed, and allows students to decrease the total amount of time necessary to complete degree and certification requirements.

The M.Ed. any certified program has policies, standards, methods, and teaching practices that comply with the Arizona Department of Education. In order to remain in compliance with these standards, all credits applied to the degree must be taught within these professional parameters.

CPHS Required Courses: (initial courses to take in senior year show in **bold type**)

- **EDU57035: Intro to Special Education - 3 credits**
- **EDU57050: Working in Schools - 1 credit**

- **EDU47802: Foundations of Early Childhood Early Childhood SPED - 3 credits**
- **EDU57020: Reading Methods & Practice - 3 credits**
- **EDU57001: Foundations of Education - 3 credits**
- **EDU57004: Structured English Immersion Complete - 3 credits**

Additional Notes:

- Accelerated coursework beyond the above listing requires the approval of the Assistant Dean of Education or the Director of Professional Preparation Programs.
- Orientation to the program is a prerequisite to the program. Once accepted into the Accelerated program, students will be expected to comply with all other requirements of first semester students:
- Prescott College allows graduate-level coursework to count toward degree completion at the undergraduate level. **Students seeking undergraduate transfer credit for graduate-level coursework taken in the Accelerated M.Ed. program to complete bachelor's degree requirements for colleges and universities *other* than Prescott College should verify course transferability with those respective institutions *prior* to taking accelerated coursework.**
- Although accelerated students are considered members of the graduate cohort, accelerated students are *not* considered graduate students until the bachelor's degree is conferred.
- Upon conferral of the undergraduate degree, the accelerated student is fully admitted into the program, reclassified as a *pre-service student,* and follows the traditional program.
- Students who are approved to begin the accelerated track but do not complete the bachelor's degree within 2 semesters are dropped from the track and will have to re-apply as a student in the traditional pathway. Students may not apply a second time to the program.

MASTER OF SCIENCE IN COUNSELING

MSCP Required Courses: (initial courses to take in senior year show in **bold type**)

- **MACP50000: Professional Orientation to Mental Health Counseling - 3 credits**
- **MACP50010: Psychopathology: Diagnostic & Treatment Planning**
- **MACP50020: Human Grown & Development**
- **MACP50030: Social and Cultural Diversity in Counseling**
- MACP50040: Research and Program Evaluation in Mental Health Counseling
- MACP51000: Social Justice in Counseling
- MACP50060: Helping Relationships: Basic Counseling Skills
- MACP50070: Career and Lifestyle Development: Challenges of Adulthood
- MACP50090: Assessment: Psychological Testing and Appraisal in Counseling
- MACP51010: Counseling Theories
- MACP51190: Professional Counseling Ethics
- MACP51150: Marriage, Couple, and Family Counseling
- MACP51170: Addiction Counseling
- MACP51020: Supervised Counseling Practicum (100 Hours; 40 Direct, 60 indirect)
- MACP51021: Supervised Counseling Internship (600 Hours; 240 direct, 360 indirect)
- Variable: Electives (3 courses at 3 credits each)

Emphasis Areas

1. Addiction and Marriage, Couple & Family Counseling
2. Social Justice Emphasis
3. Somatic Emphasis
4. No Emphasis

MASTER OF ARTS IN CRITICAL PSYCHOLOGY AND HUMAN SERVICES

CPHS Required Courses: (initial courses to take in senior year show in **bold type**)

HDP52212 Concepts in Critical Psychology

HDP52220 Critical Theoretical and Historical Foundations of Psychology

MASJC50004 Theories of Change

MASJC50050 Comparative Political and Social Theory

One Additional Required Course:

- Peace Psychology
- Community Psychology
- Liberation Psychology - 3 credits
- Psychology of Globalization
- Psychology of Culture and Diversity

One Elective: Can be any relevant master's level PC courses offered

Other Required Courses (Professional/Research + Doctoral Tracks)

- Grant Writing and Fundraising
- Program Development and Evaluation
- Helping Skills
- Community Health Policy and Advocacy
- Critical Research Methods
- Capstone

MASTERS OF ARTS IN EDUCATION - EMPHASIS IN ENVIRONMENTAL EDUCATION

MA in Education/Environmental Education Required Courses: (initial courses to take in senior year show in **bold type**)

- **Foundations of Environmental Education**
- **Connected learning**
- **Graduate Scholarship and Research Methodology**
- **Social and Ecological Perspectives**
- Ecological Systems and Processes
- Practicum
- EE/teaching focus
- Pedagogical/Andragogical Methods in Teaching and Learning
- Program Design and Evaluation
- Advanced Research Methods
- Elective
- Thesis

Education - Professional Preparation Programs with Teacher Certification

Bachelor of Arts in Education: Elementary, Secondary, Early Childhood, Special Education, or Early Childhood Special Education

OVERVIEW

The Division of Professional Preparation Programs within the Education Department at Prescott College prepares students to teach in a variety of education specialties. In all Prescott College professional preparation programs, undergraduate students are eligible to receive Institutional Recommendation for Teaching Certification with the Arizona Department of Education upon graduation and successful completion of certification requirements.

LEARNING OUTCOMES

- Education uses an array of outcomes for each specific certification track that align directly with the INTASC and ISTE standards and/or NAEYC standards. Please see the curriculum map and professional program rubrics in the Assessment Handbook documenting alignment of outcomes and rubrics with state, national and professional standards differentiated for the appropriate level of learning.

General Professional Preparation Outcomes

- LEARNER DEVELOPMENT—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- LEARNING DIFFERENCES—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- LEARNING ENVIRONMENTS—The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- CONTENT KNOWLEDGE—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of content.
- APPLICATION OF CONTENT—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- ASSESSMENT—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- PLANNING FOR INSTRUCTION—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- INSTRUCTIONAL STRATEGIES—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- PROFESSIONAL RESPONSIBILITY & ETHICAL PRACTICE—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- LEADERSHIP & COLLABORATION—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Admittance Requirements for Professional Preparation Programs - The Division of Professional Preparation Programs requires a formal admission process. All students interested in teacher certification must meet the following requirements:

- Successful completion of 36 credits of general coursework (upper or lower-division)
- Completion of the following courses:
    - EDU 47001 Foundations of Education (3 credits)
    - EDU 47050 Working in Schools: Orientation (1 credit)
- A one-page synopsis teaching philosophy synopsis
- Completed application for admission to the Division of Professional Preparation Programs

Students seeking admission into one of the Professional Preparation Programs should apply no later than the semester before intending to register for certification coursework.
Teaching Certification Breadth - Students outside of Education can pursue the required coursework leading to teaching certification in Elementary Education, Secondary Education or Special Education. Please consult the Education Department for details at education@prescott.ed

GENERAL REQUIREMENTS FOR CERTIFICATION BACHELOR DEGREES

- 60 credits
- Required courses in the competence
    - Foundations of Education
    - Curriculum Design, Assessment & Evaluation
    - Working in Schools: Orientation
- Student Teaching (12 weeks)

Bachelor of Arts in Education: Elementary Education

The Bachelor of Arts in Elementary Education (120 credits) consists of 60 lower-division and a minimum of 36 upper-division semester credits. The program is designed to cultivate the knowledge and skills required for educators of young children (grades K-8). Successful completion of degree requirements leads to an Institutional Recommendation for Arizona Teacher Certification in Elementary Education.

In addition to the 60 credits of lower-division coursework and general College graduation requirements, the Bachelor of Arts in Elementary Education is comprised of the following upper-division coursework:

Lower Division Coursework & General Graduation Requirements: (60 credits)				
Breakdown of Competence Requirements for Elementary Education:				
A. ELEMENTARY EDUCATION CERTIFICATION REQUIREMENTS (36 Credits)				
EDU47035: Intro to Special Education (3)	**EDU47050**: Working in Schools (1)	**EDU47020**: Reading Methods & Practice (3)	**EDU47040**: Creating & Managing Learning. Communities (3)	**EDU47029**: Arts & Place-Based Methods Integration:

				Language Arts & Social Studies (4)
EDU47001: Foundations of Education (3)	**EDU47019**: Nature & Place-Based Methods Integration: Math and Science S.T.E.M. (4)	**EDU47010**: Curriculum Design, Assessment & Evaluation (4)	**EDU47004**: Structured English Immersion Complete (3)	**EDU47199**: Student Teaching Elementary (8)
B. Competence Electives (24 credits): 12 credits of coursework in the Education Department 12 credits of interdisciplinary coursework				
Total Credits for the Bachelor of Arts, Elementary Education: 120 credits				

Bachelor of Arts in Education: Secondary Education

The Bachelor of Arts in Secondary Education (120 credits) consists of 60 lower-division and a minimum of 36 upper-division semester credits. The program is designed to cultivate the knowledge and skills required for educators of teen-age adolescents (grades 6th-12). Successful completion of degree requirements leads to an Institutional Recommendation for Arizona Teacher Certification in Secondary Education.

In addition to the 60 credits of lower-division coursework and College graduation requirements, the Bachelor of Arts in Secondary Education is comprised of the following upper-division coursework:

Lower Division Coursework & General Graduation Requirements: (60 credits)				
Breakdown of Competence Requirements for Secondary Education:				
A. SECONDARY EDUCATION CERTIFICATION REQUIREMENTS (36 Credits)				
EDU47035: Intro to Special Education (3)	**EDU47050**: Working in Schools (1)	**EDU47217**: Secondary Reading Methods (3)	**EDU47040**: Creating & Managing Learning. Communities (3)	**EDU47208**: Secondary Content Methods (4)
EDU47001: Foundations of Education (3)	**HDP42200:** Adolescent Psychology (4)	**EDU47010**: Curriculum Design, Assessment & Evaluation (4)	**EDU47004**: Structured English Immersion Complete (3)	**EDU47299**: Student Teaching Secondary (8)
B. Competence Electives (24 credits): 12 credits of coursework in the Education Department 12 credits of interdisciplinary coursework				

Total Credits for the Bachelor of Arts, Secondary Education: 120 credits

Bachelor of Arts in Education: Early Childhood Education

The Bachelor of Arts in Early Childhood Education (120 credits) consists of 60 lower-division and a minimum of 36 upper-division semester credits. The program is designed to cultivate the knowledge and skills required for educators of infants and very young children (birth to age 8). Successful completion of degree requirements leads to an Institutional Recommendation for Arizona Teacher Certification in Early Childhood Education.

In addition to the 60 credits of lower-division coursework and College graduation requirements, the Bachelor of Arts in Early Childhood Education is comprised of the following upper-division coursework:

Lower Division Coursework & General Graduation Requirements: (60 credits)					
Breakdown of Competence Requirements for Early Childhood Education:					
A. EARLY CHILDHOOD EDUCATION CERTIFICATION REQUIREMENTS (36 Credits)					
EDU47035: Intro to Special Education (3)	**EDU47050**: Working in Schools (1)	**EDU47020**: Reading Methods & Practice (3)	**EDU47820:** Positive Child Guidance (3)	**EDU47029**: Arts & Place-Based Integration: Language Arts & Social Studies (4)	**EDU47898:** Early Childhood Education Practicum (4)
EDU47804: The Whole Child (3)	**EDU47019**: Nature & Place-Based Methods Integration: Math and Science S.T.E.M. (4)	**EDU47010**: Curriculum Design, Assessment & Evaluation (4)	**EDU47802:** Foundations of Early Childhood & Early Childhood Special Education (3)	**EDU47899**: Student Teaching Early Childhood Education (4)	
B. Competence Electives (24 credits): 12 credits of coursework in the Education Department 12 credits of interdisciplinary coursework					
Total Credits for the Bachelor of Arts, Early Childhood Education: 120 credits					

Bachelor of Arts in Education: Mild/Moderate Special Education

The Bachelor of Arts in Special Education (120 credits) consists of 60 lower-division and a minimum of 39 upper-division semester credits. The program is designed to cultivate the knowledge and skills required for educators of exceptional students (grades K-12). Successful completion of degree requirements leads to an Institutional Recommendation for Arizona Teacher Certification in Special Education.

In addition to the 60 credits of lower-division coursework and College graduation requirements, the Bachelor of Arts in Special Education is comprised of the following upper-division coursework:

<table>
<tr><td colspan="6">Lower Division Coursework & General Graduation Requirements: (60 credits)</td></tr>
<tr><td colspan="6">Breakdown of Competence Requirements for Mild/Moderate Special Education:</td></tr>
<tr><td colspan="6">A. MILD/MODERATE SPECIAL EDUCATION CERTIFICATION REQUIREMENTS (39 Credits)</td></tr>
<tr><td>EDU47035: Intro to Special Education (3)</td><td>EDU47050: Working in Schools (1)</td><td>EDU47020: Reading Methods & Practice (3)</td><td>EDU47315: Special Education Classroom Management (3)</td><td>EDU48750: Foundations of Language & Literacy (3)</td><td>EDU47004: Structured English Immersion Complete (3)</td></tr>
<tr><td>EDU47881: Advanced Special Education Methods (4)</td><td>EDU47880: Collaborative Special Education Communities (4)</td><td>EDU47010: Curriculum Design, Assessment & Evaluation (4)</td><td>EDU47385: Survey of Exceptional Learners (3)</td><td colspan="2">EDU47395: Student Teaching: Mild to Moderate Special Education (8)</td></tr>
<tr><td colspan="6">B. Competence Electives (21 credits): 9 credits of coursework in the Education Department
12 credits of interdisciplinary coursework</td></tr>
<tr><td colspan="6">Total Credits for the Bachelor of Arts, Mild/Moderate Special Education: 120 credits</td></tr>
</table>

Bachelor of Arts in Education: Early Childhood Special Education

The Bachelor of Arts in Education with Environmental Education emphasis consists of 120-semester credits and a minimum of 40 upper-division credits. The program is designed to cultivate the knowledge and skills required for educators in environmental education programs. This program does not lead to an Institutional Recommendation for certified practice within K-12 schools.

In addition to the 60 credits of lower-division coursework and College graduation requirements, the Bachelor of Arts in Early Childhood Special Education is comprised of the following upper-division coursework:

Lower Division Coursework & General Graduation Requirements0: (60 credits)

Breakdown of Competence Requirements for Early Childhood Special Education:					
A. EARLY CHILDHOOD SPECIAL EDUCATION CERTIFICATION REQUIREMENTS (40 Credits)					
EDU47035: Intro to Special Education (3)	**EDU47050**: Working in Schools (1)	**EDU47020**: Reading Methods & Practice (3)	**EDU47029**: Arts & Place-Based Integration: Language Arts & Social Studies (4)	**EDU48750:** Foundations of Language & Literacy (3)	**EDU47697:** Early Childhood Special Education Practicum (4)
EDU47820: Positive Child Guidance (3)	**EDU47019**: Nature & Place-Based Methods Integration: Math and Science S.T.E.M. (4)	**EDU47880:** Collaborative Special Education Communities (4)	**EDU47881:** Advanced Special Education Methods (4)	**EDU47804:** The Whole Child (3)	**EDU47698**: Student Teaching: Early Childhood Special Education (4)
B. Competence Electives (20 credits): 8 credits of coursework in the Education Department 12 credits of interdisciplinary coursework					
Total Credits for the Bachelor of Arts, Early Childhood Special Education: 120 credits					

ACCELERATED MASTER OF EDUCATION (M.ED.)

The pathway into Certified Professional Preparation provides talented upper-division undergraduates the opportunity to "accelerate" into graduate coursework. This pathway is convenient for individuals who have selected teaching as a career before undergraduate work is completed, and allows students to decrease the total amount of time necessary to complete degree and certification requirements.

The M.Ed. any certified program has policies, standards, methods, and teaching practices that comply with the Arizona Department of Education. In order to remain in compliance with these standards, all credits applied to the degree must be taught within these professional parameters.

Accelerated Master of Education Pathway Considerations:

- Students apply for the M.Ed. program in their junior year and take courses in their senior year.
- Undergraduate students in the Master of Education Accelerated Pathway are designated as *accelerated students* and complete the traditional admissions process (application, 2 letters of recommendation, personal statement, readiness reflection, tech literacy affirmation, transcripts, resume, and fees).
- Approved students are granted conditional admission pending a bachelor's degree conferral and may enroll in up to 4 graduate courses in the final undergraduate year.

- Undergraduate courses do not count towards the accelerated program. Only graduate courses (with graduate course numbers) count towards the program.

- Accelerated students must maintain a B- (3.00 cumulative) GPA in graduate coursework.

- Students pay undergraduate tuition during the senior year while taking graduate courses.

- The undergraduate senior is only allowed to take foundational certification courses as credit towards the graduate program. Foundational courses in Education are also required as a prerequisite to the program in order for the Accelerated Master's degree candidate to have a solid foundation in the culture of schools.

- The following courses are available for students in the accelerated program:
    - **MAED57035**: Intro to Special Education - 3 credits
    - **MAED57050**: Working in Schools - 1 credit
    - **MAED57802:** Foundations of Early Childhood Early Childhood SPED - 3 credits
    - **MAED57020**: Reading Methods & Practice - 3 credits
    - **MAED57001**: Foundations of Education - 3 credits
    - **MAED57004**: Structured English Immersion Complete - 3 credits
    - **MAED57010:** Curriculum Design Assessment & Evaluation - 4 credits

Accelerated coursework beyond the above listing requires the approval of the Assistant Dean of Education or the Director of Professional Preparation Programs.

- Orientation to the program is a prerequisite to the program. Once accepted into the Accelerated program, students will be expected to comply with all other requirements of first semester students including:
    - Attending the Orientation to the general MEd Orientation for all new students conducted each August, January or May;
    - Attending and participating in the Colloquia of their senior year.

Prescott College allows graduate-level coursework to count toward degree completion at the undergraduate level. **Students seeking undergraduate transfer credit for graduate-level coursework taken in the Accelerated M.Ed. program to complete bachelor's degree requirements for colleges and universities *other* than Prescott College should verify course transferability with those respective institutions *prior* to taking accelerated coursework.**

- Although accelerated students are considered members of the graduate cohort, accelerated students are *not* considered graduate students until the bachelor's degree is conferred.

- Upon conferral of the undergraduate degree, the accelerated student is fully admitted into the program, reclassified as a *pre-service student,* and follows the traditional program.

- Students who are approved to begin the accelerated track but do not complete the bachelor's degree within 2 semesters are dropped from the track and will have to re-apply as a student in the traditional pathway. Students may not apply a second time to the program.

Students requiring additional information should contact the Prescott College Department Chair of Education, the Director of Professional Preparation or the Assistant Dean of Education ***after*** acquiring junior status and ***before*** undertaking the final year of undergraduate coursework.

MASTER OF ARTS IN CRITICAL PSYCHOLOGY AND HUMAN SERVICES

CPHS Required Courses: (initial courses to take in senior year show in **bold type**)

- **HDP52212 Concepts in Critical Psychology**
- **HDP52220 Critical Theoretical and Historical Foundations of Psychology**
- **MASJC50004 Theories of Change**
- **MASJC50050 Comparative Political and Social Theory**

One Additional Required Course:

- Peace Psychology
- Community Psychology
- Liberation Psychology - 3 credits
- Psychology of Globalization
- Psychology of Culture and Diversity

One Elective: Can be any relevant master's level PC courses approved by the program director

Other Required Courses (Professional/Research + Doctoral Tracks)

- Grant Writing and Fundraising
- Program Development and Evaluation
- Helping Skills
- Community Health Policy and Advocacy
- Critical Research Methods
- Capstone

MASTERS OF ARTS IN EDUCATION - EMPHASIS IN ENVIRONMENTAL EDUCATION

MA in Education/Environmental Education Required Courses: (initial courses to take in senior year show in **bold type**)

- **Foundations of Environmental Education**
- **Connected learning**
- **Graduate Scholarship and Research Methodology**
- **Social and Ecological Perspectives**
- Ecological Systems and Processes
- Practicum
- EE/teaching focus
- Pedagogical/Andragogical Methods in Teaching and Learning
- Program Design and Evaluation
- Advanced Research Methods
- Elective
- Thesis

Post Baccalaureate Certification Programs

Post Baccalaureate Certification in Elementary Education

The Post Baccalaureate Program in Elementary Education is a non-degree program consisting of 36 semester credits. The program is designed to cultivate the knowledge and skills required for educators of young children (grades K-5). Successful completion of degree requirements leads to an Institutional Recommendation for Arizona Teacher Certification in Elementary Education.

	FULL TIME ENROLLMENT 16 CREDITS SEMESTER	3/4 ENROLLMENT APPROX 9 CREDITS SEMESTER	PART-TIME ENROLLMENT APPROX 6 CREDITS A SEMESTER
FALL	EDU47050/57050 - Working in Schools (1cr) EDU47010/57010 - Curriculum Design and Evaluation (4cr) EDU47029/57029 - Arts & Place-Based Methods Integration: Language Arts & Social Studies (4cr) EDU47035/57035 - Intro to Special Education (3cr)	EDU47050/57050 - Working in Schools (1cr) EDU47010/57010 - Curriculum Design and Evaluation (4cr) EDU47029/57029 - Arts & Place-Based Methods Integration: Language Arts & Social Studies (4cr)	47035/57035 Intro to Special Education (3) EDU47010/57010 - Curriculum Design and Evaluation (4cr)
SPRING	EDU47001/57001 - Foundations of Education (3cr) EDU47020/57020 - Reading Methods & Practice (3cr) EDU47019/57019 Nature & Place-Based Methods Integration: Math and Science S.T.E.M. (4cr) EDU47004/57004 - SEI Complete (3cr)	EDU47001/57001 - Foundations of Education (3cr) EDU47019/57019 - Nature & Place-Based Methods Integration: Math and Science S.T.E.M. (4cr) EDU47004/57004 - SEI Complete (3cr)	EDU47001/57001 - Foundations of Education (3cr) EDU47020/57020 - Reading Methods & Practice (3cr)
SUMMER	EDU47040/57040 - Creating and Managing Learning Communities (3cr)	EDU47035/57035 - Intro to Special Education (3cr) EDU47020/57020 - Reading Methods & Practice (3cr) EDU47040/57040 - Creating and Managing Learning Communities (3cr)	

FALL	EDU47199 STUDENT TEACHING - 8 CR	EDU47199 STUDENT TEACHING - 8 CR	EDU47050/57050 - Working in Schools (1cr) EDU47029/57029 - Arts & Place-Based Methods Integration: Language Arts & Social Studies (4cr) EDU47040/57040 - Creating and Managing Learning Communities (3cr)
SPRING			EDU47019/57019 - Nature & Place-Based Methods Integration: Math and Science S.T.E.M. (4cr) EDU47004/57004 - SEI Complete (3cr)
FALL			EDU 47199 STUDENT TEACHING - 8 CR

Post Baccalaureate Certification in Secondary Education

The Post Baccalaureate Program in Secondary Education is a non-degree program consisting of 36 semester credits. The program is designed to cultivate the knowledge and skills required for educators of teen-age adolescents (grades 9-12). Successful completion of degree requirements leads to an Institutional Recommendation for Arizona Teacher Certification in Secondary Education.

	FULL TIME ENROLLMENT APPROX 12 CREDITS SEMESTER	3/4 ENROLLMENT APPROX 9 CREDITS SEMESTER	PART-TIME ENROLLMENT APPROX 6 CREDITS A SEMESTER
FALL	EDU47050/57050 - Working in Schools (1cr) EDU47010/57010 - Curriculum Design and Evaluation (4cr) HDP 42000/52000 Adolescent Psych (4cr) EDU47035/57035 - Intro to Special Education (3cr)	EDU47050/57050 - Working in Schools (1cr) EDU47010/57010 - Curriculum Design and Evaluation (4cr) EDU47001/57001 - Foundations of Education (3cr)	EDU47035/57035 Intro to Special Education (3) EDU47010/57010 - Curriculum Design and Evaluation (4cr)
SPRING	EDU47001/57001 - Foundations of Education (3cr) EDU47217/57217 Secondary Reading Methods (3cr) EDU47208/57208 Secondary Content Methods (4cr) EDU47004/57004 - SEI Complete (3cr)	EDU47217/57217 Secondary Reading Methods (3cr) EDU47208/57208 Secondary Content Methods (4cr) EDU47004/57004 - SEI Complete (3cr)	EDU47001/57001 - Foundations of Education (3cr) EDU47020/57020 - Reading Methods & Practice (3cr)
SUMMER	EDU47040/57040 - Creating and Managing Learning Communities (3cr)		
FALL	EDU47299 STUDENT TEACHING - 8 CR	HDP 42000/52000 Adolescent Psych (4cr) EDU47035/57035 - Intro to Special Education (3cr)	EDU47050/57050 - Working in Schools (1cr) HDP 42000/52000 Adolescent Psych (4cr)

	EDU47040/57040 - Creating and Managing Learning Communities (3cr)	EDU47040/57040 - Creating and Managing Learning Communities (3cr)
SPRING		
	EDU47299 STUDENT TEACHING - 8 CR	EDU47217/57217 Secondary Reading Methods (3cr) EDU47208/57208 Secondary Content Methods (4cr)
FALL		
		EDU47299 STUDENT TEACHING - 8 CR

Post Baccalaureate Certification in Early Childhood Education

The Post Baccalaureate Program in Early Childhood Education is a non-degree program consisting of 36 semester credits. The program is designed to cultivate the knowledge and skills required for educators of infants and very young children (birth to age 8). Successful completion of degree requirements leads to an Institutional Recommendation for Arizona Teacher Certification in Early Childhood Education.

	FULL TIME ENROLLMENT APPROX 12 CREDITS SEMESTER	**3/4 ENROLLMENT APPROX 9 CREDITS SEMESTER**	**PART-TIME ENROLLMENT APPROX 6 CREDITS A SEMESTER**
FALL	EDU47050/57050 Working in Schools (1cr) EDU47029/57029 Arts & Place-Based Integration: Language Arts & Social Studies (4cr) EDU47010/57010 Curriculum Design, Assessment and Evaluation (4cr) EDU47035/57035 Intro to Special Education (3cr)	EDU47050/57050 Working in Schools (1cr) EDU47029/57029 Arts & Place-Based Integration: Language Arts & Social Studies (4cr) EDU47035/57035 Intro to Special Education (3cr)	EDU47035/57035 Intro to Special Education (3cr) EDU47010/57010 Curriculum Design, Assessment and Evaluation (4cr)
SPRING	EDU47804/57804 The Whole Child (3cr) EDU47020/57020 Reading Methods & Practice (3cr) EDU47802/57802 Foundations of ECE/ECSE (3cr) EDU47019/57019 Nature & Place-Based Methods Integration: Math & Science STEM (4cr)	EDU47804/57804 The Whole Child (3cr) EDU47881/57881 Advanced SPED Methods (4cr) EDU47019/57019 Nature & Place-Based Methods Integration: Math & Science STEM (4cr)	EDU47804/57804 The Whole Child (3cr) EDU47020/57020 Reading Methods & Practice (3cr)
SUMMER	EDU47898/57898 ECE Practicum (4cr) EDU47820/57820 Positive Child Guidance (3cr)	EDU48750/58750 Foundations of Language and Literacy (3cr) EDU47820/57820 Positive Child Guidance (3cr)	
FALL	EDU47899 STUDENT TEACHING (4cr)	EDU47880/57880 Collaborative SPED Communities (4cr) EDU47020/57020 Reading Methods & Practice (3cr)	EDU47050/57050 Working in Schools (1cr) EDU47820/57820 Positive Child Guidance (3cr)

		EDU47029/57029 Arts & Place-Based Integration: Language Arts & Social Studies(4cr)
SPRING	EDU47899 STUDENT TEACHING (4cr) EDU47697/57697 ECSE Practicum (4cr)	EDU47802/57802 Foundations of ECE/ECSE (3cr) EDU47019/57019 Nature & Place-Based Methods Integration: Math & Science STEM (4cr)
FALL		EDU47899 STUDENT TEACHING (4) EDU47697/57697 ECSE Practicum (4cr)

Post Baccalaureate Certification in Early Childhood Special Education

The Post Baccalaureate Program in Early Childhood Special Education is a non-degree program consisting of 40 semester credits. The program is designed to cultivate the knowledge and skills required for educators of very young children with exceptionalities (birth to age 8). Successful completion of degree requirements leads to an Institutional Recommendation for Arizona Teacher Certification in Early Childhood Special Education.

	FULL TIME ENROLLMENT APPROX 12 CREDITS SEMESTER	3/4 ENROLLMENT APPROX 9 CREDITS SEMESTER	PART-TIME ENROLLMENT APPROX 6 CREDITS A SEMESTER
FALL	EDU47050/57050 Working in Schools (1cr) EDU47029/57029 Arts & Place Based Integration: Language Arts & Social Studies (4cr) EDU47880/57880 Collaborative SPED Communities (4cr) EDU47035/57035 Intro to Special Education (3cr)	EDU47050/57050 Working in Schools (1cr) EDU47029/57029 Arts & Place Based Integration: Language Arts & Social Studies (4cr) EDU47035/57035 Intro to Special Education (3cr)	EDU47035/57035 Intro to Special Education (3cr) EDU47029/57029 lArts & Place Based Integration: Language Arts & Social Studies (4cr)
SPRING	EDU47804/57804 The Whole Child (3cr) EDU47020/57020 Reading Methods & Practice (3cr) EDU47881/57881 Advanced SPED Methods (4cr) EDU47019/57019 Nature & Place-Based Methods Integration: Math & Science S.T.E.M. (4cr)	EDU47881/57881 Advanced SPED Methods (4cr) EDU47019/57019 Nature & Place-Based Methods Integration: Math & Science S.T.E.M. (4cr) EDU47804/57804 The Whole Child (3cr)	EDU47020/57020 Reading Methods & Practice (3cr) EDU48750/58750 Foundations of Language and Literacy (3cr) EDU47804/57804 The Whole Child (3cr)
SUMMER	EDU48750/58750 Foundations of Language and Literacy (3cr) EDU47820/57820 Positive Child Guidance (3cr)	EDU48750/58750 Foundations of Language and Literacy (3cr) EDU47820/57820 Positive Child Guidance (3cr)	
FALL	EDU47697 STUDENT TEACHING (4cr) EDU47697/57697 ECSE Practicum (4cr)	EDU47880/57880 Collaborative SPED Communities (4cr) EDU47020/57020 Reading Methods & Practice (3cr)	EDU47050/57050 Working in Schools (1cr) EDU47880/57880 Collaborative SPED Communities (4cr)

		EDU47820/57820 Positive Child Guidance (3cr)
SPRING	EDU47697 STUDENT TEACHING (4cr) EDU47697/57697 ECSE Practicum (4cr)	EDU47881/57881 Advanced SPED Methods (4cr) EDU47019/57019 Nature & Place-Based Methods Integration: Math & Science S.T.E.M. (4cr)
FALL		EDU47697 STUDENT TEACHING (4) EDU47697/57697 ECSE Practicum (4cr)

Post Baccalaureate Certification in Special Education

The Post Baccalaureate Program in Special Education is a non-degree program consisting of 39 semester credits. The program is designed to cultivate the knowledge and skills required for educators of exceptional students (grades K-12). Successful completion of degree requirements leads to an Institutional Recommendation for Arizona Teacher Certification in Special Education.

	FULL TIME ENROLLMENT APPROX 12 CREDITS SEMESTER	3/4 ENROLLMENT APPROX 9 CREDITS SEMESTER	PART-TIME ENROLLMENT APPROX 6 CREDITS A SEMESTER
FALL	EDU47050/57050 - Working in Schools (1cr) EDU47010/57010 - Curriculum Design and Evaluation (4cr) EDU47880/57880 Collaborative SPED Communities (4cr) EDU47035/57035 - Intro to Special Education (3cr)	EDU47050/57050 - Working in Schools (1cr) EDU47010/57010 - Curriculum Design and Evaluation (4cr) EDU47035/57035 - Intro to Special Education (3cr)	EDU47035/57035 Intro to Special Education (3) EDU47010/57010 - Curriculum Design and Evaluation (4cr)
SPRING	EDU47385/57385 Survey of Exceptional Learner (3cr) EDU47020/57020 Reading Methods & Practice (3cr) EDU47881/57881 Advanced SPED Methods (4cr) EDU47004/57004 - SEI Complete (3cr)	EDU47385/57385 Survey of Exceptional Learner (3cr) EDU47881/57881 Advanced SPED Methods (4) EDU47004/57004 - SEI Complete (3cr)	EDU47385/57385 Survey of Exceptional Learner (3cr) EDU47020/57020 - Reading Methods & Practice (3cr) EDU48750/58750 Foundations of Language and Literacy (3cr)
SUMMER	EDU48750/58750 Foundations of Language and Literacy (3cr) EDU47315/57315 Special Education Classroom Management (3cr)	EDU47020/57020 Reading Methods & Practice (3cr) EDU48750/58750 Foundations of Language and Literacy (3cr)	
FALL	EDU47395 STUDENT TEACHING - 8 CR	EDU47315/57315 Special Education Classroom Management (3cr) EDU47880/57880 Collaborative SPED Communities (4cr)	EDU47050/57050 - Working in Schools (1cr) EDU47880/57880 Collaborative SPED Communities (4cr)

		EDU47315/57315 Special Education Classroom Management (3cr)
SPRING		
	EDU47395 STUDENT TEACHING - 8 CR	EDU47881/57881 Advanced SPED Methods (4cr) EDU47004/57004 - SEI Complete (3cr)
FALL		EDU47395 STUDENT TEACHING - 8 CR

Bachelor of Arts in Environmental Studies

- **With Emphasis in Natural History and Ecology**
- **With an emphasis in Conservation Biology**
- **With Emphasis in Marine Studies**
- **With Emphasis in Environmental Education (see Education Adv Doc)**
- **Individualized emphasis or no declared emphasis area**

Bachelor of Science in Environmental Studies

UNDERGRADUATE DEGREES AT PRESCOTT COLLEGE

All degrees are interdisciplinary and contain many courses across multiple departments. Please also consult advising documents in related disciplines. For additional specialization, several emphasis areas are defined in each advising document. No emphasis, or an individualized emphasis, are also options. (Note: Students using Veteran's Administration (VA) benefits may not pursue individualized competence or emphasis options and must choose from prescribed competence, emphasis and concentration titles approved by the Arizona State Approving Agency.)

OVERVIEW

The aim of these degrees is to develop ecologically literate, informed, and responsible citizens who are prepared to offer constructive solutions to environmental problems, and to help develop sustainable relationships between people and nature. Ecological literacy is the understanding of interrelatedness of all life—human and non-human—in the context of evolution, ecology, and thermodynamics, as well as in the context of historical, political, and cultural perspectives. Students pursuing a B.A. in Environmental Studies will be able to address the values, processes, inquiry and solution-generating abilities, and applications required to develop a philosophical understanding of, and ethical stance regarding, human-nature interactions and relationships. The Department advances understanding across many disciplines, including the biological, physical, and social sciences and the humanities. Students use these insights to illuminate the interrelationships between human and non- human realms, meanwhile learning specific skills in critical thinking, field and laboratory methods, and oral and written communication. Many students pursuing a degree in ESS often take many courses in CRS, AE, and EDU depending on the emphasis area. Please consult those departments advising documents.

Through a general Environmental Studies competence, with or without an emphasis area, students develop the ability to apply their knowledge to real-world situations to prepare them for further education and meaningful employment. The B.A. in Sustainable Community Development is rooted in care for the natural environment and is integrated into courses that focus on shrinking the human footprint, supporting people's psychological, social, and spiritual well-being, and sharing wisdom on sustainable ways of living among citizens across cultural, gender, age, and ideological spheres. Please see the SCD advising document

LEARNING OUTCOMES

1. Values: Learners will identify, compare, contrast and apply the historical, philosophical and ethical foundations of how humans' value, use, and manage nature and natural resources.
2. Processes: Learners will identify and apply abiotic, biological, ecological, and evolutionary processes, from molecules to the biosphere across a variety of temporal and spatial scales.
3. Inquiry and Solution Generation: Learners will use appropriate methodologies to address a range of research questions, to interpret landscapes, to test hypotheses where appropriate, and to analyze and communicate the results to diverse audiences.
4. Application: Learners will apply understandings of the reciprocal influences between people and nature through meaningful analysis of complex relationships among ecological, cultural, socio- political, and economic systems in the creation of effective and creative approaches to meeting environmental and human challenges.

BA in Environmental Studies

COMPETENCE REQUIREMENTS

- 60 credits, 30 of which are Upper Division (for double competence, each competence has 45 credits, 24 are Upper Division)
- Senior Project

Required Core Courses		
Number	**Title**	
ENV22725	Concepts of Ecology	4
OR		
ENV22730/22731	Natural History of the Southwest I or II	4
One course from Life Science		
ENV22010	Animal Biology	4
ENV22015	Biological Principles	4
ENV23325/43325	Marine Biology I: Diversity of Marine Life	4
ENV22115/42115	Plant Explorations	4
ENV22201	Ornithology: The Life of Birds	4
ENV42013	Behavior and Conservation of Mammals	4
ENV22020	Insect Ecology	4
ENV41701	Organic Evolution	4
One course from Earth and Physical Science		
ENV22048	Earth Science, Introduction to	4
ENV21601	Chemistry, Foundations of General	4
ENV23810	Introduction to Soil Science	4
ENV21610	Foundations of Physics	4
ENV23328	Marine Biology II: Oceanography	4
ENV23329	Oceanography	4
ENV21550	Water in the West	4
ENV25020	Geology of Arizona	4
ENV44754	Geomorphology	4
One course in Social Systems		
ENV21700	Explorations in Sustainable Community Development	4
ENV23701/43701	Environmental Law/Policy	4
ENV43310	Marine Conservation I: Global Marine Issues	4
ENV43312	Marine Conservation III: Applied Conservation Practicum	
CRS23610/43610	Environmental Politics	4
CRS22100/42100	The Colorline in U.S. History	4
CRS24010/44010	US-Mexico Border Studies	4
SES47730	Children and Nature	4
One Course in Personal Values		
ENV44800	Environmental Ethics	4
ENV21015/41015	Philosophies of the Interpretive Naturalists	4
ENV22100	Form and Pattern in Nature	4
CRS25125	The Ethics of Mobility	4
HDP22280/42280	Ecopsychology: Paradigms & Perspectives	4
		4

Emphasis in Marine Studies

Marine Studies at Prescott College has a strong focus on ecology of the marine environment (physical oceanography and marine ecology) and on the relationships between humans and the marine environment. Students graduating with a competence in Marine Studies should have a foundation in life sciences, physical sciences, human ecology, conservation, and resource management, as well as a broad scope of supporting courses in literature, politics, economics, and humanities. Direct field experience further establishes a student's understanding and respect for the power and vastness of the world's ocean. Most Marine Studies students follow one of two main paths:1) Marine ecology/field research/natural history or 2) Marine conservation/resource management/policy. Many Marine Studies courses take place at the Prescott College Kino Bay Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico, on the coast of the Gulf of California. Marine Studies students are also encouraged to broaden their experience by participating in an EcoLeague exchange with either College of the Atlantic or Alaska Pacific University.

Number	Title	Credits
Required – 5 courses from this list		
ENV23320	Marine Studies I	4
ENV23321	Marine Studies II Cultural Ecology	4
ENV23322	Marine Studies III	4
ENV23325/43325	Marine Biology I	4
ENV23328	Marine Biology II	4
ENV23327/43327	Marine Biology III: Field Methods for Marine Ecology	4
ENV23329	Oceanography	4
ENV43310	Marine Conservation I: Global Marine Issues	4
ENV43311	Marine Conservation II: Gulf of California Conservation Case Studies	4
ENV43312	Marine Conservation III: Applied Conservation Practicum	4
ENV42741	Coastal Ecology of the Gulf of California	4
ADV24110	Sea Kayaking and Marine Landscapes	4
Additional requirement: 1 course each from Marine Studies, Analytical Methods and Applied Ecology		

Emphasis in Environmental Education

Students pursuing this emphasis explore both the theory and practice of EE, intertwined with empirical understandings from numerous observations, field experiences, and practicum opportunities. The Environmental Education emphasis is highly interdisciplinary and complementary as a breadth to students studying Education, Environmental Studies, Adventure Education, Social Justice, Sustainability, Human Development, Arts and Letters, Ecopsychology, and more.

Number	Title	Credits
ENV22725	Concepts of Ecology	4
OR		
ENV22730/31	Natural History & Ecology of the Southwest I & II (choose one)	8
EDU21100/41100	Fundamentals of Environmental Education	4
EDU41101	Environmental Education Methods	4
ADV21225	Teaching & Learning in Adventure Education	4
EDU25100/45100	Culture, Power & Societal Change	4

Conservation Biology Emphasis

Conservation Biology is an interdisciplinary field that has developed rapidly to respond to a global crisis confronting biological diversity and the cultural diversity that depends upon it. Practitioners of Conservation

Biology attempt to guide society toward the maintenance of organisms, landscapes, ecological processes, and natural and cultural systems, and toward sustainable management of environmental, human, and evolutionary resources. Conservation Biology represents shifting sets of interactions among three realms: values, policy, and science. Students in this field will become competent to conduct relevant research, make balanced value judgments, and take effective action on behalf of nature and the environment.

Number	Title	Credits
Required courses		
ENV42020	Conservation Biology	4
ENV22730/31	Natural History and Ecology of the Southwest I & II	8

Additional requirement: 4 Conservation courses

Conservation Related Courses		
ENV42022	Wildlife Management: Applied Conservation Biology	4
ENV22010	Animal Biology	4
ENV42013	Behavior and Conservation of Mammals	4
ENV22201	Ornithology: The Life of Birds Critical Animal Studies	4
ENV25114/45114	Community-based Conservation in Costa Rica	4
CRS21102/41102	Funding Change: Grant Writing and Non-Profit Essentials	4

Natural History and Ecology Emphasis

Natural History and Ecology is an approach to learning how nature works, how organisms and their biotic and abiotic environments interrelate. Grounded in evolutionary principles, the field involves studying individuals and populations and how they are assembled into communities and ecosystems. Some students within this emphasis area will become naturalists who observe and interpret particular organisms and landscapes. Others may become field ecologists who build upon natural history by using the scientific method for examining questions generated by ecological theory. Ecological understanding informs and guides applied fields such as agroecology and conservation biology.

Number	Title	Credits
Required courses		
ENV22730/31	Natural History and Ecology of the Southwest I & II	8

Additional requirement: 2 courses in Applied Ecology; 3 courses in either Analytical Methods or Applied Ecology

Analytical Methods/Advanced Science-based courses		
CCC40000	Research Methods (CC3, Third-Year Experience)	4
ENV42741	Coastal Ecology of the Gulf of California	4
ENV28063	Statistics	4
ENV 24753	Introduction to GIS	4
ENV23327/43327	Marine Biology III: Field Methods for Marine Ecology	4
Applied Ecology		
ENV40202	Conservation Biology	4
ENV41027	Grand Canyon Semester II	4
ENV41028	Grand Canyon Semester III	4
ENV22850	Environmental Studies: Root Causes and Innovative Solutions	4
ENV41010	Explorations of Norway: Nature and Culture	4
ADV24050	Environmental Perspectives in Whitewater Rafting	4

Breadth Requirements - Students must complete 30 credits (8 UD) that include at least one course from each distribution area

Teaching Certification Breadth - Students outside of Education can pursue the required coursework leading to teaching certification in Elementary Education, Secondary Education or Special Education. Please consult the Education Department for details at education@prescott.edu

BS in Environmental Studies

COMPETENCE REQUIREMENTS

The Bachelor of Science Degree in Environmental Studies is for students seeking rigorous multidisciplinary exploration of the natural systems and processes of the Earth and the role of humans who both depend on and influence these systems and processes. With a strong foundation in the natural sciences and a broad understanding of the policy implications of environmental science, students with this degree will be well prepared for graduate study in this field and for employment with both public agencies and private businesses working toward a more sustainable future. Students will become well informed about natural history and ecology as a context in which to embed their scientific study. Students will also consider ethics and policy as they build strong, meaningful applications for scientific endeavors. Some required courses may be gained through EcoLeague exchanges or transfer courses.

- 60 credits, 30 of which are Upper Division
- Senior Project that demonstrates analytical techniques

The Bachelor of Science Degree will require 18 courses of the student's total program including the following required courses in the list immediately below plus the required numbers of courses from distribution study areas that follow.

Required Courses

Number	Title	Credits
MTH26055	Calculus	4
ENV21601	Foundations of Chemistry	4
ENV22730/22731	Natural History of the Southwest I and II	8
ENV21610	Foundations of Physics	4
At least two advanced science-based courses		
Senior Project that demonstrates analytical techniques		
30 credits must be upper division (course numbers beginning with a 3 or a 4)		

Two courses from Life Science

ENV22010	Animal Biology	4
ENV22015	Biological Principles	4
ENV23325/43325	Marine Biology I: Diversity of Marine Life	4
ENV22115/42115	Plant Explorations	4
ENV22201	Ornithology: The Life of Birds	4
ENV42013	Behavior and Conservation of Mammals	4
ENV22020	Insect Ecology	4
ENV41701	Organic Evolution	4

Two courses from Earth and Physical Science

ENV22048	Earth Science, Introduction to	4
ENV21601	Chemistry, Foundations of General	4
ENV23810	Introduction to Soil Science	4
ENV21610	Foundations of Physics	4
ENV23328	Marine Biology II: Oceanography	4

ENV23329	Oceanography	4
ENV21550	Water in the West	4
ENV25020	Geology of Arizona	4
ENV44754	Geomorphology	4
One course in Social Systems		
ENV21700	Explorations in Sustainable Community Development	4
ENV23701/43701	Environmental Law/Policy	4
ENV43310	Marine Conservation I: Global Marine Issues	4
ENV43312	Marine Conservation III: Applied Conservation Practicum	
CRS23610/43610	Environmental Politics	4
CRS22100/42100	The Colorline in U.S. History	4
CRS24010/44010	US-Mexico Border Studies	4
SES47730	Children and Nature	4
One Course in Personal Values		
ENV44800	Environmental Ethics	4
ENV21015/41015	Philosophies of the Interpretive Naturalists	4
ENV22100	Form and Pattern in Nature	4
CRS25125	The Ethics of Mobility	4
HDP22280/42280	Ecopsychology: Paradigms & Perspectives	4
Two courses in Analytical Methods/Advanced Science-based courses		
CCC40000	Research Methods (CC3, Third-Year Experience)	4
ENV42741	Coastal Ecology of the Gulf of California	4
ENV28063	Statistics	4
ENV 24753	Introduction to GIS	4
ENV23327/43327	Marine Biology III: Field Methods for Marine. Ecology	4
		4
Electives		
Marine Studies		
ENV23320	Marine Studies I	4
ENV23321	Marine Studies II Cultural Ecology	4
ENV23322	Marine Studies III	4
ENV23325/43325	Marine Biology I	4
ENV23328	Marine Biology II	4
ENV23327/43327	Marine Biology III: Field Methods for Marine Ecology	4
ENV23329	Oceanography	4
ENV43310	Marine Conservation I: Global Marine Issues	4
ENV43311	Marine Conservation II: Gulf of California Conservation Case Studies	4
ENV43312	Marine Conservation III: Applied Conservation Practicum	4
ENV42741	Coastal Ecology of the Gulf of California	4
ADV24110	Sea Kayaking and Marine Landscapes	4
Environmental Education		
EDU21101/41101	Environmental Education Methods	4
EDU21100/41100	Fundamentals of Environmental Education	4
ADV21225	Teaching & Learning in Adventure Education	4
EDU25100/45100	Culture, Power & Societal Change	4
ENV22725	Concepts of Ecology	4
OR		
ENV22730/31	Natural History & Ecology of the Southwest I & II (choose one)	4

Animal Justice and Conservation		
ENV 42022	Wildlife Management: Applied Conservation Biology.	4
ENV 22010	Animal Biology	4
Env 42020	Conservation Biology	4
ENV 22730/31	Natural History and Ecology of the Southwest I & II	4
ENV 42013	Behavior and Conservation of Mammals.	4
ENV 22201	Ornithology: The Life of Birds Critical Animal Studies	4
ENV25114/45114	Community-based Conservation in Costa Rica	4
CRS21102/41102	Funding Change: Grant Writing and Non-Profit Management	4
Sustainable & Regenerative Ecological Design		
ENV44001/44002/44003/44004	ECOSA semester	16
ENV 23810	Introduction to Soil Science	4
ENV 22730/31	Natural History and Ecology of the Southwest I &II	4
ENV22850	Environmental Studies: Root Causes and Innovative Solutions	4
ENV22100	Form and Pattern in Nature	4
ENV 42724	Restoration Ecology	4
Sustainable Food Systems		
ENV 22015	Biological Principles	4
ENV 22048	Earth Science, Introduction	4
ENV 41701	Organic Evolution	4
ENV 22730/31	Natural History and Ecology of the Southwest I &II	4
ENV 42741	Field Methods for Plant Ecology Critical Animal Studies	4
ENV22100	Form and Pattern in Nature	4
ENV 22020	Insect Ecology	4
ENV 42724	Restoration Ecology	4
Applied Ecology		
ENV40202	Conservation Biology	4
ENV41027	Grand Canyon Semester II	4
ENV41028	Grand Canyon Semester III	4
ENV22850	Environmental Studies: Root Causes and Innovative Solutions	4
ENV41010	Explorations of Norway: Nature and Culture	4
ADV24050	Environmental Perspectives in Whitewater Rafting	4

ACCELERATED MASTER'S DEGREES

Students generally apply for a Master's program in their junior year and take courses in their senior year. To apply, *accelerated students* complete the traditional admissions process. Approved students are then granted conditional admission pending bachelor's degree conferral. Graduate course credits can be applied to the completion of an undergraduate degree. Approved undergraduate courses can make up a portion of a graduate degree. Students pay undergraduate tuition during the senior year while taking graduate courses. While students should reference advisors and the Prescott College website for all Master's degree options, the following degrees are especially relevant when continuing to study in this area.

MASTER OF SCIENCE IN ENVIRONMENTAL STUDIES

MSES Required Courses: (initial courses to take in senior year show in **bold type**)

- **ENV57100: Ecology, Culture, and Community**
- **SBM54500: Environmental Law & Policy**

- **ENV57101: Ecology**
- **NEW Environmental History & Philosophy**
- **SBM53001: Organizational Transformation & Sustainable Leadership**
- COR57005: Practicum

Capstone work (choose between

1. COR57702: Capstone Portfolio
2. COR57700: Capstone Proposal and Thesis
3. COR57114: Graduate Research Methods and Thesis

Conservation Biology Concentration:

- ENV54400: Conservation Biology
- ENV57130: Biogeography
- ENV57150: Ecological Restoration
- SBM54505: Environmental Administrative Law
- Graduate Research Methods

Environmental Communication Concentration:

- AHU56601: Writing the Environment
- NEW Media Advocacy
- NEW Natural History Writing
- COR57703: Online Content Creation
- ENV56500: Science Writing
- Graduate Research Methods

MASTERS OF SCIENCE in SUSTAINABLE FOOD SYSTEMS

MSFS Required Courses: (initial courses to take in senior year show in **bold type**)

- **ENV57900: Food Systems**
- **ENV57901: Place, Sustainability, and Diets: Eco-Nutrition**
- **ENV57950: Theory and Practice in Agroecological Systems**
- **ENV57955: Social Values and Value Chains: Farm to Plate Sustainability**
- ENV57902: Food Justice and Sustainable Food Systems
- ENV57950: Food and Agriculture: Advanced Policy
- SBM57510: The Adventure of Enterprise: Ecopreneurs, Innovation, and Sustainability
- Organizational Transformation & Sustainable Leadership .

MASTERS OF SCIENCE in RESILIENT AND SUSTAINABLE COMMUNITIES

MRSC Required Courses: (initial courses to take in senior year show in **bold type**)

- **ENV57100 Ecology, Culture, and Community**
- **ENV57876 Understanding Climate Change**
- **ENV58750 Sustainability and Resilience: From Theory to Practice**
- **SBM53000 The Economics of Sustainable Organizations & Communities**
- SBM52225 Energy and Environment
- ENV51250 Land-Use Planning and Policy
- ENV57903 Food Systems
- ENV57700 Social Equity and Community Engagement
- SBM57501 Organizational Transformation and Sustainable Leadership

MASTERS OF ARTS IN EDUCATION - EMPHASIS IN ENVIRONMENTAL EDUCATION

MA in Education/Environmental Education Required Courses: (initial courses to take in senior year show in **bold type**)

- **Foundations of Environmental Education**

- **Connected learning**
- **Graduate Scholarship and Research Methodology**
- **Social and Ecological Perspectives**
- Ecological Systems and Processes
- Practicum
- EE/teaching focus
- Pedagogical/Andragogical Methods in Teaching and Learning
- Program Design and Evaluation
- Advanced Research Methods
- Elective
- Thesis

Bachelor of Arts and Sciences in Interdisciplinary Studies

UNDERGRADUATE DEGREES AT PRESCOTT COLLEGE

All degrees are interdisciplinary and contain many courses across multiple departments. Please also consult advising documents in related disciplines. For additional specialization, several emphasis areas are defined in each advising document. No emphasis, or an individualized emphasis, are also options. (Note: Students using Veteran's Administration (VA) benefits may not pursue individualized competence or emphasis options and must choose from prescribed competence, emphasis and concentration titles approved by the Arizona State Approving Agency.)

OVERVIEW

A Bachelor of Arts and Sciences in Interdisciplinary Studies will allow you to craft your education around varied interests and passions. You'll be empowered to blend courses from multiple disciplines, providing you with boundless opportunities to explore and discover what inspires you. By bridging together knowledge from various fields you'll graduate with a solid understanding of how the world is interconnected and you'll be prepared to tackle the challenges of the 21st Century.

LEARNING OUTCOMES

- Develop linkages between their interdisciplinary intellectual inquiries and their own ethnic positions in terms of contemporary challenges facing diverse individuals, communities, and societies.
- Integrate arts and science knowledge, methods, and modes of thinking drawn from two or more disciplines relative to complex problems and intellectual questions.
- Apply approaches derived from an area of primary focus to complex interdisciplinary paradigms.

COMPETENCE REQUIREMENTS

- 60 credits, 30 of which are Upper Division (for double competence, each competence has 45 credits, 24 are Upper Division)
- The course requirements listed below are the minimum requirement. Students will need to choose more than the minimum to reach the required 60 credits for the competence.
- Senior Project

Number	Title	Credits
Three courses in Social Sciences		
ADV22211/42211	Explorers and Geographers	4
ADV21710	Leading Inclusively: Beyond the Binary in Adv. Education	4
HDP41050	Therapeutic Use of Adventure Education	4
CRS22601/42601	Anti-Racist Organizing	4
CRS23015/43015	Critical Human Rights	4
CRS22010/42010	History of the U.S. Mexico Border Region	4
CRS22100/42100	Social Movements	4
EDU22706	Barrio Pedagogy: Praxis Along the Border	4
EDU25103/45103	The Art of Teaching	4
ENV21015/41015	Philosophies of the Interpretive Naturalists	4
ENV24700/44700	Parks and Wilderness Management	4
HDP21900/41900	Addiction & Recovery	4
HDP22212/42212	Concepts in Critical Psychology	4
HDP22412	The "F Word": Feminism, Women, & Social Change	4
Three courses in Humanities		
ADV 21215/41215	The Whole Athlete	4
HDP21155/41155	Yoga: Philosophy and Practice	4
HDP22280/42280	Ecopsychology: Paradigms and Perspectives	4
HDP21180	Life Centering: Mindful and Meditative Practices	4
CRS21050/41050	Image and Power in Mass Culture	4

CRS41205/21205	Radical Media	4
Three courses in Math and Science		
ENV43821	Seed Conservation and Food Preservation	4
ENV22730	Natural History and Ecology of the Southwest	4
ENV22010	Animal Biology	4
ENV22015	Biological Principles	4
ENV22048	Introduction to Earth Science	4
ENV21610	Physics Foundations	4
ENV42013	Behavior and Conservation of Mammals	4
CCC26055	Calculus: Theory and Practice	4
ENV21601	Foundations of General Chemistry	4
ENV22725	Concepts of Ecology	4
Three courses in Writing and Communications		
HDP21300	Interpersonal Communication	4
ADV41100	Group Process & Ropes Course Facilitation	4
ALE23425/43425	Creative Nonfiction	4
ALE22026/42026	Film & Literature: Stories from the Land	4
ALE22705	Digital Photography: Essential Skills for Visual Literacy in the Digital Age	4
ALE23323/43323	Sense of Place	4
ALE23350/43350	Poetry Workshop	4
HDP22414	Identity & Culture in Film	4
HDP23100/43100	Community Mediation & Principled Negotiation	4

Breadth Requirements - Students must complete 30 credits (8 UD) that include one course from each distribution area

Teaching Certification Breadth - Students outside of Education can pursue the required coursework leading to teaching certification in Elementary Education, Secondary Education or Special Education. Please consult

ACCELERATED MASTER'S DEGREES

Students generally apply for a Master's program in their junior year and take courses in their senior year. To apply, *accelerated students* complete the traditional admissions process. Approved students are then granted conditional admission pending bachelor's degree conferral. Graduate course credits can be applied to the completion of an undergraduate degree. Approved undergraduate courses can make up a portion of a graduate degree. Students pay undergraduate tuition during the senior year while taking graduate courses. Students should reference advisors and the Prescott College website for all Master's degree options.

Bachelor of Arts in Psychology & Human Development

- **With Emphasis in Counseling**
- **With Emphasis in Critical Psychology**
- **With Emphasis in Gender & Sexuality Studies**
- **With Emphasis in Ecopsychology**
- **With Emphasis in Expressive Arts Therapy**
- **With Emphasis in Holistic Health and Wellness**

UNDERGRADUATE DEGREES AT PRESCOTT COLLEGE

All degrees are interdisciplinary and contain many courses across multiple departments. Please also consult advising documents in related disciplines. For additional specialization, several emphasis areas are defined in each advising document. No emphasis, or an individualized emphasis, are also options. (Note: Students using Veteran's Administration (VA) benefits may not pursue individualized competence or emphasis options and must choose from prescribed competence, emphasis and concentration titles approved by the Arizona State Approving Agency.)

OVERVIEW

The Psychology and Human Development Program is dedicated to providing students with a foundational understanding of what it means to be human and how humans interact with each other and the non-human world. The PHD program assists students in following their interests and passions as it relates to helping others through focusing on social justice, critical theory, and encouraging service learning in the community. Students are encouraged to develop self-awareness, emotional maturity, and a respect for both the human world and the non-human world by exploring cognitive, emotional, behavioral, social, and spiritual aspects of the human personality as well as an understanding of how larger systems influence individuals and communities. This kind of integration often requires a shift in attention beyond traditional Western views of human nature and a refocusing on the economic, political, and cultural aspects of our lives. At the advanced level, we offer unique opportunities to learn not only through courses offered across departments but also through supervised field experiences. Students select from cutting-edge foundational courses taught in our unique Prescott College way. We also offer advanced courses that help students develop proficiency and expertise in a number of emphasis areas (see below). In addition to the emphasis areas listed below, creative and self-directed students are encouraged, with the help of faculty advisors, to create their own unique emphasis areas.

LEARNING OUTCOMES

- Students will demonstrate professional and ethical knowledge of the history and theories of the field, as well as the necessary dispositions with regard to their roles in the helping professions
- Students will engage in self-reflective practices designed to prepare them to be fit to practice within a therapeutic setting, this includes understanding one's own positionality within power/privilege social structures
- Students will demonstrate professional oral and written communication skills including within class/course discussions, through submission of academic assignments, with instructor and peer interactions, within professional settings, and on social media
- Students will demonstrate the development of culturally-appropriate competence and socially-just practices and advocacy.

REQUIREMENTS

- 60 credits, 30 of which are Upper Division (for double competence, each competence has 45 credits, 24 are Upper Division)
- Senior Project

Required Core Courses

Number	Title	Credits
HDP22210	Introduction to Psychology	4
HDP22212	Concepts in Critical Psychology	4
One course from Communication Skills		4
HDP21300	Interpersonal Communication	4
HDP22050	Counseling Skills	4
ADV41100	Group Process & Ropes Course Facilitation	4
HDP43100	Community Mediation and Principled Negotiation	4
HDP41181	Restorative Justice	4
CRS41102	Funding Change: Grant Writing in Non-Profit Management	4
One course from Social Theory		
HDP42230	Psychology of Consumerism	4
HDP47165	Fat Bodies: Stories of Oppression & Resilience	4
CRS22410	Men & Masculinity	4
CRS44010	US-Mexico Border Studies	4
CRS42100	The Color Line in U.S. History	4
HDP22414	Bamboozled: Identity & Culture in Film	4
CRS42310	History of Gender & Sexuality	4
CRS43016	Beyond Walls and Cages	4
HDP47500	Women, Psychology & Sexuality	4
HDP47400	Living with Loss	4
EDU25102	Power, Culture & Society	4
One Course from Research Methods		
COR40000	Core Curriculum 3: Inquiry & Analysis	4
ENV41025	Statistics for Research	4
One Course from Practicum		
HDP41401	Expressive Art Therapies	4
HDP45100	Gestalt Therapy: Theory & Practice	4
ADV46000	Orientation Instructors Practicum	4
HDP41160	Yoga Teacher Training & Certification	4
HDP23100	Community Mediation & Principled Negotiation	4
HDP21181	Restorative Justice	4
HDP40050	Serving as a Teaching Assistantship service hours or internship	4

Electives (choose 9 courses)

Critical Psychology Emphasis

The primary foundational concepts, which strongly inform critical psychology (and which distinguishes critical psychology from mainstream psychology), are its emphasis on power, well-being, oppression, and liberation. Critical psychology is committed to promulgating social justice, the welfare of communities (particularly oppressed communities), and the eradication of injustices and inequalities proffered by current social, economic and political systems. Ultimately, critical psychological theories maintain that when collective factors such access to valued resources combined with a sense of community and personal empowerment, there is an increased likelihood that psychological and political well-being will result. Students of critical psychology question valued assumptions on which the field of psychology is based, and apply the concepts of critical psychology to psychological inquiry, research methods, and clinical practice. Students are NOT required to take a practicum course for this emphasis.

Required course

Number	Title	Credits
HDP22230/42230	Psychology of Consumerism	4

At least two courses related to Social Theory

HDP47150	Positive Psychology & Social Engagement	4
HDP42207	Transpersonal Psychology	4
HDP27165	Fat Bodies: Stories of Oppression & Resilience	4
CRS41050	Image and Power in Mass Culture	4
CRS42100	The Color Line in U.S. History	4
HDP22410	Men & Masculinity	4
CRS22310	History of Gender and Sexuality	4

Gender & Sexuality Studies Emphasis

The field of Gender and Sexuality Studies explores our gendered existence; what it means to be feminine and masculine and how this interacts with other aspects of our identity, such as race, ethnicity, class, and sexuality. Gender and Sexuality Studies focuses particular attention on those whom a society defines as "woman," on the meaning of that identity in different times and places, especially how women experience their lives and construct their own identities, and questions forms of inquiry, which place women as outsiders in society. It integrates women's questions and perspectives into the theoretical frameworks through which we approach the study of psychology, education, arts, literature, leadership development, history, and political science and moves toward a perspective where women's experiences are central to the understanding of human society and behavior. Students will strengthen their critical thinking skills as they learn to challenge previously unquestioned epistemology and hegemonic principles and learn to identify the ethical implications of excluding gender from the arts, humanities, psychology, religion, culture, and history. Three of the four below are required for the emphasis:

- The F-Word: Feminism, Women & Social Change
- History of Gender & Sexuality
- Sexuality & Sexual Outlaws
- Gender-related courses from other departments

HDP22412	The "F Word" Feminism, Women & Social Change	4
HDP27165	Fat Bodies: Stories of Oppression & Resilience	4
CRS42100	The Colorline in U.S. History	4
HDP22410	Men & Masculinity	4
HDP22400	Sexuality & Sexual Outlaws	4
HDP22414	Bamboozled: Identity & Culture in Film	4
CRS41050	Image and Power in Mass Culture	4
CRS42311	Queering Utopia	4

Expressive Art Therapy Emphasis

The Expressive Arts Therapy is a multimodal approach to therapy that often incorporates art making, writing, poetry, drama, dance/movement, sandplay, music, and/or play therapy. People utilizing the Expressive Arts Therapy are encouraged to explore their responses, reactions, and insights through pictures, sounds, somatic explorations, and encounters with creative art processes. A person is not required to have artistic ability to use or benefit from expressive arts therapy. An Expressive Arts Therapy emphasis will encourage hands-on learning, creativity, interpersonal skills, effective communication, commitment, and self-responsibility. Students will explore the healing potential of the arts through self-reflective art directives, research and service learning in the community, and will develop an appreciation of multicultural and global perspectives in the expressive arts. The theory and practice of expressive arts may serve a vital role for students pursuing work in human services, counseling, wilderness leadership, and education. (requirements listed above plus these requirements fulfill the emphasis)

•Expressive Arts practicum

ALE22380	Creative Practice & Performing Arts	4
ALE22370	Opening the Creative Person	4
ALE24651	Form & Function: Sculpture in Theory & Practice	4
HDP41401	Expressive Art Therapies	4
ALE21045	Just Art: Art & Social Change	4
ALE43323	Sense of Place	4
ALE43350	Poetry Workshop	4
ALE22850	Digital Imaging	4

Ecopsychology Emphasis

A student with an Ecopsychology emphasis strives to integrate ecological principles and psychological wisdom into a unified field of study in order to develop a significant appreciation of humans as complex psychological beings acting within ecological systems. Depending on the specific interest of the student, coursework in either psychology or environmental studies may be emphasized. In either case, the student must develop a substantial foundation in each of these disciplines. (requirements listed above plus these requirements fulfill emphasis)

Number	Title	Credits
Required courses		
HDP22281	Ecopsychology: Choices for a Sustainable World	4
HDP22280	Ecopsychology: Paradigms and Perspectives	4
At least two courses related to ecological concepts		
ENV22725	Ecology, Concepts of	4
ENV44800	Environmental Ethics	4
ENV22730	Natural History & Ecology of the Southwest	4
ENV41701	Organic Evolution	4
ENV23321	Marine Studies II: Cultural Ecology	4
ENV22100	Form and Pattern in Nature	4
ENV23329	Oceanography	4
ENV42115	Plant Explorations	4
At least one course related to the human nature relationship		
HDP47720	Deep Ecology	4
ENV21700	Explorations in Sustainable Community Development	4
HDP41050	Therapeutic Use of Adventure Education	4
CRS22603	Wilderness and Colonization	4
ENV24749	Global Environmental Change	4
HDP42207	Transpersonal Psychology	4

Counseling Emphasis

The Counseling emphasis intertwines theory and practice through small-group learning and the integration of specific, guided practicum experiences into the curriculum. Many students receiving a competence in Human Development with a Counseling emphasis move directly into entry-level positions in agencies before going on to complete advanced studies.

HDP22050	Counseling Skills (required)	4
HDP42100	Ethical, Legal & Professional Issues in Counseling (required)	4
HDP41501	Narrative Therapy: Theory & Practice	4
HDP41900	Addiction & Recovery in Teens & Adults	4
HDP25100	Gestalt Therapy: Theory & Practice	4

Breadth Requirements - Students must complete 30 credits (8 UD) that include at least one course from each distribution area.

Teaching Certification Breadth - Students outside of Education can pursue the required coursework leading to teaching certification in Elementary Education, Secondary Education or Special Education. Please consult the Education Department for details at education@prescott.edu

ACCELERATED MASTER'S DEGREES

Students generally apply for a Master's program in their junior year and take courses in their senior year. To apply, *accelerated students* complete the traditional admissions process. Approved students are then granted conditional admission pending bachelor's degree conferral. Graduate course credits can be applied to the completion of an undergraduate degree. Approved undergraduate courses can make up a portion of a graduate degree. Students pay undergraduate tuition during the senior year while taking graduate courses. While students should reference advisors and the Prescott College website for all Master's degree options, the following degrees are especially relevant when continuing to study in this area.

MASTER OF ARTS IN CRITICAL PSYCHOLOGY AND HUMAN SERVICES

CPHS Required Courses: (initial courses to take in senior year show in **bold type**)

- **HDP52212 Concepts in Critical Psychology**
- **HDP52220 Critical Theoretical and Historical Foundations of Psychology**
- **MASJC50004 Theories of Change**
- **MASJC50050 Comparative Political and Social Theory**

One Additional Required Course:

- Peace Psychology
- Community Psychology
- Liberation Psychology - 3 credits
- Psychology of Globalization
- Psychology of Culture and Diversity

One Elective: Can be any relevant master's level PC courses approved by the program director

Other Required Courses (Professional/Research + Doctoral Tracks)

- Grant Writing and Fundraising
- Program Development and Evaluation
- Helping Skills
- Community Health Policy and Advocacy
- Critical Research Methods
- Capstone

MASTER OF SCIENCE IN COUNSELING

MSCP Required Courses: (initial courses to take in senior year show in **bold type**)

- **MACP50000: Professional Orientation to Mental Health Counseling - 3 credits**
- **MACP50010: Psychopathology: Diagnostic & Treatment Planning**
- **MACP50020: Human Grown & Development**
- **MACP50030: Social and Cultural Diversity in Counseling**
- MACP50040: Research and Program Evaluation in Mental Health Counseling
- MACP51000: Social Justice in Counseling
- MACP50060: Helping Relationships: Basic Counseling Skills
- MACP50070: Career and Lifestyle Development: Challenges of Adulthood
- MACP50090: Assessment: Psychological Testing and Appraisal in Counseling
- MACP51010: Counseling Theories

- MACP51190: Professional Counseling Ethics
- MACP51150: Marriage, Couple, and Family Counseling
- MACP51170: Addiction Counseling
- MACP51020: Supervised Counseling Practicum (100 Hours; 40 Direct, 60 indirect)
- MACP51021: Supervised Counseling Internship (600 Hours; 240 direct, 360 indirect)
- Variable: Electives (3 courses at 3 credits each)

<u>Emphasis Areas</u>

1. Addiction and Marriage, Couple & Family Counseling
2. Social Justice Emphasis
3. Somatic Emphasis
4. No Emphasis

Bachelor of Arts in Sustainable Community Development

- **With Emphasis in Sustainable Food Systems**
- **With Emphasis in Ecological Design and Renewable Energy**

UNDERGRADUATE DEGREES AT PRESCOTT COLLEGE

All degrees are interdisciplinary and contain many courses across multiple departments. Please also consult advising documents in related disciplines. For additional specialization, several emphasis areas are defined in each advising document. No emphasis, or an individualized emphasis, are also options. (Note: Students using Veteran's Administration (VA) benefits may not pursue individualized competence or emphasis options and must choose from prescribed competence, emphasis and concentration titles approved by the Arizona State Approving Agency.)

LEARNING OUTCOMES

- Develop strong complex problem-solving capacities and an understanding of ecological systems at a level appropriate for professions or graduate school.
- Demonstrate an understanding of human ecology and the ability to analyze essential functions of communities at various levels of development and scales
- Evaluate the environmental, social, and economic challenges that communities face at multiple scales, and research, develop, and assess approaches for addressing these challenges.
- Increase the ability to help create sustainable, resilient, and socially just communities by developing skills in effective communication, community engagement, and group facilitation.

OVERVIEW

Given the urgency of developing a more just, sustainable, and resilient communities, the Bachelor of Arts in Sustainable Community Development is designed to give students a home for their personal vision of how to design and implement measures that create or restore communities. The program defines community as humans and all other resident life forms of local ecosystems and the habitats that support all life. Students study the physical environment of their community, the values, practices, and needs of humans who reside there, and the influences of, and access points to, relevant government and private enterprises whose activities affect the well-being of the community. Projects done throughout the program will distill from studies and be designed to address authentic needs in the student's chosen community. As we work to provide an innovative educational experience that is more relevant and timelier than ever, Prescott College offers graduate-level curricula through accelerated master's degrees in Resilient and Sustainable Communities and Sustainable Food Systems

COMPETENCE REQUIREMENTS

- 60 credits, 30 of which are Upper Division (for double competence, each competence has 45 credits, 24 are Upper Division)
- Senior Project
- The course requirements listed by the below distribution areas are the minimum requirement. Students will need to choose more than the minimum to reach the required 60 credits for the competence.
- Students may also choose courses from Environmental Studies, Cultural and Regional Studies or Interdisciplinary Studies with program director approval.

Required Courses

One course from Ecological Systems

Number	Title	Credits
ENV22010	Animal Biology	4
ENV22725	Concepts of Ecology	4

ENV22730	Natural History of the Southwest I	4
ENV23325/43325	Marine Biology I	4
ENV22115/42115	Plant Explorations	4
ENV22201	Ornithology: The Life of Birds	4
ENV22020	Insect Ecology	4
ENV41701	Organic Evolution	4
ENV22048	Earth Science, Introduction to	4
ENV21610	Foundations of Physics	4
ENV23328	Marine Biology II: Oceanography	4
ENV23329	Oceanography	4
ENV25020	Geology of Arizona	4
ENV23810	Introduction to Soil Science	4

One course from Planning and Policy

ENV23701/43701	Environmental Law/Policy	4
ENV21550	Water in the West	4
CRS23610/43610	Environmental Politics	4
CRSNEW	Climate Justice	4
ENV44800	Environmental Ethics	4
ENVNEW	Political Ecology	4
ENV44001/02/03/04	ECOSA semester	16

Once course from Human Systems

CRS22100/42100	The Colorline in US History	4
CRS24010/44010	US Mexico Border Studies	4
CRS22100/42100	Social Movements	4
CRC23651/43651	Changing World Order	4
CRS22001/42001	Economic and Social History of the U.S.	4
HDP21145	Human Nutrition and Food Choice	4
EDU25102/45102	Power, Culture and Society	4
CRS24025/44025	Intro to Ethnic Studies	4
EDU21500	Culture, Power & Societal Change	4

One course from Community Engagement

HDP21300	Interpersonal Communication	4
HDP22280/42280	Ecopsychology; Paradigms & Perspectives	4
ALE21045	Just Art: Art & Social Change	4
ALE22705	Digital Photography	4
ALE22850	Digital Imaging	4
ALE22855	Introduction to Video	4
ALE23425/43425	Creative Nonfiction	4
CRS21050/41050	Image and Power in Mass Culture	4
CRS41205/21205	Radical Media	4
HDP23100/43100	Community Mediation & Principled Negotiation	4
CRS21102/41102	Grant Writing and Non-Profit Management	4
HDPNEW	Communicating Across Differences	4
CRS45119	Anti-Racist Organizing	4

MASJ50001	Community Organizing 1	3
MASJ50002	Community Organizing 2	3

Emphasis Options

Sustainable Food Systems Emphasis

This emphasis explores food systems from agricultural processes, to marketplace dynamics, to the issues of food justice. Students will engage in interdisciplinary study and practice, drawing on history, environmental studies and sciences, the humanities, as well as business and economics. Agroecology plays a central role in this emphasis area.

Number	Title	Credits
Four courses in Food Systems		
ENV57902	Food Justice and Sustainable Food Systems	3
ENV43819	Transforming Community Food Systems	4
ENV22015	Biological Principles	4
ENV22048	Earth Science, Introduction	4
ENV41701	Organic Evolution	4
ENV23810	Soil Science: Fertile Ground for Growth	4
ENV22730/31	Natural History & Ecology of the Southwest I & II	8
ENV42712	Field Methods for Plant Ecology	4
CRS25001	Critical Animal Studies & Non-Human Rights	4
ENV22100	Form and Pattern in Nature	4
ENV22020	Insect Ecology	4
ENV42724	Restoration Ecology	4
ENV24130	Permaculture for Systematic Change	4
Once course in each of the following areas		
Sustainability		
ENV57902	Food Justice and Sustainable Food Systems	3
ENV43819	Transforming Community Food Systems	4
Social Theory		
CRS41001	Community Organizing	4
EDU22707/42707	Critical Literacy for Social Justice	4
ENV22700	Human Ecology, Introduction to	4
ENV57100	Ecology, Culture, Community	3
SBM53000	Economics of Sustainable Organizations & Communities	3
ENV57700	Social Equity and Community Engagement	3
Applied Ecology		
ENV22020	Insect Ecology	4
ENV42724	Restoration Ecology	4
ENV41701	Organic Evolution	4
ENV23810	Soil Science: Fertile Ground for Growth	4
ENV22730/31	Natural History & Ecology of the Southwest I & II	8
ENV42712	Field Methods for Plant Ecology	4
CRS25001	Critical Animal Studies & Non-Human Rights	4

Ecological Design and Renewable Energy Emphasis In an age defined by changing climate, increasing economic inequalities, and a fraying of the social fabric, societies around the world find themselves in need of innovative solutions to such challenges. By developing an understanding of energy economics, looking at other more sustainable cultural models, and applying ecological design principles to a range of contemporary challenges,

students will be at the forefront of innovation in energy systems, planning and policy, and community leadership. Sustainable Ecological Design students will learn skills in architecture, energy systems, and policy change that lead to more sustainable homes, workplaces, and communities.

Required courses		
Number	**Title**	**Credits**
ENV44001/02/03/04	ECOSA semester	16
One course in each of the following areas		
Climate and Energy		
ENV21500	Energy and Environment	4
ENV57876	Understanding Climate Change	3
ENV22730/31	Natural History & Ecology of the Southwest I **OR** II	4
Analytical Methods		
ENV57876	Understanding Climate Change	3
ENV22850	Environmental Studies: Root Causes & Solutions	4
ENV42724	Restoration Ecology	4
ENV22100	Form and Pattern in Nature	4
ENV24130	Permaculture for Systematic Change	4
SBM53000	Economics of Sustainable Organizations & Communities	3
Social Systems		
ENV43819	Transforming Community Food Systems	4
ENV57902	Food Justice and Sustainable Food Systems	3
ENV22700	Human Ecology, Introduction to	4
ENV57100	Ecology, Culture, and Community	3
SBM53000	Economics of Sustainable Organizations & Communities	3
ENV57700	Social Equity and Community Engagement	3

Breadth Requirements - Students must complete 30 credits (8 UD) that include at least one course from each distribution area

ACCELERATED MASTER'S DEGREES

Students generally apply for a Master's program in their junior year and take courses in their senior year. To apply, *accelerated students* complete the traditional admissions process. Approved students are then granted conditional admission pending bachelor's degree conferral. Graduate course credits can be applied to the completion of an undergraduate degree. Approved undergraduate courses can make up a portion of a graduate degree. Students pay undergraduate tuition during the senior year while taking graduate courses. While students should reference advisors and the Prescott College website for all Master's degree options, the following degrees are especially relevant when continuing to study in this area.

MASTERS OF SCIENCE in RESILIENT AND SUSTAINABLE COMMUNITIES

MRSC Required Courses: (initial courses to take in senior year show in **bold type**)

- **ENV57100 Ecology, Culture, and Community**
- **ENV57876 Understanding Climate Change**
- **ENV58750 Sustainability and Resilience: From Theory to Practice**
- **SBM53000 The Economics of Sustainable Organizations & Communities**

- SBM52225 Energy and Environment
- ENV51250 Land-Use Planning and Policy
- ENV57903 Food Systems
- ENV57700 Social Equity and Community Engagement
- SBM57501 Organizational Transformation and Sustainable Leadership

MASTERS OF SCIENCE in SUSTAINABLE FOOD SYSTEMS

MSFS Required Courses: (initial courses to take in senior year show in **bold type**)

- **ENV57900: Food Systems**
- **ENV57901: Place, Sustainability, and Diets: Eco-Nutrition**
- **ENV57950: Theory and Practice in Agroecological Systems**
- **ENV57955: Social Values and Value Chains: Farm to Plate Sustainability**
- ENV57902: Food Justice and Sustainable Food Systems
- ENV57950: Food and Agriculture: Advanced Policy
- SBM57510: The Adventure of Enterprise: Ecopreneurs, Innovation, and Sustainability
- Organizational Transformation & Sustainable Leadership

MASTERS OF ARTS in SOCIAL JUSTICE AND COMMUNITY ORGANIZING

SJCO Required Courses: (initial courses to take in senior year show in **bold type**)

- **MASJC50001A: Organizing 1 -4**
- **MASJC50002: Radical Pedagogy as Praxis**
- **MASJC50003: Globalization and Urban Politics**
- **MASJC50004: Theories of Change**
- MASJC50005: Mobilizing Change
- MASJC50020: Landscapes of Neoliberalism
- MASJC50050: Comparative Political and Social Theory
- MASJC50060: Leadership Development
- MASJC51111: Advocacy Research

Bachelor of Arts in Sustainability Management

UNDERGRADUATE DEGREES AT PRESCOTT COLLEGE

All degrees are interdisciplinary and contain many courses across multiple departments. Please also consult advising documents in related disciplines. For additional specialization, several emphasis areas are defined in each advising document. No emphasis, or an individualized emphasis, are also options. (Note: Students using Veteran's Administration (VA) benefits may not pursue individualized competence or emphasis options and must choose from prescribed competence, emphasis and concentration titles approved by the Arizona State Approving Agency.)

OVERVIEW

In all Prescott College programs, undergraduate students have the option of creating an individualized competence, with the assistance of their faculty adviser and graduation committee. These competencies can be in one area of study or could bridge multiple fields. Students can weave together their coursework with classes from Cultural and Regional Studies, Environmental Studies, the arts, or Psychology to craft their own emphasis areas.

LEARNING OUTCOMES

- Learners will understand, critically assess and master the basic management functions of planning, organizing, leading and controlling and their use in integrating organizational resources to achieve success for sustainability.
- Learners will be able to identify and analyze current and changing business contexts - including economic, environmental and social linkages in local, regional, national and global communities.
- Learners will know and understand the role of markets and marketing in society and how they can be harnessed for sustainability.
- Learners will be able to generate, analyze and interpret financial information that will be useful in decision making and assessing organizational performance and sustainability outcomes.

COMPETENCE REQUIREMENTS

- 60 credits, 30 of which are Upper Division (for double competence, each competence has 45 credits, 24 are Upper Division)
- The course requirements listed below are the core requirements.
- Students may also choose elective courses from Education, Psychology & Human Services, Environmental Studies, Cultural and Regional Studies or Interdisciplinary Studies with program director approval.

Required Courses
The following courses require junior year status

Number	Title	Credits
SBM57501	Organizational Transformation & Sustainable Leadership	3
SBM53000	The Economics of Sustainable Organizations & Communities	3
SBM52000	Triple Bottom Line Measurement, Reporting & Data Analytics	3
SBM55500	Sustainable Marketing and Brand Management	3
SMB52001	Accounting Practices in Ethical Organizations	3
SBM58000	Realizing the Vision: Integrating Strategic Systems Thinking, Sustainable Supply Chains and Operations	3
SMB52002	Financial Decision-making in the Triple Bottom Line Organization	3

SBM59000	Strategic Sustainable Management Capstone	3
ENV28063	Statistics	4

Breadth Requirements - Students must complete 30 credits (8 UD) that include at least one course from each distribution area

ACCELERATED MASTER'S DEGREES

Students generally apply for a Master's program in their junior year and take courses in their senior year. To apply, *accelerated students* complete the traditional admissions process. Approved students are then granted conditional admission pending bachelor's degree conferral. Graduate course credits can be applied to the completion of an undergraduate degree. Approved undergraduate courses can make up a portion of a graduate degree. Students pay undergraduate tuition during the senior year while taking graduate courses. While students should reference advisors and the Prescott College website for all Master's degree options, the following degrees are especially relevant when continuing to study in this area.

MASTER OF BUSINESS ARTS IN SUSTAINABILITY LEADERSHIP

MBA Required Courses: (initial courses to take in senior year show in **bold type**)

- **SBM57501: Organizational Transformation & Sustainable Leadership**
- **SBM53000: The Economics of Sustainable Organizations & Communities**
- **SBM52000: Triple Bottom Line Measurement: Reporting & Data Analytics**
- **SBM55500: Sustainable Marketing & Brand Management**
- SBM52001: Accounting Practices in the Ethical Organization
- SBM58000: Realizing the Vision: Integrating Strategic Systems Thinking, Sustainable Supply Chains and Operations
- SBM52002: Financial Decision-making in the Triple Bottom Line Organization
- SBM59000 Strategic Sustainable Management Capstone

Elective Coursework (Choose 2 of these courses)

1. SBM57510: The Adventure of Enterprise: Ecopreneurs, Innovation, Sustainability
2. MA57010: Organizational Behavior through a Sustainability Lens
3. MA57015: Intercultural Leadership in Sustainability Organizations
4. Courses from any Prescott College graduate program approved by the program director.

Master of Arts in Outdoor Education leadership

OVERVIEW

The online Master of Arts in Outdoor Education Leadership expands your knowledge and advances your skills as an adventurer and leader. Our program is the oldest credit-bearing curriculum of its type in the country. At Prescott College, you'll explore what excites you while gaining new perspectives as you individualize a degree based on your academic passions and your professional goals.

Emphasis areas include:

Leadership and Program Administration
Environmental Education and Outdoor Programming
Experiential and Transformation Education
Wellness, Ecopsychology and integrative practices
Curricular Development and Evaluation
Social Justice and Diversity in Adventure Education
Nature- and Place-based Programming
Trauma-informed and Neuroscience-informed Adventure Education

LEARNING OUTCOMES

- Evaluate social science theories associated with outdoor education, integrating (1) assessment of the benefits of their practical application for human and more-than-human environments; and (2) application of theory in efforts towards positive social change. (Social Change Agent)
- Develop and apply values-based ethical codes to guide their leadership, judgment, risk management,and decision-making, that reflect analysis and interpretation of ethical issues in outdoor education. (Ethical Practitioner)
- Engage stakeholders in developing sustainable solutions to social and environmental challenges commonto groups, organizations, communities, and ecosystems, integrating strategies based on "systems thinking" models. (Systems Thinker and Collaborative Problem Solver)
- Synthesize advanced social literacy concepts and their development, reflecting analysis and appreciation of the ways humans relate to their own and other cultures, intersections of race, gender, and other social identifiers, and the implications for outdoor education in fostering socially just and equitable relationships. (Socially Conscious Citizen and Practitioner)
- Synthesize advanced ecological literacy concepts, reflecting analysis and appreciation of the ways humans relate to their environment (ecological, spiritual, and cultural), and of the relevance of these ideas to outdoor education. (Ecologically Conscious Citizen and Practitioner)
- Apply program skills and knowledge to create and implement an outdoor education integrative experience.

REQUIREMENTS

36 credits
Online Orientation

Number	Course Title	Credits
Core Required Courses (18 credits)		
ADV57050	Philosophies and Methods in Experiential and Adventure Education	3
ADV57075	Ethics and Risk Mitigation in Experiential & Adventure Education	3
ADV57100	Leadership & Administration of Outdoor Programs	3
ADV51000	Sources of Knowledge: Applied Research & Evaluation In Outdoor Education	3

ADV52000	Earth in Mind: Ecological Concepts for Outdoor Educators	3
ADV52010	Diversity, Equity, and Inclusion: Outdoor Education for a Just World	3

Capstone

ADV59001	Capstone	3

Electives	15 credits – choose five courses	
MAED57010	Curriculum Design, Assessment & Evaluation	3
HDP510000	Community Psychology	3
ENV571000	Ecology, Culture and Community	3
MAED57001	Foundations of Education	3
MAED52050	Social-ecological Perspectives of Environmental Education	3
SBM57503	Intercultural Leadership in Sustainable Organizations	3
HDP51500	Critical Research Methods	3
HDP52212	Concepts in Critical Psychology	3

Master of Arts in Critical Psychology and Human Services

OVERVIEW

Critical Psychology is a rapidly growing field incorporating critical theory, psychology, and social justice. Critical Psychology aims to examine the historical, political, economic, and cultural underpinnings of mainstream psychology as well as its role in issues such as power and oppression. Critical lenses are also employed in understanding the relationships between social issues, such as inequalities, and wellbeing. Finally, Critical Psychology goes beyond critique to generate possibilities for progressive psychologies which emphasize social justice, liberation, and equality in the aim of facilitating the wellbeing of individuals, communities, and societies. The program will offer two tracks for students to choose from. The Professional Track will focus on providing theoretical knowledge and professional skills for students who wish to pursue work in human services (nonprofits, social service agencies, educational entities, psycho-educational consulting, advocacy work, etc.) and who do not seek a program for state-regulated therapy licensure. The Research/Doctoral Track will focus on providing theoretical knowledge and research skills for students seeking to pursue careers in qualitative research and/or doctoral work in Critical Psychology, Community Psychology, and other related areas.

LEARNING OUTCOMES

- Assess the critical psychological approach to understanding human wellbeing and struggle and facilitating wellbeing from mainstream psychological approaches.
- Analyze human wellbeing (on individuals, community, and societal levels) based on the theory and practice of critical psychology.
- Evaluate the impact of systemic and macro-level factors, including economic, political, and social factors, on individual, community, and societal wellbeing.
- Implement processes to engage community stakeholders in analysis, research, evaluation, and action toward the facilitation of wellbeing and empowerment of community members.
- Create action plans to facilitate wellbeing at the individual, community, and societal levels.
- Apply professional skills relevant to work in human and social service fields.

REQUIREMENTS

36 credits

Core Required Courses

Course Number	Course Title	Credits
HDP52212	Concepts in Critical Psychology	3
HDP52220	Critical Theoretical and Historical Foundations of Psychology	3
MASJC50004	Theories of Change	3
OR		
MASJC50050	Comparative Political and Social Theory	3
One of following		
HDP54000	Peace Psychology	3
HDP51000	Community Psychology	3
HDP57000	Liberation Psychology	3
HDP56000	Psychology of Globalization	3
HDP53000	Psychology of Culture and Diversity	3
HDP59800	Capstone: Practicum **OR**	6
HDP59900	Capstone: Thesis	6

Electives (choose two)

ENV55505	Community Health	3
ENV57700	Social Equity and Community Engagement	3
ENV57876	Understanding Climate Change	3
MA57500	Compassionate Climate Change Education	3
MA57513	Ecofeminism	2
MA57560	Resilience Thinking	4
MASJC50003	Globalization and Urban Politics	3
MASJC50020	Landscapes of Neoliberalism	3
MASJC50051	The Art of Social Practice: Changing the World	3
MASJC52000	Race, Class and Housing Justice	3
MA57518	Sustainable Leadership	3
GRA53150	Fundamentals of Teaching and Learning Online	3

Tracks

Professional Track

HDP51500	Critical Research Methods	3

Three of the following

GRA51102	Funding Change: Grant Writing	3
HDP58000	Program Development and Evaluation	3
HDP58500	Helping Skills	3
HDP59500	Community Health Policy and Advocacy	3

Research/Doctoral Track

COR57114	Graduate Research and Scholarship	3
HDP51500	Critical Research Methods	3
HDP51501	Advanced Student Research	3

One of the following

GRA51102	Funding Change: Grant Writing	3
HDP58000	Program Development and Evaluation	3
HDP58500	Helping Skills	3
HDP59500	Community Health Policy and Advocacy	3

Master of Arts in Social Justice and Community Organizing

OVERVIEW

This online master's degree combines a unique focus on theories and practices to equip you with the skills, connections, and knowledge you need to participate effectively in grassroots mobilization and social justice movement building. Courses offer an intensive emphasis on comparative critical theory (both scholarly and grassroots movement-based) with knowledge of organizing and mobilization as powerful tools for understanding the complex relations of culture, power, systems of oppression, and the history and future of movements for social and environmental justice. Community organizing skills, together with a strong theoretical basis, will prepare you to act and help change the world.

LEARNING OUTCOMES

- Comparative Cultural and Social Theory: Learners will demonstrate the ability to: articulate, evaluate, and compare scholarly and applied theories of culture power, and social change; explain the relevance and impact of historical context in the interpretation of theoretical arguments; pose relevant theoretical questions and take and defend stands within key scholarly and movement- based debates; and apply theory in the understanding of social change.
- Critical Social Research Methods and Ethics: Learners will demonstrate ability to successfully formulate ethical, collaborative, movement-based research problems and design and carry out scholarly research in the applied field of Social Justice and Human Rights. Learners will effectively communicate and defend the findings of their original research in written form as well as visual and/or oral communication.
- Public Engagement: Learners will demonstrate the ability and dispositions to explain, analyze, and participate in multiple approaches to building the power and capacity of impacted communities to participate in important social decision making, build social and political power, and formulate strategies for building social movements.
- Global Literacy: Learners will demonstrate the ability to explain and analyze key debates and power dynamics in struggles to shape global policies, processes, and institutions and to articulate the stakes of these struggles.

SJCO Online students may choose to enroll full-time or part-time. Courses are offered in 8-week sessions in the Fall, Spring and Summer.

REQUIREMENTS and Course Sequence

Course Title	**Block**	**Term**	**Credits**
MASJC50001A Organizing 1	Block A	1st	**1**
MASJC50001B Organizing 2	Block B	1st	**1**
MASJC50001C Organizing 3	Block A	2nd	**1**
MASJC50001D Organizing 4	Block B	2nd	**1**
MASJC 50002 Radical Pedagogy as Praxis	Block A	1st	**3**
MASJC 50003 Globalization and Urban Politics (Orientation equivalent)	Block A	1st	**3**
MASJC 50004 Theories of Change	Block B	1st	**3**
MASJC 50005 Mobilizing Change	Block B	1st	**3**
MASJC50020 Landscapes of Neoliberalism	Block B	2nd	**3**
MASJC50050 Comparative Political and Social Theory	Block A	2nd	**3**
MASJC50060 Leadership Development	Block A	2nd	**3**
MASJC51111 Advocacy Research	Block B	2nd	**3**
Electives: Choose 1	Offered in SU,		**3**
MACSJC59001 Capstone	Block A, B	**5**	
36 total credits needed			

Online Course Descriptions

MASJC50001A Organizing 1
MASJC50001B Organizing 2
MASJC50001C Organizing 3
MASJC50001D Organizing 4

"We make the road by walking ..." A crucial component of learning to be an organizer is direct experience. Each new entering cohort will be assigned, as a group, to work directly for an online social justice organization. Students will attend regular online organizing meetings, take on tasks and responsibilities, attend periodic on-line skills trainings, and reflect on their learning through written responses and discussions with their peers and instructor. The instructor will meet regularly with the cohort as well as with each student individually to support personal and group goal-setting, time-management, problem solving, critical reflections, and the development of the dispositions required for effective, collaborative organizing work. This ongoing organizing class will inform and be informed by all of the other classes in the curriculum, and will provide real world professional connections and work experience for students' resumes.

MASJC50002 ***Radical Pedagogy as Praxis:*** This course focuses on radical pedagogy, including Xicanx Indigenous-based pedagogy and critical pedagogy, as a means for achieving social justice. Radical pedagogy is a way of thinking about and negotiating through praxis the relationship among classroom teaching, the production of knowledge, the larger institutional structures of the school, and the social and material relations of the wider community, society, and nation state. This course takes the position that reading the word and the world is a dialectical process and that how one reads the world influences but does not necessarily determine the manner in which one chooses to live in the world. Radical pedagogy and critical consciousness will be studied as an end goal to be reached through liberatory education brought about through collective struggle and praxis.

MASJC50003: ***Globalization and Urban Politics:*** The study of urbanization has become crucial to understanding processes of uneven development, social decision-making, and struggles for liberation and sustainability. Contemporary globalization has reconfigured landscapes of power, in part, through the emergence of global cities such as Los Angeles. This course explores themes of justice, home, and community through the viewpoints of community organizers working in the global city of Los Angeles. This course exposes SJCO students to major questions and debates in the interdisciplinary and applied study of urbanization and globalization with an emphasis on their relevance to community organizing and social movement building.

MASJC50004 ***Theories of Change and*** **MASJC50050** ***Comparative Political and Social Theory*** (two separate courses) Theories of Change and Comparative Political and Social Theory are designed to build upon and speak to each other, though need not be taken in any particular order. In each class, students engage with contemporary social and political theory to develop an analysis of social change, develop the ability to apply critical frameworks for understanding organizing and movements and taking stands within key debates about mobilization. These seminars explore comparative critical approaches to the study of systemic and institutional social power relations, the dynamics of social, cultural, and political change, and movements for social transformation with an emphasis on engaged scholarship. We will read closely, discuss, reflect on, and write about texts (including scholarly and movement-based articles and books, videos, documentaries, and discussions with scholars and activists) that address the following questions: How do ordinary people build the power to participate in social decisions that impact their communities? How do groups engaged in social movement building as well as scholars and movement intellectuals engage in understanding the world with the purpose of changing it? How are socio- environmental crises and systemic injustices produced, reproduced, resisted, and challenged by human beings acting across and within different scales and modalities of time and space?

MASJC50005 Mobilizing Change and MASJC50060 ***Leadership Development*** *(*two separate courses) What does it mean to "build power" and what is the role of organizers in this process? In these two, related courses (that can be taken in any order), students investigate contemporary theories and learn to practice key skills for building power to

make change as they participate in and reflect on grassroots organizing, Students will explore, analyze, and practice different approaches to developing leadership and designing and driving strategic campaigns. At the completion of these two courses, students will demonstrate knowledge in: 1. community organizing, 2. electoral organizing, and 3. union organizing.

MASJC50020 ***Landscapes of Neoliberalism*** Landscapes of Neoliberalism examines social crises and movement building at the transnational scale, exploring 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 experiential engagement, students will explore a diverse array of community perspectives and organized challenges to neoliberalism, as well as projects and visions for alternatives using new frameworks and perspectives to make sense of the crises that characterize contemporary globalization.

MASJC51111 Advocacy Research Advocacy Research prepares SJCO students to plan and complete their capstone projects and to conduct ethical, and effective movement-based research. Students will explore the role of research in planning and implementing campaigns and learn appropriate research methods as well as the skills required to frame, disseminate, and position research effectively for the purposes of building power. At the end of the course, students will present and defend their capstone plans and proposals.

ELECTIVES:

MASJC57700 ***Strategic Media and Communications*** Combining communications theory with practical tools, networking, and coaching, this course centers on the media and communication skills required for building successful campaigns, organizations, and movements with a specific emphasis on the knowledge and know-how required of those seeking careers in media and communications for social justice. Through hands-on experience, reflection, and opportunities to participate directly in strategic communications work, students learn about brand development, storytelling, framing and messaging, meta-framing, and media strategy development.

MASJC57710 ***Asset Mapping*** Asset mapping is a set of community-based research methods used by organizers to identify, analyze, and describe community assets and needs. Asset maps serve as blueprints for mobilizing grassroots constituencies to build campaigns to address local problems and develop visions, policies, and plans for healthy, just, and sustainable futures. This course combines scholarly study with hands-on training and direct experience to equip students with asset-mapping skills and knowledge. This course is especially recommended for students seeking careers as lead organizers in community organizations.

MASJC57720 ***Organizational Analysis*** Organizational Analysis is a set of frameworks, methods, and skills used to evaluate and improve the effectiveness of organizations. Though social justice organizations are not, in and of themselves, social movements, they are the building blocks of movements, so developing the skills to assess and support them is very useful career skill for organizers. In this class, students will explore and compare different organizational theories that emphasize certain features of an organization's culture and structure, as well as its processes of decision-making, production, and ongoing development. Students will then apply their learning to conduct hands-on organizational assessments. The course is designed to equip students with the skills, knowledge, and experience to systematically identify important features of an organization and the events shaping and transforming it; choose a theoretical framework most applicable to assessing a specific organization; and use that theory to participate in supporting an organization's success.

MASJC59001 ***Capstone: Social Justice and Community Organizing*** Students are all required to design and complete a capstone project to be completed in their third and final semester. Working with their adviser, each student designs a project that best meets their learning and career goals in a manner that demonstrates mastery in critical social theory and community organizing theory and practice. Mastery is defined as meeting the departmental learning objectives of the MA Program in Social Justice and Human Rights. Students will propose one of the following Capstone options, or, with the permission of the faculty, propose to design an alternative Capstone project. Every capstone proposal and

final product will be evaluated and approved by the student's adviser and an additional faculty member, who together, will serve as the student's MA Committee.

Capstone

Capstone Students are all required to design and complete a capstone project to be completed in their final block. Working with their Capstone instructor, each student designs a project that best meets their learning and career goals in a manner that demonstrates mastery in social and political theories relevant to community organizing and community organizing theory and practice.
Mastery is defined as meeting the departmental learning objectives of the MA Program in Social Justice and Human Rights. For their final program artifact, students will develop and submit a Capstone Report.

Organizing Research Project: Working collaboratively with a social justice organization and their Capstone instructor, the student will co-design and complete a research project that fulfills a research need of that organization.

Movement-Based Research Project: Working with their Capstone instructor, the student will design a research project that offers significant analysis of a movement-based issue. The research may be presented in written or video form (to be agreed on by the student and their adviser and committee member).

Organizing Practice Project: Working collaboratively with a social justice organization and their Capstone instructor, the student will produce something that the organization requests, for example, a campaign or program assessment, a strategic plan, a social media campaign, a fund-raising video, etc.

Comprehensive Examination: Working with their MA Committee, the student will develop three reading lists (literature reviews), each containing scholarly and applied articles and books addressing a specific question or debate in the fields of community organizing and/or social movements theory. Once the two faculty committee members approve the reading lists, the students read and take notes on all of the readings. The faculty committee then gives the student an essay question for each list. The student and committee agree on a time period in which the student will write essays responding to the questions. The student and faculty will then schedule the oral part of the exam in which the faculty will ask the students to discuss their essays. If the faculty committee determines that the student has completed the essays and discussion in manner that demonstrates competence, the student will have completed their capstone.

Organizing Practice Project: Working collaboratively with a social justice organization and their Capstone instructor, the student will produce something that the organization requests, for example, a campaign or program assessment, a strategic plan, a social media campaign, a fund-raising video, etc.

Comprehensive Examination: Working with their MA Committee, the student will develop three reading lists (literature reviews), each containing scholarly and applied articles and books addressing a specific question or debate in the fields of community organizing and/or social movements theory. Once the two faculty committee members approve the reading lists, the students read and take notes on all of the readings. The faculty committee then gives the student an essay question for each list. The student and committee agree on a time period in which the student will write essays responding to the questions. The student and faculty will then schedule the oral part of the exam in which the faculty will ask the students to discuss their essays. If the faculty committee determines that the student has completed the essays and discussion in manner that demonstrates competence, the student will have completed their capstone.

On-Campus Master of Arts in Social Justice

REQUIREMENTS AND Course Sequence

Course Title	Block	Term	Credits
MASJ50000 Orientation Urban Field	Block 1	1st	**3**
MASJ50001 Community Organizing 1	Semester	1st	**3**
MASJ50002 Radical Pedagogy as Praxis	Block 1	2nd	**3**
MASJ50003 Social Justice Graduate Seminar I	Semester	1st	**3**
MASJ50020 Landscapes of Neoliberalism: Conditions of Crisis and Change	Semester	1st	**3**
MASJ50021 Community Organizing 2	Semester	2nd	**3**
MASJ50022 Social Justice Graduate Seminar 2	Semester	2nd	**3**
MASJ51020 Practicum	Term	3rd	**3**
MASJ51111 Research Design Methods	Semester	2nd	**3**
Electives: Choose 1 from Online Elective Above	Semester	2nd	**3**
MACSJC59001 Thesis Projects	Semester	**6**	
36 total credits needed			

MA Residency Presentations
SJCO first year students are required to present on their learning in Los Angeles at the Annual Masters Residency in their first semester. In their third semester, each student is required to present their Thesis Project at the Annual Masters Residency.

On-Campus Thesis Projects:
To begin the Thesis Process student will first enroll in 6 credits of Thesis. Students work with an SJCO committee comprised of 2 faculty members. (One must be an SJCO Department faculty member. The other may be any Prescott College or outside faculty member the student may choose, pending SJCO Adviser approval). Students are required to complete one of the following Thesis Processes**.**
Thesis Exam Process: Working with their Thesis Exam Committee, students articulate 3 subject areas (related directly to their scholarly and professional goals) and construct 25-40 source reading lists in their chosen subject areas. At least 2/3's of each list must consist of peer-reviewed, scholarly texts. They may also include movement-based and other sources.) Students design a timeline for completion of their reading lists in collaboration with their committee.

Upon completion of the reading lists, students work with their committee to co-create a critical question drawn from their learning from each subject area. The student then spends a pre-determined length of time (from 24 hours to 2 weeks) writing responses to each question and turns them into their committee. No longer than 2 weeks after the student turns in their written responses, the committee and student meet for the oral portion of the exam, in which they discuss the student's responses for one hour and spend a second hour discussing the student's next steps in learning and pursuing movement careers and/or further graduate work.
Exam Artifact: The student's self-evaluation and the committee member's narrative evaluations of the student's examination are submitted to the Registrar's Office with email confirmation that the student has fulfilled their MA Thesis Project requirements.

Thesis Action Project Process: Working with their Thesis Action Project Committee, the student designs an experiential, movement-based action project that will
Make a useful/needed contribution to a social justice organization, project, campaign, or movement;
Provide meaningful opportunities to apply SJCO learning, and
Develop and demonstrate competence in movement-based career skills and political analysis.

In collaboration with their committee, the student will develop a timeline and list of products and activities to be completed.
Action Project Artifact: Each action project will either have an artifact that their committee will submit to the Registrar as evidence of completion (such as a video, published report, white paper, etc.), or the student's self-evaluation and the

committee member's narrative evaluations of the student's Thesis Project accomplishments are submitted to the Registrar's office with email confirmation that the student has fulfilled their MA Thesis Project requirements.

Publishable Article Thesis Project Process: In collaboration with their Thesis Action Project Committee, the student will develop, research, and write a 15-25-page scholarly article of publishable quality on a social justice movement-based issue or question.
Publishable Article Artifact: The final, committee-approved draft of the article will be submitted to Registrars' office with email confirmation that the student has fulfilled their MA Thesis Project requirements.

On-Campus Course Descriptions:

MASJ50000 ***Urban Field Orientation: Justice, Home & 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 MA SJHR 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.

MASJ50001 ***Community Organizing 1:*** This course will investigate organizing models and their impact in communities, by building and driving real time organizing campaigns within the Yavapai county Xicano community. We will examine the basics of community development, engagement, mobilizing and organizing while developing a semester long plan to implement those skills and ideas. We will learn and implement the essential components of an organizing drive: the rap, house meetings, communications, media etc. At the end of this semester students will be able to demonstrate basic knowledge in: 1. community asset mapping, 2. organizational assessment, 3. understanding of how to organize a community campaign, 4. SWOT planning session, 5. executing organizing plans in collaboration with SJHR cohort

MASJ50002 ***Radical Pedagogy as Praxis:*** This course focuses on radical pedagogy, including Xican@Indigenous-based pedagogy and critical pedagogy, as a means for achieving social justice. Radical pedagogy is a way of thinking about and negotiating through praxis the relationship among classroom teaching, the production of knowledge, the larger institutional structures of the school, and the social and material relations of the wider community, society, and nation state. This course takes the position that reading the word and the world is a dialectical process and that how one reads the world influences but does not necessarily determine the manner in which one chooses to live in the world. Radical pedagogy and critical consciousness will be studied as an end goal to be reached through liberatory education brought about through collective struggle and praxis. This course will provide the knowledge, skills and training for SJHR student graduate assistants for their future teaching assignments.

MASJ50003 ***Social Justice Graduate Seminar I:*** How can we, as social movement participants, develop and build our analysis in ways that enable us to identify key fronts and strategies and participate in building effective movements for social transformation? Put another way, how do we fight? This graduate social justice theory seminar explores comparative critical approaches to the study of systemic and institutional social power relations, the dynamics of social, cultural, and political change, and movements for social transformation with an emphasis on engaged scholarship. We will read closely, discuss, reflect on, and write about texts (including scholarly and movement-based articles and books, videos, documentaries, and discussions with scholars and activists) that address the following questions: How are socio-environmental crises and systemic injustices produced, reproduced, resisted, and challenged by human beings acting across and within different scales and modalities of time and space? How do groups engaged in social movement building as well as scholars and movement intellectuals engaged in understanding the world with the purpose of changing it frame and address these questions? Building on and expanding the geographic scale of analysis introduced during the Urban Field Orientation, this course applies historical and geographic understandings of urbanization and globalization to questions about social movements operating at the

regional, national, and transnational scales. Each year, this course will focus this broad framework for inquiry around specific social problems and movements based on current events, the specific goals and commitments of each incoming cohort, and our ongoing collaborative work with social movement organizations and projects.

MASJ50020 ***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 the comprise the US-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.

MASJ50021 ***Community Organizing 2:*** This course is a continuation of Community Organizing 1 and will investigate organizing models and their impact in communities by building and driving real time organizing campaigns within the Yavapai county Xicano community. We will continue to examine the theory and practice of community development, engagement, mobilizing and organizing while building on the previous semester's organizing campaigns to implement those skills and ideas. We will learn and implement the essential components of an organizing drive: the rap, house meetings, communications, media etc. At the end of this semester students will be able to demonstrate further knowledge in: 1. community asset mapping, 2. organizational assessment, 3. understanding of how to organize a community campaign, 4. SWOT planning session, 5. executing organizing plans in collaboration with the SJHR cohort.

MASJ50022 ***Social Justice Graduate Seminar 2:*** Social Justice & Human Rights Theory Seminar II builds on, deepens, and continues the work completed in Social Justice and Human Rights Theory Seminar I, taking the same approach to the applied study of social movements, and expanding from the scale of the nation-state and bi-national region to the scale of global systems, crises, and movements for social transformation. This graduate level reading and writing seminar explores historical and contemporary theories of culture, power, knowledge, history, and social change that have been developed and applied by intellectuals working within and in collaboration with social justice movements. The course resonates with and connects student learning to the major themes, questions, and concepts explored during the Urban Field Orientation, expanding the scope of analysis from the scale of the global city and the scales of the nation-state and bi-national region to transnational and global geographies of crisis and possibility. Students will develop an understanding of the integral role of theory in movement building and will expand their knowledge of and ability to evaluate, compare, and apply theoretical frameworks in movement building projects. Close reading and critical writing and communication skills will be emphasized, as students become adept at evaluating the scope, limits, and stakes of complex theoretical arguments and applied analysis of social problems, learn to learn from a wide array of social theorists, and develop the ability to evaluate and navigate contradictory and/or incommensurate theoretical positions.

MASJ51111 ***Research Design and Methods:*** In this course, students will develop research and analytical skills that foster a just and mindful approach to inquiry. 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 exploration of ontology, epistemology, and methodology; evaluating sources of information; literature review and research question development; 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 questions/problems are conceptualized, investigated, and resolved. Students will gain both theoretical and practical knowledge of research methods and will demonstrate the ability to apply these methods in developing and answering research questions through both qualitative and quantitative inquiry. The class will explore

how research can be conducted in a manner that recognizes that the subject/object paradigm through which much research is undertaken can be upended. When conducted with a commitment to rigor, transparency and equality, research, which is vitally needed in social justice and human rights work, can be a means to equalize power and representation.

Master of Arts in Education

OVERVIEW

The Master of Arts Program in Education is an advanced 36-credit graduate program consisting of 36 semester credits. The program is designed to cultivate the knowledge and skills required for researchers in non-certified education programs. This program does not lead to an Institutional Recommendation for certified practice within K-12 schools. (Note: Students using Veteran's Administration (VA) benefits may not pursue individualized concentrations or emphases options and must choose from prescribed concentration or emphasis titles approved by the Arizona State Approving Agency.)

LEARNING OUTCOMES

1. Environmental Literacy - Environmental educators must possess the understandings, skills, and attitudes associated with environmental literacy
2. Foundations of Environmental Education - Environmental educators must demonstrate a basicunderstanding of the goals, theory, practice, and history of the field of environmental education.
3. Professional Responsibilities of the Environmental Educator - Environmental educators must understandand accept the responsibilities associated with practicing environmental education.
4. Planning and Implementing Environmental Education - Environmental educators must combine the fundamentals of high-quality education with the unique features of environmental education to designand implement effective instruction.
5. Fostering Learning and Promoting Inclusivity - Environmental educators must enable all learners to engagein culturally relevant open inquiry and investigation.
6. Assessment and Evaluation - Environmental educators possess the knowledge, abilities, and commitmentto make assessment and evaluation integral to instruction and programs.

Master of Arts in Education with Emphasis in Environmental Education

The Master of Arts in Education with an Emphasis in Environmental Education is designed to cultivate the knowledge and skills required for researchers and practitioners in environmental education programs. This program does not lead to an Institutional Recommendation for certified practice within K-12 schools.

The Master of Arts in Education with an Emphasis in Environmental Education sets groundwork for studies leading to a Doctor of Philosophy Degree (Ph.D.) or other advanced professional degrees.

REQUIREMENTS

Core Required Courses

Course Number	Course Title	Credits
ENV57101	Ecology	3
EDU51100	Foundations of Environmental Education	3
EDU57100	Pedagogical/Andragogical Methods in Teaching and Learning	3
MAED52050	Socio-Ecological Perspectives in Environmental Education	3
EDU57000	Curriculum, Instruction & Assessment	3
EDU57521	Connected Learning	3
COR57114	Graduate Scholarship and Leadership Methodology	3
MA51111	Advanced Research Methods	4

EDU51020	Practicum	4
EDU59900	Thesis	4
Electives (choose one course for total of 3 credits)		
ADV57050	Philosophies and Methods in Experiential and Adventure Education	3
COR57114	Graduate Scholarship and Leadership Methodology	3
MASCJ50020	Landscapes of Neoliberalism	3
MASJC50003	Globalization and Urban Politics	3
ENV57900	Food Systems	3
SBM47010	Organizational Behavior Through a Sustainability Lens	3
SBM47015	Intercultural Leadership in Sustainability Organizations	3
ENV57950	Theory and Practice in Agroecological Systems	3
ENV57901	Place, Sustainability & Diets: Eco-nutrition	3
SBM58000	Realizing the Vision: Integrating Strategic Systems Thinking, Sustainable Supply Chains and Operations	3
ENV57902	Food Justice and Sustainable Food Systems	3
MEDL50000	Foundations of Educational Leadership	3
MAED57005	Learning Theories	3
ENV544400	Conservation Biology	3
ENV57130	Biogeography	3
ENV57150	Ecological Restoration	3
AHU56601	Writing in the Environment	3
AHU56602	Media Advocacy	3
AHU52235	Natural History Writing	3
COR57703	Online Content Creation	3
ENV57100	Ecology, Culture and Community	3
ENV57876	Understanding Climate Change	3
ENV58750	Sustainability and Resilience: From Theory to Practice	3
SBM53000	The Economics of Sustainable Organizations & Communities	3
SBM52225	Energy and the Environment	3
ENV51250	Land Use Planning and Policy	3
ENV57903	Food Systems Biodiversity: The Marketplace	3
ENV57700	Social Equity and Community Engagement	3
SBM57501	Organizational Transformation and Sustainable Leadership	3
AHU53150	Community Arts and Placemaking	3
ENV51950	Ecological Design	3
ENV55505	Community Health	3

North American Association for Environmental Education (NAAEE) Accreditation Prescott College will be seeking accreditation for its EE programs in 2021.

Practicum Requirements

All EE students will need to have practical teaching experience during the program. Students will be advised, based on their individual professional goals, and assisted to secure practicum opportunities that not only support their needs, but also adhere to accreditation requirements.

Thesis Requirements

To support the strong research focus within the EE programs, students will be required to design an innovative, creative, and relevant thesis project which will be evaluated based on the thesis rubric designed to comply with the NAAEE accreditation requirements.

Environmental Education
Course Descriptions

Graduate Scholarship and Research Methodology 3 credits
The primary focus of this course, Graduate Scholarship & Research Methodology, is to critically examine research methodologies and methods most appropriate for the student's graduate study. This course is designed to provide for students 1) an opportunity to create a cohort of graduate colleagues that will collaborate 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 a cohort-lead open forum for the discussion of these elements and connections to the online scholarly resources available through the Prescott College library and website.

Foundations of Environmental Education (3 credits)
This course covers the history, philosophy, and theory and evolution of environmental education. Students will explore the theoretical and philosophical framework of environmental education and seek to understand the relationship to disciplines which inform the field: environmental studies, education, psychology, political science, fine arts, language arts, history, performance studies, etc. Educators will also explore problems and emerging trends in environmental education and relationships of environmental education in formal, non-formal, and informal contexts. The North American Association for Environmental Education's Guidelines for Excellence (NAAEE) six key characteristics that are used to guide the development or selection of comprehensive, high-quality environmental education curricula will be studied.

Connected Learning (3 credits)
This 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.

Social & Ecological Perspectives in Education (3 credits)
This course provides a broad understanding of the cultural, ethical, economic, legal and political issues surrounding diversity, equity and excellence in terms of student learning through understanding the ways in which educational policies, programs, and practices can be developed, adapted and modified to be culturally congruent with the needs of students and their families. Ecological issues are reviewed through the social categories of difference, such as race, class, ethnicity, gender, sexuality, age, ability, and citizenship. Included will be the critical skills for reviewing power dynamics along the spectrum of anthropocentric and ecocentric ideologies, correlating personal ethics and implicit bias, speciesism, and anthropocentrism.

SUITE II: Methods (12 Credits)
Ecology (3 credits) This course provides a rigorous overview of six major organizing areas for study of ecology: physiological ecology, dynamics of energy and element cycles, population ecology, population interactions, community ecology, and evolutionary ecology—the latter especially as it relates to conservation issues. Each major section of the course begins with one or more case studies, then proceeds to the theoretical underpinnings that allow us to understand the ecological processes in question. Students will read a body of current literature and produce a significant paper centered on ecological issues of their bioregion.
Pedagogical-Andragogical Methods in Teaching & Learning (3 credits) This course is designed to provide environmental, experiential and outdoor educators with current and emerging research, skills and strategies in meeting the learning needs of children, adolescents, and adults. Environmental, experiential and outdoor educators will learn and understand how children, adolescents, and adults develop over time and how emerging research on learning affects instruction, assessment, and the decisions made by educators. Effective educators understand the holistic nature of learning and attend to the collective and individual cognitive, emotional, physical, and social needs of their students. To facilitate deep learning, effective educators understand the role of prior knowledge and experiences, language, human development, self-efficacy, creativity, motivation, and influence of culture and community in the learning process.
Designing the Educational Program: Curriculum, Instruction and Assessment (3 credits) In this course educational leaders will study the design, implementation, monitoring and evaluation of a comprehensive education program. This course will explore the means to work collaboratively with students, colleagues, support personnel, organization and community partners. Educators will gain skills in designing, developing and implementing a program, as well as determining outcomes and conducting program evaluations that guide practice.
SUITE III: Capstones (12 credits)
Advanced Research (4 credits) Environmental Educators will select their research focus and methodology from their previous coursework and professional aspirations. They will need to collaborate with their advisor to determine and contribute to the overall growth and development of environmental education. Educators will integrate substantive research through review of the current literature and implementation in the field. Selection of methodology will need to be aligned with their Thesis, Internship/ Practicum experience. Prerequisites: Graduate Scholarship and Research Methodology and Connected Learning.

Environmental Education Internship/Practicum (4 credits)
Environmental educators will apply their program knowledge and experience in a practical context: internship or practicum. This experience is designed to integrate professional practice, theory, and ethical standards within a supervised educational setting using the field as a classroom. Educators work closely in their site approved setting under a qualified Practicum Supervisor. Settings can be formal, non-formal, and informal. During this experience educators will develop and present activities and curricula or other related environmental education projects.

Thesis (4 credits)
Based on the advanced research methodology and practicum/ internship experience selection, environmental educators will develop, write and present their thesis project. The thesis intent is to contribute to the knowledge of the educator's area of specialization, embodying original, independent, applied scholarship. A strong supportive Literature Review will be included.

Master of Arts in Education with Emphasis in Equine-Assisted Learning (EAL)

Equine-Assisted Learning is an experiential approach to learning life skills or pursuing educational goals by intentionally partnering with horses in mutually beneficial relationships. Drawing upon the principles of relational horsemanship and experiential learning theory, students learn to create and implement a curriculum that supports social and emotional learning. Students are exposed to a variety of equine-assisted models in order to develop a broad understanding of the field while incorporating each student's interests in an area of customized study and application.

REQUIREMENTS

The program requires 36 credits.

Foundational Courses

Course ID	Title	Credits
MAEQ 51031	Explorations in Foundations in Equine-Assisted Mental Health & Learning	3
MAEQ 51032	Equines in the Therapeutic & Learning Environment	3
MAEQ 51033	Group Process and Facilitation by Partnering with Equines	3
MAEQ 51034	Best Practices in Equine-Assisted Mental Health & Equine- Assisted Learning	3
MAEQ 51020	Professional Field Experience in Equine-Assisted Mental Health & Learning	3

EAL: Course

Course ID	Title	Credits
MAEQ 51035	Learning Theories and Curriculum Design for EAL OR Faculty approved alternative graduate course (e.g., ,MAEQ 59000)	3

Additional Requirements

MAED 57114	Graduate Scholarship & Research Methodology in Education	3
MA 51111	Advanced Research Methods	2
MA 57000	Qualifying Paper	1
MA 58001	Thesis Plan & Research Design	2
MA 59001	Thesis	10

Note:
The first four equine courses include a four-day residential intensive. Attendance is required.

Master of Arts in Interdisciplinary Studies

OVERVIEW

The Master of Arts in Interdisciplinary Studies (MAIS) at Prescott College allows students to explore topics of personal interest and passion in multidisciplinary ways that grow knowledge, skills, abilities, values, and ways of being. MAIS offers a number of unique opportunities:

1. Students can take existing graduate courses offered in other programs and/or create their own independent study courses.
2. Only two courses are required besides the Capstone.
3. Students can designate a specialized emphasis area. Emphasis areas can be:
   a. Based on other Prescott College master's programs (e.gl, Critical Psychology, Food Systems, Resilient & Sustainable Communities)
   b. Broad in nature (e.g. Arts & Humanities, Holistic Health, Philosophy, Mathematics); or
   c. Highly specific (egg. Feminist Poetry, Sound Healing, Archetypes & Cultural mems, Gödel's Incompleteness Theorems)
4. Opportunities are virtually endless to individualize what is studied

LEARNING OUTCOMES

- Integrate knowledge, methods, and modes of thinking drawn from multiple disciplines.
- Cultivate self-awareness, intellectual honesty, and ethical integrity.
- Develop new skills, abilities, values, and ways of being that address the challenges of the 21st century.
- Produce an original interdisciplinary understanding of complex problem or intellectual questions.

REQUIREMENTS

30 credits

Online Orientation

Core Required Courses

Number	Course Title	Credits
COR57113	Successful Interdisciplinary Learning Strategies	1
COR57114	Modes of Inquiry: Interdisciplinary Scholarship and Research	3
MA59500	Capstone	3-6

Electives (23 credits required)

GRA52100	Traditional Ecological Knowledge	3
GRA52000	Digital Storytelling	3
HDP51000	Community Psychology	3
ENV57100	Ecology Culture and Community	3
MASJC5004	Theories of Change	3
HDP57000	Liberation Psychology	3
HDP53000	Psychology of Culture and Diversity	3
HDP54000	Peace Psychology	3
ENV57900	Food Systems	3
SBM52225	Energy and the Environment	3
MASJC50050	Comparative Political and Social Theory	3
AHU57600	Art and Healing	3
ENV57875	Understanding Climate Change	3

AHU56602	Media Advocacy	3
ENV58750	Sustainability & Resilience: From Theory to Practice	3
ENV57700	Social Equity and Community Engagement	3
AHU53150	Community Arts and Placemaking	3
SBM57510	The Adventure of Enterprise: Ecopreneurs, Innovation, and Sustainability	3
GRA51102	Funding Change: Grant Writing	3
AHU57000	Art as Social and Environmental Practice	3
MASJC50003	Globalization and Urban Politics	3
ENV57130	Biogeography	3
AHU57001	The Art of Social Practice: Changing the World	3
AHU52235	Natural History Writing	3
ENV57700	Social Equity and Community Engagement	3
SBM53000	The Economics of Sustainable Organizations & Communities	3

Master of Business Administration in Sustainability Leadership

OVERVIEW

The Master of Business Administration in Sustainability Leadership is 30 credits in length. All students complete a Capstone Project as part of their program. Offering Business degrees with sustainability foci is one way that Prescott College can empower our students by providing tools and knowledge to effect needed change via their own businesses or as valuable members of private or public organizations that recognize the impacts they have on the environment.

Working effectively with others in business – whether that be an entrepreneurial venture or an international conglomerate – is critical; and a Business degree focused on leadership, sustainability, justice, and cooperation can prepare our students to do that well. Specialized education in sustainability offers business school graduates a viable path for differentiating themselves in a job market that some believe is saturated with graduates with generalist MBA degrees.

Additionally, adults attempting to balance work, family, and school are often under-served in the Business degree market. Few Business programs – particularly those with a sustainability concentration – are offered entirely asynchronously online. Fully online and asynchronous Business programs respect the complexity of adult students' lives and offer them learning opportunities that fit their schedules, while enabling them to interact with diverse peers from around the country – or around the globe. Particularly for students interested in sustainability and justice, the opportunity to engage in conversation with students from different places and with different perspectives can be empowering and exciting.

Primary Objective

The one-year MBA in sustainability leadership is primarily targeted at professionals working for companies, nonprofits, and government organizations whose goals include: Deepening their understanding of how to improve organizational success through social and environmental performance as change agents; and improving their ability to build organizational strategies for sustainability.

LEARNING OUTCOMES

- Assess sustainability practices and how these are applied to support competitive advantage through environmental and social performance.
- Assess sustainability practices and how these are applied to support competitive advantage through risk mitigation, including risks related to climate change, scarcity of resources, and conservation (e.g., operational efficiencies).
- Analyze innovative leader responses to challenges and opportunities across economic, social, environmental, and political spheres.
- Demonstrate command of business fundamentals to build an actionable sustainable organization strategy and strategy implementation plan.
- Evaluate organizational culture -and other change management in its role in the creation of superior products, services, and/or processes.
- Solve leadership problems by acquiring, interpreting, and synthesizing data.
- Communicate effectively as an organizational leader to (a) bridge diverse perspectives, cultures, and disciplines; (b) promote sustainability and triple bottom line thinking for the organization; and (c) improve authentic external communications related to social and environmental, as well as economic performance.

REQUIREMENTS

30 credits

Online Orientation

Core Required Courses

Number	Course Title	Credits
SBM57501	Organizational Transformation & Sustainable Leadership	3
SBM53000	The Economics of Sustainable Organizations and Communities	3
SBM52000	Triple Bottom Line Measurement, Reporting & Data Analytics	3
SBM55500	Sustainable Marketing & Brand Management	3
SBM52001	Accounting Practices in the Ethical Organization	3
SBM58000	Realizing the Vision	3
SBM52002	Financial Decision-making	3
SBM59000	Strategic Management Capstone	3

Electives (6 credits - choose two of the following)

GRA51102	Funding Change: Grant Writing & Non-Profit Essentials	3
ENV58500	Sustainable Solutions: Impact Measurement and Program Design	3
ENV57876	Understanding Climate Change	3
ENV54505	Environmental Administrative Law	3
ENV57903	Food System Biodiversity: The Marketplace	3
ENV57955	Social Values and Value Chains: Farm to Plate	3
MA57518	Sustainable Leadership	3
MA57560	Resilience Thinking	4
SBM53050	Alternative Dispute Resolution	3
MA57010	Organizational Behavior through a Sustainability Lens	3
MA57015	Intercultural Leadership in Sustainability Organizations	3

Dual Master of Science in Sustainable Food Systems (MSFS) and Master of Business Administration (MBA) in Sustainability Leadership

with optional concentrations in:
Sustainable Diets & Biodiversity; Food Justice; &/or Food Entrepreneurship (MSFS);
Regenerative Enterprise, Innovation & Intrapreneurship, &/or Ecopreneurship (MBA)

OVERVIEW

For students interested in using concepts of organizational transformation, sustainable leadership and entrepreneurship for the purpose of transforming food systems, Prescott College is pleased to offer a dual degree opportunity with the Master of Science in Sustainable Food Systems (MSFS). The dual MBA-MSFS degree program is 45 credits in length (versus 66 credits if the degrees are separately pursued) and the required courses for this degree are set forth below. Students may take these in any order based upon availability and scheduling except for SBM 52002 which requires SBM 52001 as a prerequisite.

REQUIREMENTS

45 total credits
Online Orientation

Core Required Courses

Number	Course Title	Credits
ENV 57900	Food Systems	3
ENV 57950	Theory and Practice in Agroecological Systems	3
ENV 57901	Place, Sustainability & Diets: Eco-nutrition	3
ENV 57955	Social Values and Value Chains: Farm to Plate Sustainability	3
OR		
SBM58000	Realizing the Vision: Integrating Strategic Systems Thinking, Sustainable Supply Chains and Operations	3
ENV 57902	Food Justice and Sustainable Food Systems	3
ENV 57960	Food and Agriculture: Advanced Policy	3
SBM 57501	Organizational Transformation & Sustainable Leadership	3
SBM53000	The Economics of Sustainable Organizations & Communities	3
SBM52000	Triple Bottom Line Measurement, Reporting & Data Analytics	3
SBM55500	Sustainable Marketing & Brand Management	3
SBM52001	Accounting Practices in the Ethical Organization	3
SBM52002	Financial Decision-making in the Triple Bottom Line Organization	3
ENV 58500	Sustainable Solutions: Impact Measurement and Project Design	3
SBM59000	Capstone	3
	Strategic Sustainable Management	

Other elective courses from Prescott College graduate programs with approval from program director

Master of Education

OVERVIEW

The Master of Education program is intended for educators interested in preparational for professional practice. The Master of Education includes a core sequence of courses as well as tracks of courses and electives comprising the various certification concentrations.

LEARNING OUTCOMES

- Education uses an array of outcomes for each specific certification track that align directly with the INTASC and ISTE standards and/or NAEYC standards. Please see the curriculum map and professional program rubrics in the Assessment Handbook documenting alignment of outcomes and rubrics with state, national and professional standards differentiated appropriately for the level of instruction.

Core Education Outcomes

1. LEARNER DEVELOPMENT—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. LEARNING DIFFERENCES—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. LEARNING ENVIRONMENTS—The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. CONTENT KNOWLEDGE—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of content.
5. APPLICATION OF CONTENT—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. ASSESSMENT—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. PLANNING FOR INSTRUCTION—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. INSTRUCTIONAL STRATEGIES—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. PROFESSIONAL RESPONSIBILITY & ETHICAL PRACTICE—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. LEADERSHIP & COLLABORATION—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

INTERNSHIP SUPERVISION FOR EDUCATION CERTIFICATION

Course instructors work with supervisors in the field, in collaboration with the student and are guided by the national

accreditation standards associated with the program. Course instructors approve the final evaluations, oversee the assessments, and submit the final grade for the course.

Elementary Education Certification
36 CREDITS

	FULL TIME ENROLLMENT 16 CREDITS SEMESTER	3/4 ENROLLMENT APPROX 9 CREDITS SEMESTER
FALL	EDU47050/57050 - Working in Schools (1cr) EDU47010/57010 - Curriculum Design and Evaluation (4cr) EDU47029/57029 - Integrated LA/SS (4cr) EDU47035/57035 - Intro to Special Education (3cr)	EDU47050/57050 - Working in Schools (1cr) EDU47010/57010 - Curriculum Design and Evaluation (4cr) EDU47029/57029 - Integrated LA/SS (4cr)
SPRING	EDU47001/57001 - Foundations of Education (3cr) EDU47020/57020 - Reading Methods & Practice (3cr) EDU47019/57019 - Integrated S.T.E.M. (4cr) EDU47004/57004 - SEI Complete (3cr)	EDU47001/57001 - Foundations of Education (3cr) EDU47019/57019 - Integrated S.T.E.M. (4cr) EDU47004/57004 - SEI Complete (3cr)
SUMMER	EDU47040/57040 - Creating and Managing Learning Communities (3cr)	EDU47035/57035 - Intro to Special Education (3cr) EDU47020/57020 - Reading Methods & Practice (3cr) EDU47040/57040 - Creating and Managing Learning Communities (3cr)
FALL	STUDENT TEACHING - 8 CR	STUDENT TEACHING - 8 CR

Master of Education in Elementary Education

The Master of Education Program in Elementary Education is an advanced graduate program consisting of 36 semester credits. The program is designed to cultivate the knowledge and skills required for educators of young children (grades K-5). Successful completion of degree requirements leads to an Institutional Recommendation for Arizona Teacher Certification in Elementary Education.

Elementary Education		
EDU47050/57050	Working in Schools	1 CR
EDU47010/57010	Curriculum Design and Evaluation	4 CR
EDU47029/57029	Integrated LA/SS	4 CR
EDU47035/57035	Intro to Special Education	3 CR
EDU47001/57001	Foundations of Education	3 CR
EDU47020/57020	Reading Methods and Practice	3 CR
EDU47019/57019	Integrated S.T.E.M	4 CR
EDU47004/57004	SEI Complete	3 CR
EDU47040/57040	Creating and Managing Learning Communities	3 CR
EDU47199/57199	Student Teaching	8 CR

Master of Education in Secondary Education

The Master of Education Program in Secondary Education is an advanced graduate program consisting of 36 semester credits. The program is designed to cultivate the knowledge and skills required for educators of teen-age adolescents (grades 9-12). Successful completion of degree requirements leads to an Institutional Recommendation for Arizona Teacher Certification in Secondary Education.

Secondary Education		
EDU47050/57050	Working in Schools	1 CR
EDU47010/57010	Curriculum Design and Evaluation	4 CR
HDP42000/52000	Adolescent Psych	4 CR
EDU47035/57035	Intro to Special Education	3 CR
EDU47001/57001	Foundations of Education	3 CR
EDU47217/57217	Secondary Reading Methods	3 CR
EDU47208/57208	Secondary Content Methods	4 CR
EDU47004/57004	SEI Complete	3 CR
EDU47040/57040	Creating and Managing Learning Communities	3 CR
EDU47299/57299	STUDENT TEACHING	8 CR

Master of Education in Early Childhood Education

The Master of Education Program in Early Childhood Education is an advanced graduate program consisting of 36 semester credits. The program is designed to cultivate the knowledge and skills required for educators of infants and very young children (birth to age 8). Successful completion of degree requirements leads to an Institutional Recommendation for Arizona Teacher Certification in Early Childhood Education.

Early Childhood Education		
EDU47050/57050	Working in Schools	1 CR
EDU47029/57029	Integrated Language Arts and Social Studies	4 CR
EDU47010/57010	Curriculum Design and Evaluation	4 CR
EDU47035/57035	Intro to Special Education	3 CR
EDU47804/57804	The Whole Child	3 CR
EDU47020/57020	Reading Methods & Practice	3 CR
EDU47802/57802	Foundations of ECE/ECSE	3 CR
EDU47019/57019	Integrated S.T.E.M.	4 CR
EDU47898/57898	ECE Practicum	4 CR
EDU47820/57820	Positive Child Guidance	3 CR
EDU47698/57698	Student Teaching	4 CR

Master of Education in Early Childhood Special Education

The Master of Education Program in Early Childhood Special Education is an advanced graduate program consisting of 40 semester credits. The program is designed to cultivate the knowledge and skills required for educators of very young children with exceptionalities (birth to age 8). Successful completion of degree requirements leads to an Institutional Recommendation for Arizona Teacher Certification in Early Childhood Special Education.

Early Childhood Special Education		
EDU47050/57050	Working in Schools	1 CR
EDU47029/57029	Integrated Language Arts and Social Studies	4 CR
EDU47880/57880	Collaborative SPED Communities	4 CR
EDU47035/57035	Intro to Special Education	3 CR
EDU47804/57804	The Whole Child	3 CR
EDU47020/57020	Reading Methods & Practice	3 CR
EDU47881/57881	Advanced SPED Methods	4 CR
EDU47019/57019	Integrated S.T.E.M.	4 CR
EDU48750/58750	Foundations of Language and Literacy	3 CR
EDU47820/57820	Positive Child Guidance	3 CR
EDU47697/57697	ECSE Practicum	4 CR
EDU47697/57697	STUDENT TEACHING	4 CR

Master of Education in Special Education (Mild to Moderate)

The Master of Education Program in Special Education is an advanced graduate program consisting of 39 semester credits. The program is designed to cultivate the knowledge and skills required for educators of exceptional students (grades K-12). Successful completion of degree requirements leads to an Institutional Recommendation for Arizona Teacher Certification in Special Education.

Special Education

EDU47050/57050	Working in Schools	1 CR
EDU47010/57010	Curriculum Design and Evaluation	4 CR
EDU47880/57880	Collaborative SPED Communities	4 CR
EDU47035/57035	Intro to Special Education	3 CR
EDU47385/57385	Survey of Exceptional Learner	3 CR
EDU47020/57020	Reading Methods & Practice	3 CR
EDU47881/57881	Advanced SPED Methods	4 CR
EDU47004/57004	SEI Complete	3 CR
EDU48750/58750	Foundations of Language and Literacy	3 CR
EDU47315/57315	The Positive Classroom	3 CR
EDU47395/57395	STUDENT TEACHING	8 CR

Master of Education in School Counseling

The Master of Education Program in School Counseling is an advanced graduate program consisting of 36 semester credits. The program is designed to cultivate the knowledge and skills required for school counselors practicing in K-12 schools. Successful completion of degree requirements leads to an Institutional Recommendation for Arizona Teacher Certification in School Counseling.

Course Number	Course Title	Credits
MASG 50000	Foundations of School Counseling	3
MASG 51010	Counseling Theories	3
MASG 50020	Human Growth and Development	3
MASG 50030	Social and Ecological Perspectives	3
MASG 50070	Vocational Counseling and Career Development	3
MASG 50080	Group Dynamics Processing and Counseling	3
MASG 50081	The Transformed School Counselor: 21st Century Ready	3
MASG 50111	Research Practices for School Counselors	3
MASG 50112	School Counseling: Program Development, Implementation and Evaluation	3
MASG 59000	Elective: Current Issues in School Counseling	3
MASG 51020	Supervised School Counseling Practicum	6

Master of Education in Educational Leadership

The Master of Education Program in Educational Leadership is an advanced graduate program consisting of 36 semester credits. The program is designed to cultivate the knowledge and skills required for school administrators and principals practicing in K-12 schools. Successful completion of degree requirements leads to an Institutional Recommendation for Arizona Teacher Principalship Certification.

Educational Leadership		
MEDL50000	Foundations of Educational Leadership	3 CR
MEDL50010	Data Analysis & Decision making	3 CR
MEDL50050	Personnel Management	3 CR
MEDL50030	School Law	3 CR
MEDL50040	School Finance	3 CR
EDU71003	Modes of Inquiry	3 CR

MEDL51020	Educational Leadership Internship I	3 CR
MEDL51021	Educational Leadership Internship II	3 CR
MEDL59002	Master of Educational Leadership Portfolio	3 CR
MEDL50045	Designing the Educational Program	3 CR
MEDL50049	Education Politics and Policy	3 CR
MEDL50046	Ethics and Educational Leadership	3 CR

Master of Education Degree: Non-Certification

OVERVIEW

The 36-credit program of study composed of the required and elective courses described below prepares students for visionary, innovative occupations in the field of Education. The M.Ed. non-certification track is intended for students who already have, or do not plan to seek, professional certification.

REQUIREMENTS

Foundational Coursework in Education, 18-19 Core Credits:

Note: Courses selected must meet the following requirements: Foundations in Education; Methodology in Education; Culturally and Ecologically Responsive Education; Electives; Research; and Practicum

Requirement Category, Course Number, Course Title, and Semester Credits			
Foundations in Education (6 Credits) *Select 2 Foundations in Education courses that include theories of learning and foundations in the system(s) of education*			
General Education	**Leadership**	**Counseling/ Human Dev.**	**Experiential Ed.**
MAED 57001 Foundations of Ed (3) and/ or MAED 57050 Working in Schools	MEDL 50000 Foundations of Ed. Leadership (3)	MASG 50000 Foundations of School Counseling	MAEE Foundations of Environmental Ed or ADV 51225 Teaching & Learning in Adventure Ed
MAED 57005 Learning Theories	MEDL Pedagogical/Andragogical Methods in Teaching & Learning	MASG 50020 Human Growth & Dev or MASG 51010 Counseling Theories	MAEE Pedagogical/Andragogical Methods in Teaching & Learning
Methodology in Education (9-10 Credits) *Select 3 Methodology in Education courses that include curriculum and/ or program design, learning communities development, and support for learner differentiation*			
MAED 57010 Curriculum Design & Assessment (4)	MEDL 50045 Designing the Educational Program: Curriculum, Instruction, and Assessment	MASG 50112 School Counseling: Program Development, Implementation & Evaluation	EDU 51200 Curriculum Design & Experiential Ed and/ or EDU57121 Program Design & Evaluation
MAED 57040 Creating & Managing Learning Comm. (3)	MAED57040 Leading Learning Communities	MASG 50080 Group Dynamics Processing & Counseling (4)	MA 57121 Connected Learning
MAED 57035	MEDL 50095	MASG53000	MAEE

Introduction to Special Education (3)	Instructional Supervision	Current Issues in School Counseling: Meeting the Needs of the Whole Child in a Collaborative Team Approach (3)	Advanced Topics in Environmental Ed (3)
Culturally and Ecologically Responsive Education (3-6 Credits) *Select one or two courses that meet the culturally and ecologically responsive education requirement*			
MAED 57705 Rethinking our Classroom: Race, Power & Identity	MEDL 50025 Sustainable Leadership for Diversity: Authentic Applications	MASG 50030 Social and Ecological Perspectives	MASG50030 Social and Ecological Perspectives
MAED 57004 Structured English Immersion (SEI) or EDU 51200 Pedagogy of Multicultural & Social Justice Education	MEDL 50020 Sustainable Leadership (3) or MAED 51500 Culture, Power & Societal Change (3)	MAED 51500 Culture, Power & Societal Change	EDU 51200 Pedagogy of Multicultural & Social Justice Education or MAED 51500 Culture, Power & Societal Change (3)

Design and Practice (6-18 Credits)

Research

Course Number	**Course Title**		**Semester Credits**
General Education	**Leadership**	**Counseling/ Human Dev.**	**Environmental Ed**
MAED 57114 Graduate Scholarship & Research Methodology (3) or MEDL 50061 Towards School Improvement: Leading Teachers as Action Researchers (3)	MAED 57114 Graduate Scholarship & Research Methodology (3) or MEDL 50061 Towards School Improvement: Leading Teachers as Action Researchers (3)	MASG 50111 Research Practices for School Counselors (3)	MA5111 Advanced Research Methods (4)

Elective Coursework, 9-10 Credits:
(from departmental and college-wide graduate courses)
<u>Examples:</u>

Course Number	**Course Title**	**Semester Credits**
MEDL 50020	Sustainable Education Leadership	3
MEDL 50030	School Law	3
ENV 57101	Ecology	3

Practicum, 8 Credits:

Course Number	**Course Title**	**Semester Credits**
MAED 51020	Practicum	4 to 8

Master of Fine Arts in Social and Environmental Arts Practice

OVERVIEW

The MFA in Social and Environmental Arts Practice focuses on the intersection of art and activism. Specifically, it explores art in social change and the application of art as a change agent. Program courses are online to serve students who seek a meaningful educational experience designed for adults with work, family, and/ or social commitments that make campus-based programs an ineffective choice. In addition to online coursework, the program offers annual residencies and other optional face-to-face experiences during which students work will faculty, visiting artists, and classmates.

The interdisciplinary MFA in Social and Environmental Arts Practice degree is designed to utilize art as a way to positively and effectively respond to social and environmental problems in ways that inspire and mobilize community-based solutions. Unlike traditional MFA programs in which students concentrate on a specific medium, form, or discipline, the interdisciplinary MFA in Social and Environmental Arts Practice centers concept, purpose and intentional engagement with community over specific disciplines or media. A student entering into the interdisciplinary MFA in Social and Environmental Arts Practice might combine multiple disciplines and media, or work within a single discipline or media focused within the frame of social practice theory. The MFA program requires 48 credits to complete.

LEARNING OUTCOMES

- To evaluate nature, culture, society, and the environment through the arts.
- To create art that influences social and cultural change in support of social justice, including environmental sustainability.
- To develop skills and knowledge necessary to create shifts within the arts that support activism in support of social justice.
- To develop critical thinking skills and knowledge necessary to make and/ or defend art that explores nature, culture, society, and the environment.
- To disseminate art that explores complex social and environmental issues, for wide and diverse public discourse through the arts.

REQUIREMENTS

48 credits
Online Orientation

Core Required Courses

Number	Course Title	Credits
AHU57000	Art as Social and Environmental Practice	3
AHU57500	Art History I: Global Art Through Mid-Twentieth Century	3
AHU57001	The Art of Social Practice: Changing the World	3
AHU53000	The Rise of Performance Art in the Fine Arts World	3
AHU57600	Art and Healing	3
AHU55001	Methods in Identity, Archive and Documentary Photography	3
AHU53500	Introduction to Critical Museology	3
AHU57501	Art History II; The History of Artists' Efficacy	3
MASJC50020	Landscapes of Neoliberalism	3
AHU59301	Capstone	3
AHU59900/01/02/03	Studio Practice I, II, III, IV	12

Electives	6 credits – choose two courses	
MA57200	Digital Storytelling	3
EDU76000	Art-Based Research Methods	3

MA57513	Ecofeminism	3
MASJC50003	Globalization and Urban Politics	3
MASJC50002	Radical Pedagogy as Praxis	3

Master of Science in Environmental Studies

OVERVIEW

From policy, law, and ethics to conservation, restoration, and education, environmental issues encompass many disciplines and the study of these interrelationships is increasingly important as we enter the Anthropocene and struggle with how to live sustainably on our one small planet. Our Master of Science in Environmental Studies is ideal for those who want to influence our direction in this, our greatest challenge, whether they are working professionals, career changers, or just starting out. Its emphasis on practical and local application of knowledge prepares students for professional work. It provides breadth through the common core, and depth in the choice of concentration. It allows students who do not wish to pick up roots and move to a residential campus to continue with their lives and still gain the expertise and credentials to move ahead in their careers. The bioregional focus of the program helps students to become connected to their local natural and human communities, enabling them to go beyond a conventional education and learn to identify and solve problems at multiple scales.

The program is 36 credits and takes approximately two years to complete, depending on the choice of capstone. The MSES begins with a foundational core of courses that build environmental expertise across the disciplines of policy, law, ethics, history, ecology, and leadership. Depth is developed in the choice of concentration: conservation, writing and communication, or a self-design (the latter developed in collaboration with the program director). Students typically complete a practicum experience to develop professional connections, and finish their program with either a capstone project (thesis) or professional portfolio.

LEARNING OUTCOMES

- Demonstrate a solid foundation in environmental science, history, philosophy, law, policy, and systems thinking, and show how each disciplinary area influences specific environmental issues in their bioregion.
- Analyze contemporary environmental issues at local, regional, and global scales through the lens of multiple disciplines.
- Demonstrate understanding of the theories related to their specific area of focus in environmental studies.
- Develop and demonstrate through projects a suit of sophisticated skills related to applying theoretical knowledge to problem—solving.

REQUIREMENTS

36 credits
Online Orientation

Core Required Courses

Course Number	Course Title	Credits
ENV57100	Ecology, Culture & Community	3
SBM54500	Environmental Law & Policy	3
ENV57101	Ecology	3
ENV50505	Environmental History & Philosophy	3
SBM57501	Organizational Transformation and Sustainable Leadership	3
	Practicum	6
Capstone		
COR57702	Capstone Portfolio **OR**	3
COR57700	Capstone Project	3

Concentrations – Students choose one of the following concentrations

Conservation Biology

ENV54400	Conservation Biology	3
	One of the following	
ENV57130	Biogeography	3
ENV57150	Ecological Restoration	3

Communication

AHU56601	Writing in the Environment	3
	One of the following	
AHU56602	Media Advocacy	3
AHU52235	Natural History Writing	3
COR57703	Online Content Creation	3
ENV56500	Science Writing	3

Individualized Concentration

Two, 3 credit Prescott College graduate courses with approval of the program director

Electives (12 credits required)

ENV54400	Conservation Biology	3
ENV57130	Biogeography	3
ENV57150	Ecological Restoration	3
AHU56601	Writing in the Environment	3
AHU56602	Media Advocacy	3
AHU52235	Natural History Writing	3
COR57703	Online Content Creation	3
ENV56500	Science Writing	3

Master of Science in Resilient and Sustainable Communities

OVERVIEW

The Masters of Science in Resilient and Sustainable Communities is 36 credits in length.

As people across the planet begin the process of adapting to a changing climate, the depletion of fossil fuel supplies, and growing inequalities in wealth and access to vital resources, the MRSC program is designed to help students understand the interaction between various structural components of communities, and to work toward developing, advocating, and implementing fundamental changes in how communities' function in response to such challenges. At the heart of this program is the need to create resilient communities, which are able to adapt to changing conditions in ways that allow them to maintain their basic identity. Students will synthesize knowledge about land-use planning, economic development, energy production, food systems, resource management, and their local natural history, while developing their skills in leadership, group organization, civic participation, and conflict resolution—all leading toward the creation of actionable plans for communities in their bioregion.

LEARNING OUTCOMES

- Be able to synthesize the knowledge necessary to plan sustainable and resilient communities, including land-use policy, economic development, energy production, food systems, resource management, and their local natural history in preparation for creating actionable plans for communities in their bioregion.
- Develop a suite of sophisticated skills related to applying theoretical knowledge to problem-solving in a community.
- Be able to evaluate the specific challenges that a community faces—environmental, as well as economic and political—in becoming more sustainable and resilient, and to research and develop effective approaches for addressing these challenges.
- Prepare to help create revitalized, sustainable, and more resilient and socially just communities bydeveloping their skills in leadership, group organization, and conflict resolution.

REQUIREMENTS

36 Credits
Online Orientation

Required Courses

Course Number	Course Title	Credits
ENV57100	Ecology, Culture and Community	3
ENV57876	Understanding Climate Change	3
ENV58750	Sustainability and Resilience: From Theory to Practice	3
SMB53000	The Economics of Sustainable Organizations & Communities	3
SBM52225	Energy and the Environment	3
ENV51250	Land-Use Planning and Policy	3
ENV57903	Food Systems	3
ENV57700	Social Equity and Community Engagement	3
SBM57501	Organizational Transformation and Sustainable Leadership	3
Capstone		
COR57700	Capstone Proposal	1
COR57001	Capstone Writing	2
OR		
COR57702	Capstone Portfolio	3

Electives	Choose any two of the following (other Prescott College graduate courses can be approved by the program director)	
SBM53050	Alternative Dispute Resolution	3
ENV55505	Community Health	3
ENV58800	Emergency Management and Communication	3
ENV51950	Ecological Design	3
ENV53000	Resilient Infrastructure and Transportation	3
AHU53150	Community Arts and Placemaking	3

Master of Science in Sustainable Food Systems

OVERVIEW

The Master of Science in Sustainable Food Systems is 36 credits in length.

The Sustainable Food Systems program has a common core of courses that are foundational to understanding and influencing sustainable and resilient food systems across disciplines. Many students will choose to follow the core MSFS program to apply sustainable food system concepts to address food and nutrition insecurity; incentivize agroecological approaches to enhance ecosystem services like pollination, water quality and nutrition; find leverage points in policy and community planning practices; and examine sustainable business practices from farm to table. All students complete a capstone project.

Recognizing the unique role food systems have in environmental health but also human health and wellbeing, the MSFS program offers optional concentrations in Sustainable Diets and Biodiversity, Food Entrepreneurship and Food Justice. Students who wish to complete with MSFS program with a concentration will complete 21 hours of the common core, select six hours of specialized courses for their electives and will focus their capstone projects in their area of concentration.

Primary Objective: Prescott College's Sustainable Food Systems program will support the strengthening of communities and their members by helping people re(build) healthy, just and sustainable food systems. An interdisciplinary team of scholars and practitioners will accomplish this mission through robust teaching portfolios; sustainability-focused scholarship (domestic and international); science and policy advising and advocacy; and, ultimately, the actions of our students.

LEARNING OUTCOMES

- Develop a complex systems approach to understanding sustainable food systems, their historical development, ecological foundations, socio-economic dynamics, policy aspects and the cultural values that create contemporary food systems, including global and regional differences.
- Develop an understanding of agroecological production systems and ecosystem services in order to apply best practices to vegetable, fruit, medicinal plant and livestock sectors, at different scales in different bioregions.
- Demonstrate the ability to analyze different components of a food system – origins, production, processing, distribution, preparation, consumption and waste – in order to assess economic, ecological, and social justice and sustainability.
- Apply professional and analytical skills to build and encourage sustainable practices to leverage food system change within communities, businesses, the nonprofit sector, and/or policymaking organizations.
- Apply quantitative and qualitative methods and tools for food system analyses and sustainability impact measurement in order to address local and global food system challenges.
- Recognize and analyze problems and opportunities and develop solutions for local and global food system issues that integrate (1) skills and knowledge of the functional areas of food systems and (2) the interdisciplinary analysis of food system dynamics.

REQUIREMENTS

36 Credits
Online Orientation

Core Required Courses

Course Number	Course Title	Credits
ENV57900	Food Systems	3
ENV57950	Theory and Practice in Agroecological Systems	3

ENV57901	Place, Sustainability & Diets	3
ENV57955	Social Values and Value Chains	3
ENV57902	Food Justice and Sustainable food Systems	3
ENV57960	Food and Agriculture: Advanced Policy	3
SBM57510	The Adventure of Enterprise	3
OR		
SBM57501	Organizational Transformation & Sustainable Leadership	3

Capstone

ENV58500	Sustainable Solutions: Impact Measurement and Program Design	3
COR57550	Sustainable Food Systems Solutions: Capstone Project	3

Electives	Choose any three of the following (other courses can be approved by the program director)	
ENV57904	Biodiversity Issues in Food Systems: Sustainable Diets and Biodiversity	3
ENV58903	Biodiversity Issues in Food Systems: Conservation in the Marketplace	3
ENV57800	History of Food and Agriculture	3
ENV57801	American Agriculture in History	3
ENV57905	Food Traditions and Markets	3
MASJ50005	Mobilizing Change	3
SBM80000	Realizing the Vision: Integrating Strategic Systems Thinking	3
SBM55500	Sustainable Marketing and Brand Management	3

Optional Concentrations

Sustainable Diets and Biodiversity: For students working in nutrition, culinary nutrition, public health and related fields where knowledge of diverse diets with low environmental impacts can play an important role in ensuring food and nutrition security. Requires nine credits of context courses

ENV57904	Sustainable Diets and Biodiversity	3
ENV57901	Place, Sustainability and Diets	3
ENV57955	Social Values and Value Chains	3

Food Entrepreneurship: For students interested in food system change through self-employment or other entrepreneurial endeavor seeking knowledge about how businesses can play an important role in ensuring food and nutrition security. Requires nine credits of context courses

SBM57510	The Adventure of Enterprise: Ecopreneurs, Innovation and Sustainability **OR**	3
SBM57501	Organization Transformation & Sustainable Leadership	3
SBM55500	Sustainable Marketing & Brand Management	3
ENV57955	Social Values and Value Chains: Farm to Plate Sustainability **OR**	3
SBM80000	Realizing the Vision: Integrating Strategic Systems Thinking, Sustainable Supply Chains and Operations	3

Food Justice: For students who seek to make global, industrial food systems more equitable and just. Food justice articulates a community's ability to acquire healthy food (food access) with its right to define its own food systems (food sovereignty). Requires nine credits of context courses

ENV57900	Food Systems	3
ENV57902	Food Justice and Sustainable Food Systems	3
MASJC50005	Mobilizing Change	3

Dual Master of Business Administration (MBA) in Sustainability Leadership and Master of Science in Sustainable Food Systems (MSFS)

with optional concentrations in:
Sustainable Diets & Biodiversity; Food Justice; &/or Food Entrepreneurship (MSFS);
Regenerative Enterprise, Innovation & Intrapreneurship, &/or Ecopreneurship (MBA)

OVERVIEW

For students interested in transforming food systems through organizational transformation, sustainable leadership and entrepreneurship, Prescott College is pleased to offer a dual degree opportunity with the Master of Business Administration (MBA) in Sustainability Leadership. The dual MBA-MSFS degree program is 45 credits in length (versus 66 credits if the degrees are separately pursued) and the required courses for this degree are set forth below. Students may take these in any order based upon availability and scheduling except for SBM 52002 which requires SBM 52001 as a prerequisite.

LEARNING OUTCOMES

See MBA and MSFS Learning Outcomes

REQUIREMENTS

Complete 45 credits as described below
Online Orientation

- ENV 57900 Food Systems, 3 cr
- ENV 57950 Theory and Practice in Agroecological Systems, 3 cr
- ENV 57901 Place, Sustainability & Diets: Eco-nutrition, 3 cr
- ENV 57955 Social Values and Value Chains: Farm to Plate Sustainability, **or** SBM58000 Realizing the Vision: Integrating Strategic Systems Thinking, Sustainable Supply Chains and Operations, 3 cr
- ENV 57902 Food Justice and Sustainable Food Systems, 3 cr
- ENV 57960 Food and Agriculture: Advanced Policy, 3 cr
- SBM 57501 Organizational Transformation & Sustainable Leadership, 3 cr
- SBM53000 The Economics of Sustainable Organizations & Communities, 3 cr
- SBM52000 Triple Bottom Line Measurement, Reporting & Data Analytics, 3 cr
- SBM55500 Sustainable Marketing & Brand Management, 3 cr
- SBM52001 Accounting Practices in the Ethical Organization, 3 cr
- SBM52002 Financial Decision-making in the Triple Bottom Line Organization, 3 cr
- ENV 58500 Sustainable Solutions: Impact Measurement and Project Design, 3 cr
- SBM59000 Strategic Sustainable Management Capstone (Substitutes for COR 57550) , 3 cr
- Up to three 3cr elective courses from Prescott College graduate programs with approval from program director

Please see the *Master of Business in Sustainability Leadership* and *Dual Degree* sections of the catalog for further information.

Master of Science in Counseling

OVERVIEW

The Masters of Science in Counseling is 60 credits in length and has one specialization area: Clinical Mental Health Counseling. Students are required to complete 14 core courses, one 3 credit practicum and a 6-credit internship. Students also complete 3 courses of elective work. Electives are rotated either yearly or every other year to ensure that students have an opportunity to take the electives that best meet their career goals and/or licensure requirements.

The Counseling program also offers Graduate 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.

LEARNING OUTCOMES

Learning Objectives of the MS in Counseling program are guided by the standards of the Council for Accreditation of Counseling and Related Educational Program or CACREP.

By mastering the implementation of CACREP standards, learners will participate in experiences that reflect current counseling knowledge; practice in a multicultural and pluralistic society; and gain from the experiences of counselor education faculty, current and former students, and personnel of practicum and internship agencies. The CACREP standards inform the program in identifying the key performance indicators mapped to each course via the curriculum map and assessed via program rubrics.

The Masters of Science in Counseling Program emphasizes rigorous scholarship, critical thinking, and community engagement. The program fosters open discourse through respect for diverse perspectives and scholarly collaboration. Students graduating with a degree in counseling will identify with the counseling profession; will be knowledgeable of counseling theories, intervention techniques, and research skills; and will be committed to their personal growth. This will be achieved through the following objectives:

- To be competent in counseling skills and practice;
- To integrate global and local issues with professional counseling practice;
- To be aware of and cultivate respect for cultural differences and similarities and be able to apply this cultural sensitivity to the counseling profession;
- To be aware of social justice, social status, and social action in the practice of counseling;
- To maintain a commitment to personal growth, self-awareness, and self-reflection;
- To identify and develop a personal theoretical knowledge base that promotes an intentional counseling practice;
- To assess, develop, and apply interventions and techniques based on the culture, uniqueness, and needs of each client;
- To be aware of and understand how to resolve ethical and legal issues in the counseling profession;
- To know how to read, interpret, evaluate, and apply scholarly research; and
- To understand and apply assessment and program evaluation in the counseling profession.

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.

Internship Supervision

Faculty Supervision: Practicum students are required to participate in an average of 1.5 hours per week supervision with a faculty supervisor. Site supervisors are required to meet with faculty a minimum of 1 hour a week.
Coordinator of Practicum and Internship: Responsible for providing Orientation to site supervisors. Responsible for providing an average of 1.5 hours per week of group supervision in the form a regular class for students. Responsible for collecting, reviewing and evaluating student's weekly log, formal mid and end term evaluation of internship and other requirements.
Supervision of internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.

Counseling Electives

Within the 60-credit hour Master of Science in Counseling, students can take three electives. 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).

Personal Counseling

Students are 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 four colloquia in the course of their degree program. Students must minimally attend two colloquia during the first year in the program. For all students, one colloquium may be replaced by documented attendance at a professional conference or one of the counseling graduate certificate intensives.

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.

REQUIREMENTS

Master of Science in Counseling and Counseling Graduate Certificates Courses

Course Sequence		
Course #	**Course Title**	**Credits**

MACP50000	Professional Orientation to Mental Health Counseling	3
MACP50010	Psychopathology: Diagnostic and Treatment Planning	3
MACP50020	Human Growth & Development	3
MACP50030	Social and Cultural Diversity in Counseling	3
MACP50040	Research and Program Evaluation in Mental Health Counseling	3
MACP51000	Social Justice in Counseling	3
MACP50060	Helping Relationships: Basic Counseling Skills	3
MACP50070	Career and Lifestyle Development: Challenges of Adulthood	3
MACP50080	Group Work: Clinical Theory and Practice	3
MACP50090	Assessment: Psychological Testing and Appraisal in Counseling	3
MACP51010	Counseling Theories	3
MACP51190	Professional Counseling Ethics	3
MACP51150	Marriage, Couple, and Family Counseling	3
MACP51170	Addiction Counseling	3
MACP51020	Supervised Counseling Practicum (100 hours; 40 direct, 60 indirect)	3
MACP51021	Supervised Counseling Internship (600 hours; 240 direct, 360 indirect)	6
Variable	Electives (3 courses at 3 credits each)	9

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.

Clinical Mental Health Counseling- Addiction and Marriage, Couple & Family Counseling Emphases

FALL

MACP50000 Orientation to Mental Health Counseling, 3 cr
MACP50010 Psychopathology, 3 cr
MACP50060 Helping Relationships, 3 cr
MACP51190 Professional Counseling Ethics, 3 cr

SPRING

MACP51010 Counseling Theories, 3 cr
MACP50080 Group Work, 3 cr
MACP50090 Assessment, 3 cr
MACP50030 Social and Cultural Diversity in Counseling, 3 cr

SUMMER

Choose MACP51170 OR MACP51150

MACP50020 Human Growth and Dev. (in odd year), 3 cr
OR
MACP50070 Career and Lifestyle Dev. (in even year), 3 cr

FALL

MACP51020 Supervised Practicum in Counseling , 3 cr
MACP50040 Research and Program Evaluation, 3 cr
MACSJ53010 Social Justice for Counselors, 3 cr
Choose 1st emphasis elective course (MAAC53010 OR MACF53010)

SPRING

MACP51021 Supervised Counseling Internship #1
Human Growth & Dev (MACP50020) OR Career (MACP50070), 3 cr
MACP00000 Counseling Elective - non-emphasis, 3 cr
Choose 2nd emphasis elective course (MAAC53020 OR MACF53020)

SUMMER

Choose non-emphasis core course MACP51170 OR MACP51150
MACP51021 Supervised Counseling Internship #2

Clinical Mental Health Counseling- Social Justice Emphasis

FALL

MACP50000 Orientation to Mental Health Counseling, 3 cr
MACP50010 Psychopathology, 3 cr
MACP50060 Helping Relationships, 3 cr
MACP50030 Social and Cultural Diversity in Counseling, 3 cr

SPRING

MACP51190 Professional Counseling Ethics, 3 cr
MACP51010 Counseling Theories, 3 cr
MACP50080 Group Work, 3 cr
MACSJ53010 Social Justice for Counselors, 3 cr

SUMMER

Choose MACP51170 OR MACP51150
MACP50020 Human Growth and Dev. (in odd year), 3 cr
OR
MACP50070 Career and Lifestyle Dev. (in even year), 3 cr

FALL

MACP51020 Supervised Practicum in Counseling
MACP50090 Assessment, 3 cr
MACP50040 Research and Program Evaluation, 3 cr
MACSJ5300 Postmodern Theories & Clinical Skills for Social Justice Counselors, 3 cr

SPRING

MACP51021 Supervised Counseling Internship #1

MACSJ53031 Advocacy and Research in Social Justice Counseling, 3 cr
MACP00000 Counseling Elective - non-emphasis, 3 cr
MACP50020 Human Growth and Development, 3 cr
MACP50070 Career and Lifestyle Development, 3 cr

SUMMER- Eligible to take CPCE

MACP51021 Supervised Counseling Internship #2
Choose MACP51170 OR MACP51150

Clinical Mental Health Counseling- Somatic Emphasis

FALL

MACP50000 Orientation to Mental Health Counseling, 3 cr
MACP50010 Psychopathology, 3 cr
MACP50060 Helping Relationships, 3 cr
MASP52031 Neurobiology of Relationships, 3 cr

SPRING

MACP51190 Professional Counseling Ethics, 3 cr
MACP51010 Counseling Theories, 3 cr
MACP50080 Group Work, 3 cr
MASP52035 Trauma and Crisis: Intervention & Treatment in Counseling, 3 cr

SUMMER

MACP50020 Human Growth and Development, 3 cr
Choose MACP51170 OR MACP51150

FALL

MACP51020 Supervised Practicum in Counseling
MACP50090 Assessment, 3 cr
MACP50030 Social and Cultural Diversity in Counseling, 3 cr
MASP52030 The Body in Counseling, 3 cr

SPRING

MACP51021 Supervised Counseling Internship #1
MACP50040 Research and Program Evaluation, 3 cr
MACP50070 Career and Lifestyle Development, 3 cr
MACSJ53010 Social Justice for Counselors, 3 cr

SUMMER- Eligible to take CPCE

MACP51021 Supervised Counseling Internship #2
Choose MACP51170 OR MACP51150

Graduate Certificates

Graduate Certificate in Equine-Assisted Mental Health

OVERVIEW

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. In this program, the objective is for students to 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.

The Graduate Certificate in Equine-Assisted Mental Health blends a comprehensive theoretical framework with hands-on experience in equine-assisted/facilitated work under the guidance of internationally renowned practitioners. The 15 graduate credit concentration consists of five courses. Four of these courses each contain a full semester of course work, delivered through an e-learning platform, as well as a four-day residential intensive workshop. The fifth course is comprised of supervised practicum and internship work in the field.

LEARNING OUTCOMES

- Professional competence in equine-assisted mental health skills, and practice
- The ability to integrate global and local issues with professional equine-assisted mental health practice
- The ability to cultivate respect for cultural differences and similarities and be able to apply this in equine-assisted mental health practice
- Development of theoretical knowledge base that informs equine-assisted mental health practice
- The skills to assess, develop, differentiate and apply equine-assisted interventions, processes and techniques based on the culture, uniqueness, and needs of each client
- An awareness and understanding of how to resolve ethical, risk management, and legal issues in the equine-assisted mental health profession.

REQUIREMENTS

The graduate certificate in Equine-Assisted Mental Health consists of 15 credits.

Required Foundational Courses

Course ID	Title	Credits
MAEQ51031	Explorations in Foundations in Equine-Assisted Mental Health & Learning	3
MAEQ 51032	Equines in the Therapeutic & Learning Environment	3
MAEQ 51033	Group Process and Facilitation by Partnering with Equines	3
MAEQ 51034	Best Practices in Equine-Assisted Mental Health & Equine- Assisted Learning	3
MAEQ51020	Professional Field Experience in Equine-Assisted Mental Health & Learning	3

Intensives for Equine-assisted Mental Health Certificate

Students in the Master of Science in Counseling concurrently enrolled in the Equine-assisted Mental Health program attend four four-day Intensives at an equine facility as part of their certificate requirements (MAEQUINE 1, MAEQUINE 2, MAEQUINE 3, MAEQUINE 4). Each intensive is ideally taken concurrently with one of the first four classes listed above, but may also be taken separately by special permission from the program director. Intensives by themselves are non-credit bearing, but there are fees associated with each ($650 in 2019-20; fees for 2020-21are still to be determined and will be posted in the schedule of classes). These course fees cover accommodations, food, and facility use, as well as care and feeding of the equine herd.

Graduate Certificate in Equine-Assisted Learning

OVERVIEW

The Graduate Certificate in Equine-Assisted Learning blends a comprehensive theoretical framework with hands-on experience in equine-assisted/facilitated work under the guidance of internationally renowned practitioners. The 15 graduate credit concentration consists of five courses. Four of these courses each contain a full semester of course work, delivered through an e-learning platform, as well as a four-day residential intensive workshop. The fifth course is comprised of supervised practicum and internship work in the field.

LEARNING OUTCOMES

- Professional competence in equine-assisted learning skills, and practice
- The ability to integrate global and local issues with professional equine-assisted learning practice
- The ability to cultivate respect for cultural differences and similarities and be able to apply this in equine-assisted learning
- Development of theoretical knowledge base that informs equine-assisted curriculum design and pedagogy
- The skills to assess, develop, differentiate and apply equine-assisted learning based on the culture, uniqueness, and needs of each learner
- An awareness and understanding of how to resolve ethical, risk management, and legal issues in the equine-assisted learning profession.

REQUIREMENTS

The graduate certificate in Equine-Assisted Learning is a post-master's program consisting of 15 credits.

Required Foundational Courses

Course ID	Title	Credits
MAEQ51031	Explorations in Foundations in Equine-Assisted Mental Health & Learning	3
MAEQ 51032	Equines in the Therapeutic & Learning Environment	3
MAEQ 51033	Group Process and Facilitation by Partnering with Equines	3
MAEQ 51034	Best Practices in Equine-Assisted Mental Health & Equine- Assisted Learning	3
MAEQ51020	Professional Field Experience in Equine-Assisted Mental Health & Learning	3

Intensives for Equine-assisted Learning Certificate

Students in the Master of Arts in Education or Master of Education programs concurrently enrolled in the Equine-assisted Mental Health program attend four four-day Intensives at an equine facility as part of their certificate requirements (MAEQUINE 1, MAEQUINE 2, MAEQUINE 3, MAEQUINE 4). Each intensive is ideally taken concurrently with one of the first four classes listed above, but may also be taken separately by special permission from the program director. Intensives by themselves are non-credit bearing, but there are fees associated with each ($650 in 2019-20; fees for 2020-21are still to be determined and will be posted in the schedule of classes). These course fees cover accommodations, food, and facility use, as well as care and feeding of the equine herd.

Graduate Certificate in Adventure-based Psychotherapy

OVERVIEW

The Graduate Certificate in Adventure-Based Psychotherapy is designed for 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 in Clinical Mental Health Counseling. This is one of the very few academic programs with the program objective to incorporate 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.

LEARNING OUTCOMES

- To develop basic skills and knowledge necessary to incorporate the experience of adventure-based and outdoor modalities to provide culturally relevant mental health healing as well as to facilitate well-being. This includes a general understanding of the history of the field, foundational theory, broad treatment applications, and basic client risk management.
- To develop critical thinking skills and knowledge necessary to facilitate on a practitioner level counseling that integrates adventure-based interventions, including ethical considerations, cultural relevance, risk mitigation, and integration of current research.
- To possess competencies in adventure-based counseling to be employable in a range of field-based practitioner setting.

REQUIREMENTS

The graduate certificate in Adventure-based Psychotherapy consists of 15 credits. Students concurrently enrolled in both the Master of Science in Counseling Program and the Adventure-based Psychotherapy certificate must complete the following 15 credit hours in addition to the 60 credits for the master's program.

Required Courses

Course ID	Title	Credits
MAEP51040	Foundations of Adventure-based Counseling	3
MAEP51041	Treatment Applications in Adventure-based Counseling	3
MAEP51042	Assessment and Interventions in Adventure-based Counseling	3
MAEP51043	Ethics and Risk Mitigation in Adventure-based Counseling	3
MAEP51044	Research in Adventure-based Counseling	3

OTHER REQUIREMENTS

- MAEP INTENSIVE (1/2/3/4) Four non-credit bearing experiential field intensives (see website and schedule of classes of details)
- Current Wilderness First Responder (or international equivalent) (see "Wilderness First Responder" below)
- Proof of Skill Competency (varies, depending on skill, e.g., sailing certification, backpacking portfolio, etc.) (see "Adventure Skills Training (AST)" below)
- Documentation of 96 direct service hours that utilize adventure-based counseling interventions.

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. 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.

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.

Graduate Certificate in Ecotherapy

OVERVIEW

The Graduate Certificate in Ecotherapy is a five course, 15 credit-hour program with a program objective to integrate ecological perspectives within the concepts and practices of mental health counseling. Students interested in wilderness, adventure venues, horticultural, 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.

LEARNING OUTCOMES

- To develop basic skills and knowledge necessary to incorporate the experience of nature-based and outdoor modalities to provide culturally relevant mental health healing as well as to facilitate well-being. This includes a general understanding of the history of the field, foundational theory, broad treatment applications, and basic client risk management.
- To develop critical thinking skills and knowledge necessary to facilitate on a practitioner level counseling that integrates nature-based interventions, including ethical considerations, cultural relevance, risk mitigation, and integration of current research.
- To possess competencies in nature-based counseling to be employable in a range of field-based practitioner settings.

REQUIREMENTS

The graduate certificate in Ecotherapy consists of 15 credits. Students concurrently enrolled in the Master of Science in Counseling will complete the 15 credit hours required in the Ecotherapy Certificate in addition to the required 60 credits in the master's program.

Required Foundational Courses

Course ID	Title	Credits
MAEP51030	Foundations of Ecotherapy	3
MAEP51031	Treatment Applications in Ecotherapy	3
MAEP51032	Assessment and Interventions in Ecotherapy	3
MAEP51033	Ethics and Risk Mitigation in Ecotherapy	3
MAEP51034	Research in Ecotherapy	3

OTHER REQUIREMENTS

- MAEPINTENSIVE (1/2/3/4): Four non-credit bearing experiential field intensives - see website and schedule of classes for details
- 96 of the 240 required direct service hours must utilize Ecotherapy interventions.

Graduate Certificate in Expressive Arts Therapy

OVERVIEW

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. This program may be taken concurrently by students who have been accepted into the Master of Science in Counseling, or by those individuals who have already attained a master's degree in a field of mental health practice. 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 Graduate Certificate in Expressive Arts Therapy builds critical knowledge, skills and affective/behaviors required for professional expressive arts or art therapy practice. Students completing the Certificate will possess knowledge of theory, practice, and media intervention techniques and research applications grounded in ethical, socially responsible and culturally sensitive perspectives.

LEARNING OUTCOMES

- Understand the historical development of art therapy and expressive arts therapy and art therapy and expressive arts therapy theories and techniques as a foundation for contemporary professional practice.
- Be aware of the therapeutic benefits of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families.
- Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.
- Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
- Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.
- Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being.
- Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal art-making to strengthen a personal connection to the creative process, assist in self- awareness, promote well-being, and guide professional practice.

REQUIREMENTS

The graduate certificate in Expressive Arts Therapy consists of 30 credits. 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 beyond the 60 credit MS in Counseling 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.

Required Courses

Course ID	Title	Credits
MAAT51301	EAT 1: Foundation in Expressive Art Therapy: History and Theory of Expressive Art Therapy	3
MAAT51302	Expressive Art Therapies II: Materials and Techniques in Expressive Art Therapy	3
MAAT51303	Expressive Art Therapies III: Applications of Expressive Art Therapy w/ People in Different Treatment Settings	3

MAAT51304	Expressive Art Therapies IV: Group Work and Dynamics in Expressive Art Therapy	3
MAAT51305	Expressive Art Therapies V: Assessment in Expressive Art Therapy	3
MAAT51306	Expressive Art Therapies VI: Ethical and Legal Issues - Standards of Good Practice in Expressive Art Therapy	3
MAAT51308	Expressive Art Therapies VII: Cultural Diversity in Expressive Art Therapy	3
MAAT59300	Expressive Art Therapies VIII: Advanced Expressive Art Therapy Elective	3
MAAT51020	EAT Practicum	1
MAAT51021	EAT Internship	2
MAAT51310	Studio Art – Expressive Arts Studio	3
MAATSUMIN0603	Expressive Art Therapy Summer Institute	0

EXPRESSIVE ART THERAPY SUMMER INSTITUTE

The goal of the Institute is to provide participants with a residency experience and the ability to study with internationally renowned educators. The Institute is hands-on venue in which educators, counselors, and students can learn in a supervised experiential learning environment. Students seeking the Expressive Art Therapy certificate are required to attend two summer institutes. The institutes are non-credit bearing however there is a fee associated which is to be determined for Summer 2021. It will be posted in the summer 2021 schedule of classes. The fee in Summer 2020 was $2400, $200 of which was non-refundable if student cancelled after May 1, 2020.

Ph.D. Education: Sustainability Education

OVERVIEW

As the first doctoral program in sustainability education in North America (started in 2005) Prescott College offers a unique model of a cohort-based and collaborative learning environment for its doctoral students. The primary goal of the Ph.D. Program in Sustainability Education is to help prepare a new generation of sustainability educators and leaders who possess the necessary knowledge, skills, and dispositions to effectively serve in those roles in their own respective communities. Most uniquely, the program focuses on economic and ecological sustainability as well as social equity, bio-cultural and linguistic diversities. Building on Prescott College's over five decades of reputation on experiential, adventure, and ecological education, the Ph.D. program's learning environment is hands-on, engaged, collaborative, and participatory. Achieving sustainability in all dimensions depends on adopting an educational paradigm that manifests and supports change toward a sustainable, equitable, and secure society. The Ph.D. Program strives to contribute to equitable educational change and building a more just future: through a socially and environmentally oriented lens.

The Ph.D. program in Sustainability Education, provides an opportunity for advanced, interdisciplinary, applied, and student-centered learning that addresses important global and local issues. It is based on the traditions, values, and educational and ecological as well as social justice philosophies that have differentiated Prescott College from other educational institutions since the 1960s. This Ph.D. Program emphasizes rigorous scholarship, critical thinking, and experiential, action-oriented, and community-based research. Based on a cohort-model of learning and scholarship, the program fosters open discourse and design of an ecologically sustainable and socially just and diverse world in the 21st century. Through respect for diverse perspectives and scholarly collaboration, integrated, applied and interdisciplinary thinking, the Ph.D. program promotes the evolution of ecological understanding, psychological/philosophical consciousness, and equitable learning for a humane and sustainable future.

LEARNING OUTCOMES

- Demonstrate sustained growth in their learning of the interdisciplinary field(s) of sustainability education by engaging key scholars, debates, concepts, critiques, and methods from the relevant scholarly field and movements.
- Analyze sustainbility education as a social and environmental justice phenomenon, expressly employing an equity lens.
- Synthesize critical, innovative, and systems thinking skills as reflected in sustainability education theory, inquiry, research and practice.
- Produce and disseminate scholarly knowledge, including: written, visual, and oral products.
- Build leadership skills that foster environmental and social justice values and pedagogies.

Demonstration of competence will occur in the course signature assignments, the qualifying paper, the dissertation proposal, and dissertation, and will be assessed by departmental faculty and committee members.

Phase One

- Foundational courses (24credits)
- Attend Orientation
- Benchmark assessment is the final paper or project of all required core courses

Phase Two

During the second phase, students select from Prescott College graduate courses and conduct research. Some students will also be completing remaining core courses.

- Elective courses (25 credits)
- Advanced Research Methods (4 credits)
- Qualifying paper Course (1 credit)
- Dissertation/Project Proposal course (4 credits minimum)

- Benchmark assessment is a Qualifying paper (QP) suitable for publication and the Qualifying paper (QP) on file with the Registrar. Students in this phase must demonstrate the ability to integrate and synthesize knowledge in a comprehensive and scholarly manner, illustrating the student's readiness to begin the dissertation.
- Attend Colloquium and Sustainability Symposium (see Residency Requirements)
- Identify, in collaboration with Core Faculty Advisory, your two Dissertation Committee Member and Expert External Reader by end of year two/phase two.
- Launch Electronic Dissertation Committee member Request from for each committee member
- Presentation of Proposal at Sustainability Symposium
- The Institutional Review Board (IRB) proposal and appropriate consent forms reviewed and approved by the primary Dissertation Committee Member and on file with Academic Operations.
- Benchmark assessment is Dissertation Proposal (DP) on file with the Registrar. The Dissertation proposal must be approved by the dissertation Committee prior to candidacy and prior to taking dissertation credits. The student advances to candidacy when phase three projects are complete and the dissertation proposal/project has been approved by the Doctoral Committee.

Phase Three

The third phase is organized around the following major learning projects:

- Dissertation (minimum 18 credits)
- Present Dissertation at Sustainability Education Symposium

REQUIREMENTS

Minimum of 72 Semester credits in 10 years' time

Courses:

- 18 credits of Foundational Courses
- 25 elective credits (i.e. graduate courses offered by Prescott College with up to 6 credits of Practicum)
- 1 credit Qualifying Paper course
- 4 credits Advanced Research Methodologies and Methods courses
- 4 credits of Dissertation Proposal
- 20 credits of Dissertation

Core Required Courses

Core Required Courses

Number	**Course Title**	**Credits**
EDU71001	Sustainability Theory and Practice in Education	3
EDU71002	Sustainability Education and Transformational Change	3
EDU71003	Modes of Inquiry I: Interdisciplinary Graduate Research Design	3
EDU71113	Modes of Inquiry II: Research Design	3
EDU71121	Climate Change, Social, Cultural, Economical and Political Dimensions	3
EDU71122	Culturally Responsive and Sustaining Pedagogy	3
Advanced Research Methods (need a minimum of four credits)		
GRA73112	Advanced Research Methods: Action Research	2
GRA73115	Advanced Research Methods: Phenomenology	2
EDU76000	Art-Based Research Methods	3
PHD77000	Qualifying Paper Class	1
PHD77001	Dissertation Proposal Class	4
PHD79001	Dissertation	20

Electives (need a minimum of 25 credits)

Number	Course Title	Credits
EDU76000	Art-Based Research Methods	3
EDU78000	Quantitative Methods: Concepts & Applications	3
EDU77506	Climate Change II: Advocacy and Praxis	3
PHD77503	People and Nature: An Exploration of our Relationships with the Natural World	3
PHD77508	Engaging in Place: An Active Introduction to Civic Ecology	3
PHD77510	The Adventure of Enterprise: Ecopreneurs	3
PHD77513	Ecofeminism	2
PHD77518	Sustainable Leadership	3
PHD77521	Connected Learning	3
PHD77530	Advanced Permaculture	3
PHD77560	Resilience Thinking	3

Other Requirements:

- Qualifying Paper – Each Student is expected to submit a "publishable" Qualifying Paper (QP) to demonstrate their ability to write a doctoral level research paper. (Research scholarly journals for the guidelines for publishing in each specific journal.)
- Electronic Qualifying Paper Evaluative Summary launched and completed for each Dissertation Committee Member excluding the Expert External Reader and Committee Chair.
- Approved Qualifying Paper submitted to the Registrar using the Electronic Submission link

Dissertations/Project Proposal:

- Approved IRB Proposal submitted to Academic Operations (if required see IRB section below)
- Approved Dissertation/Project Proposal submitted using the Electronic Submission link
- Electronic Dissertation Proposal Evaluative Summary for each dissertation committee member
- Dissertation/Project Proposal Presentation
- Present the Proposal at the Sustainability Education Symposium
- Launched and completed electronic Ph.D. Presentation Narrative Evaluation on file
- Dissertation Presentation
- Present the Dissertation at the Sustainability Education Symposium
- Launched and completed electronic Ph.D. Presentation Narrative Evaluation on file
- Dissertation
- Electronic Dissertation Evaluative Summary launched for each dissertation committee member excluding the Chair of the Committee
- Launched and signed electronic Dissertation Approval Page
- Dissertation Defense 6 weeks prior to end of final semester
- Approved Dissertation uploaded to ProQuest for publishing

Accelerated Masters to PhD

Students interested in an accelerated Masters Degree to PhD at Prescott College may apply to the PhD in the fall of the final year of their Prescott College master's program. Students will complete the master's program in its entirety, and after graduating, can segue directly into the PhD program. Students will be able to transfer 15 credits of their master's coursework directly to graduate elective requirements for the PhD program. Students will be required to

take all core PhD course requirements and fulfill all PhD benchmarks, including the qualifying paper and dissertation requirements.

Appendix D: Undergraduate Courses Assessing College-wide General Education Learning Outcomes

Course Number	Course Name	College-Wide Learning Outcome
ADV21014	Wilderness Exploration & Landscape Studies I: Expeditionary Leadership & Technical Skills	Civic Engagement
ADV21053/41053	Recreation Management Practicum	Civic Engagement
ADV41702	Wilderness Leadership, II	Civic Engagement
ALE22750/42750	Intermediate Photography: Digital II/Photography II	Civic Engagement
CRS22100/42100	The Colorline in U.S. History	Civic Engagement
CRS22514/42514	Philosophy: The Emerging World	Civic Engagement
CRS23015/43015	Human Rights Seminar	Civic Engagement
CRS24025/44025	Introduction to Ethnic Studies	Civic Engagement
CRS25119/45119	Special Topics in CRS: Anti-Racist Organizing	Civic Engagement
EDU21100	Fundamentals of Environmental Education	Civic Engagement
EDU25100/45100	Culture, Power, and Societal Change	Civic Engagement
EDU25103/45103	The Art of Teaching: Community, Curriculum, & Cooperation	Civic Engagement
EDU25115/45115	Special Topics in Education: Curriculum Design in Experiential Education	Civic Engagement
EDU27010	US Constitution	Civic Engagement
EDU27020	Arizona History	Civic Engagement
EDU47010	Curriculum Design	Civic Engagement
EDU47032	Place-Based Pedagogy and its Connection	Civic Engagement
EDU47315	Classroom Management for Special Education	Civic Engagement
ENV23701	Environmental Law	Civic Engagement
ENV41401	Geographic Information Science, Advanced	Civic Engagement
HDP21300	Interpersonal Communication	Civic Engagement
HDP22200/42200	Adolescent Psychology	Civic Engagement
HDP23100/43100	Community Mediation & Principled Negotiation	Civic Engagement
HDP47160	Disordered Eating, Body Image and Culture	Civic Engagement

SES47300	Awakening Citizens to Community Engagement for Beneficial Change	Civic Engagement
ADV21010/41010	Environmental Topics in Adventure Education	Ecological Literacy
ADV21022	Wilderness Exploration & Landscape Studies II: Canyon Country Geography	Ecological Literacy
ADV22010	Rock Climbing, Introduction to	Ecological Literacy
ADV22048	Rock Climbing and Geology	Ecological Literacy
ADV23151	Backcountry Skiing & Avalanche Training	Ecological Literacy
ADV23152	Backcountry Ski Touring & Winter Ecology	Ecological Literacy
ADV24050	Environmental Perspectives & Whitewater	Ecological Literacy
ADV24110	Sea Kayaking & Marine Natural History	Ecological Literacy
ADV24202/44202	River Guides Training	Ecological Literacy
ADV25001	ST in ADV: Surfing & Oceanographic Princ	Ecological Literacy
ADV25008/45008	Special Topics in ADV: In the Creeks & Canyons: Explorations of the Mogollon Rim	Ecological Literacy
ADV42225	Geology Through Bikepacking	Ecological Literacy
ADV43010	Avalanche Forecasting	Ecological Literacy
ALE22352	The Art of Making Dance	Ecological Literacy
ALE22701	Photo Exploration, Basic I	Ecological Literacy
ALE22815/42815	Religion & Spirituality in the History of Art	Ecological Literacy
ALE22912	The New Darkroom: Intersecting Analog & Digital Photography	Ecological Literacy
ALE23015/43015	Special Topics in ALE: Literature of Adventure	Ecological Literacy
ALE23600/43600	Newspaper Journalism Practicum	Ecological Literacy
ALE24110/44110	The Derivative Image: Abstract Painting	Ecological Literacy
ALE24526/44526	Printmaking: Beyond the Press: Large-scale Alternative Relief Processes	Ecological Literacy
ALE43310	Literary Journal Practicum	Ecological Literacy
ALE43415	Fiction Writer's Workshop	Ecological Literacy
ALE44655	New Genres in Sculpture	Ecological Literacy
CRS23610/43610	Environmental Politics: Domestic & Global Dimensions	Ecological Literacy
CRS43710	ST in CRS: Social Ecology as Ecological Humanism	Ecological Literacy

EDU25102/45102	Cultivating Learning through School Gardens	Ecological Literacy
EDU27033/47033	Sense of Place and Place-Based Education	Ecological Literacy
EDU41101	Environmental Education Methods	Ecological Literacy
EDU47019	Nature and Place-Based Methods Integration: Mathematics and Science	Ecological Literacy
EDU47860	Pedagogy of Nature and Place-based Early Childhood Education and Ecological Literacy	Ecological Literacy
ENV21015/41015	Philosophies of Interpretive Naturalists	Ecological Literacy
ENV21550/41550	Water in the West	Ecological Literacy
ENV21700	Explorations in Sustainable Community Development	Ecological Literacy
ENV22013/42013	Behavior & Conservation of Mammals	Ecological Literacy
ENV22015	Biological Principles	Ecological Literacy
ENV22020	SSI: Insect Ecology	Ecological Literacy
ENV22100	Form & Pattern in Nature	Ecological Literacy
ENV22111	Botany	Ecological Literacy
ENV22200	Field Ornithology, Introduction to	Ecological Literacy
ENV22600	Ecology and Home	Ecological Literacy
ENV22725	Ecology, Concepts of	Ecological Literacy
ENV22730	Natural History & Ecology of the Southwest	Ecological Literacy
ENV22731	Natural History & Ecology of the Southwest	Ecological Literacy
ENV23321/43321	Marine Studies I: Natural History of the Gulf of California	Ecological Literacy
ENV23322/43322	Marine Studies III: Society and Environment: Case Studies	Ecological Literacy
ENV23325/43325	Marine Biology I: Diversity of Marine Life	Ecological Literacy
ENV23812	Small-scale Agriculture, Principles of	Ecological Literacy
ENV24700/44700	Park & Wilderness Management	Ecological Literacy
ENV24710/44710	Environmental Policy, Topics in	Ecological Literacy
ENV24754/44754	Topics in Geomorphology	Ecological Literacy
ENV41701	Organic Evolution	Ecological Literacy
ENV42013	Behavior & Conservation of Mammals	Ecological Literacy
ENV42025	Gulf of CA: ST in ENV: Island Biogeograp	Ecological Literacy

ENV42741	Coastal Ecology of Gulf of California	Ecological Literacy
ENV42750	Wetland Ecology & Management	Ecological Literacy
ENV43821	SSIV: Seed Saving & Conversation	Ecological Literacy
ENV44720	Environmental Problem Solving: A Spatial Approach 241	Ecological Literacy
ENV44800	Environmental Ethics	Ecological Literacy
HDP22280/42280	Ecopsychology: Paradigms & Perspectives	Ecological Literacy
HDP22281/42281	Ecopsychology: Choices for a Sustainable World	Ecological Literacy
HDP47120	Ecopsychology	Ecological Literacy
MGS41000	Sustainable Business for Community Well-Being	Ecological Literacy
PHD71001	Sustain Theory and Practice in Edu I	Ecological Literacy
SES47001	Core Seminar in Sustainability, The Environmental Studies, and the Arts	Ecological Literacy
SES47350	Ecological Economics	Ecological Literacy
SES47720	Topics in Ecology	Ecological Literacy
SES47725	Backyard Ecology: Exploration and Engagement of a Local Ecosystem	Ecological Literacy
SES47730	Children and Nature	Ecological Literacy
ADV22211/42211	Explorers & Geographers	Global Cultural Literacy
ADV22222/42222	Geography of the Western World	Global Cultural Literacy
ADV41711	Leading Inclusively II: Practices for leading in Adventure Education	Global Cultural Literacy
ADV44201	Expeditionary Rivers: Canoeing the Rio Grand	Global Cultural Literacy
ALE24250/44250	Glass Blowing	Global Cultural Literacy
CRS21016/41016	Marine Studies II: Spanish Intensive & Cultural Immersion	Global Cultural Literacy
CRS22010/42010	History of Conflict in the Southwest	Global Cultural Literacy
CRS22030/42030	Indigenous Rights, Cultural Survival, and Tourism	Global Cultural Literacy
CRS22515/42515	Holy Books: Survey of Religious Literature	Global Cultural Literacy
CRS23695/43695	Social Movements	Global Cultural Literacy
CRS24010/44010	U.S. - Mexico Border Studies	Global Cultural Literacy
CRS24013/44013	Xicano/Indigenous Literature 2: Culture, Power & Representation	Global Cultural Literacy
CRS24030/44030	African American Literature	Global Cultural Literacy
CRS25001/45001	Critical Animal Studies & Non-Human Rights	Global Cultural Literacy

CRS25130/45130	Special Topics in CRS: Memory, Truth, and Transitional Justice in Guatemala	Global Cultural Literacy
CRS25505/45505	Climate Justice	Global Cultural Literacy
CRS42520	Reading Marx	Global Cultural Literacy
CRS44300	Maasailand: A Study in Indigenous Collab	Global Cultural Literacy
EDU21200/41200	Multicultural Education & Social Justice	Global Cultural Literacy
EDU47004	Structured English Immersion Complete	Global Cultural Literacy
EDU47802	Foundations of Early Childhood & Early Special Education	Global Cultural Literacy
ENV21002	Naked-Eye Astronomy	Global Cultural Literacy
ENV21020	Anthropology, Contemporary Issues in	Global Cultural Literacy
ENV23327/43327	Marine Biology III: Field Methods for Marine	Global Cultural Literacy
ENV41010	Explorations of Norway: Nature & Culture	Global Cultural Literacy
ENV43312	Marine Conservation III: Applied Conservation Research	Global Cultural Literacy
HDP21145/41125	Human Nutrition & Food Choice	Global Cultural Literacy
HDP22212/42212	Concepts in Critical Psychology	Global Cultural Literacy
HDP22230/42230	Psychology of Consumerism	Global Cultural Literacy
HDP22400/42400	Sexuality & Sexual Outlaws	Global Cultural Literacy
HDP22412	The 'Fword': Feminism, Women & Social Change	Global Cultural Literacy
HDP22414	Identity & Culture	Global Cultural Literacy
HDP47140	Multicultural Aspects of Integrative Healing	Global Cultural Literacy
ACS27320	Opening the Doors to Cultural Anthropology: Expanding Your World View	Humanities & Arts Skills/Knowledge
ACS47210	Photographic Tactics for the Environment	Humanities & Arts Skills/Knowledge
ACS47530	Literature for a Living Planet	Humanities & Arts Skills/Knowledge
ACS47560	Writing the Wild: A Creative Writing	Humanities & Arts Skills/Knowledge
ADV21220	Ropes Course Facilitation	Humanities & Arts Skills/Knowledge
ADV21800	Primitive Living Skills	Humanities & Arts Skills/Knowledge
ADV22015/42015	Rock Climbing, Intermediate	Humanities & Arts Skills/Knowledge
ADV41029	Grand Canyon Semester IV: Cultural Geography of Grand Canyon	Humanities & Arts Skills/Knowledge
ADV41703	Wilderness Leadership, III	Humanities & Arts Skills/Knowledge
ALE21021/41021	Visual Arts Professional Development	Humanities & Arts Skills/Knowledge
ALE21045/41045	Just Art: Art & Social Change	Humanities & Arts Skills/Knowledge

ALE22340	Creating Community Through Music	Humanities & Arts Skills/Knowledge
ALE22375/42375	Artist & Athlete	Humanities & Arts Skills/Knowledge
ALE22380/42380	Creative Practice & Performance	Humanities & Arts Skills/Knowledge
ALE22705	Special Topics: Digital Photography - Essential Skills for Visual Literacy in the Digital Age	Humanities & Arts Skills/Knowledge
ALE22850	Digital Imaging I	Humanities & Arts Skills/Knowledge
ALE22855	Intro to Digital Video Production	Humanities & Arts Skills/Knowledge
ALE23320/43320	In & Out of Africa	Humanities & Arts Skills/Knowledge
ALE23323/43323	Sense of Place	Humanities & Arts Skills/Knowledge
ALE23350/43350	Poetry Workshop	Humanities & Arts Skills/Knowledge
ALE23420	Creative Explorations	Humanities & Arts Skills/Knowledge
ALE23425/43425	Creative Nonfiction	Humanities & Arts Skills/Knowledge
ALE24111/44111	Observations of Nature: The Art of Scientific Illustration	Humanities & Arts Skills/Knowledge
ALE24120	Arts & Ecology	Humanities & Arts Skills/Knowledge
ALE24155/44155	The Art of Drawing: Contemporary Approach	Humanities & Arts Skills/Knowledge
ALE24510/44510	Ceramics	Humanities & Arts Skills/Knowledge
ALE24651	Form & Function: Sculpture in Theory & Practice	Humanities & Arts Skills/Knowledge
ALE24652/44652	Public Art: Mural Painting	Humanities & Arts Skills/Knowledge
ALE43330	The Memoir	Humanities & Arts Skills/Knowledge
ALE45009	Special Topics in Arts and Letters: Medieval Women, Medieval Women Writers	Humanities & Arts Skills/Knowledge
ALE45010	ST in ALE: Creative Nonfiction: The Lyric Essay	Humanities & Arts Skills/Knowledge
CRS21205	Special Topics in CRS: Radical Media	Humanities & Arts Skills/Knowledge
CRS22150/42150	The Troubled Middle East: History, Cult	Humanities & Arts Skills/Knowledge
CRS25125	Meeting the World: The Ethics of International and Intercultural Travel	Humanities & Arts Skills/Knowledge
CRS44301	Maasailand: A Study in Indigenous Collab	Humanities & Arts Skills/Knowledge
EDU47005	Learning Theories	Humanities & Arts Skills/Knowledge
EDU47022	Language Arts: Methods and Practice	Humanities & Arts Skills/Knowledge
EDU47024	Social Studies: Methods and Practice	Humanities & Arts Skills/Knowledge
EDU47840	STREAMS+1: Early Art, Music, and Movement	Humanities & Arts Skills/Knowledge
HDP21001	Opening the Creative Mind	Humanities & Arts Skills/Knowledge
HDP21900/41900	Addiction & Recovery	Humanities & Arts Skills/Knowledge
HDP27165	Fat Bodies - Stories of Oppression & Resistance	Humanities & Arts Skills/Knowledge

ACS47540	Self Exploration through Creative Writing	Inquiry, Analysis, & Synthesis
ACS47570	Personal Communication: Writing For and About Real People	Inquiry, Analysis, & Synthesis
ADV21015/41015	Wilderness Exploration & Landscape Studies I: Expeditionary & Technical Skills for Coastal Exploration	Inquiry, Analysis, & Synthesis
ADV21016	Wilderness Exploration & Landscape Studies II: The Ocean Classroom	Inquiry, Analysis, & Synthesis
ADV21026	Grand Canyon Semester I: Expeditionary & Technical Skills for Rivers & Canyons	Inquiry, Analysis, & Synthesis
ADV21030	Risk Management	Inquiry, Analysis, & Synthesis
ADV21054	Wilderness & Civilization: Explorations	Inquiry, Analysis, & Synthesis
ADV21710	Leading Inclusively: Beyond the Binary in Adventure Education	Inquiry, Analysis, & Synthesis
ADV23153	Special Topics in ADV: Backcountry Snowboarding & Avalanche Training	Inquiry, Analysis, & Synthesis
ADV25011/45011	ST in AE: Atmospheric Dynamics	Inquiry, Analysis, & Synthesis
ADV41050	Origins & Directions in AE	Inquiry, Analysis, & Synthesis
ADV41060	Outdoor Program Administration	Inquiry, Analysis, & Synthesis
ADV41100	Group Process & Ropes Course Facilitator	Inquiry, Analysis, & Synthesis
ADV41250	Search & Rescue	Inquiry, Analysis, & Synthesis
ADV41701	Wilderness Leadership, I	Inquiry, Analysis, & Synthesis
ADV42015	Rock Climbing, Intermediate	Inquiry, Analysis, & Synthesis
ADV43000	International Mountain Expedition: Argentina	Inquiry, Analysis, & Synthesis
ALE22010	Acting Workshop: Improvisation & Scene Study	Inquiry, Analysis, & Synthesis
ALE22025/42025	Film & Literature: Elements of Desire	Inquiry, Analysis, & Synthesis
ALE22026/42026	Film & Literature: Stories from the Land	Inquiry, Analysis, & Synthesis
ALE22351/42351	Dance Improvisation	Inquiry, Analysis, & Synthesis
ALE22354/42354	Contemporary Dance Training	Inquiry, Analysis, & Synthesis
ALE22370/42370	Opening the Creative Body	Inquiry, Analysis, & Synthesis
ALE22400/42400	Choreography in the Community: Intergenerational Dance	Inquiry, Analysis, & Synthesis
ALE22910/42910	Documentary Photography: Theory& Practice	Inquiry, Analysis, & Synthesis
ALE23150/43150	Interpreting Nature through Art & Photography	Inquiry, Analysis, & Synthesis
ALE24655/44655	New Genres in Sculpture	Inquiry, Analysis, & Synthesis
ALE25600/45600	Advanced Projects in Photography	Inquiry, Analysis, & Synthesis

ALE25610/45610	Advanced Projects in Art Practicum	Inquiry, Analysis, & Synthesis
ALE43411	Short Story Cycle	Inquiry, Analysis, & Synthesis
CCC20005	Core Curriculum: Second Year Experience: Art & Agency in the Borderlands	Inquiry, Analysis, & Synthesis
CCC40000	Core Curriculum: Third Year Experience: Inquiry & Analysis in the Liberal Arts	Inquiry, Analysis, & Synthesis
CCC40005	CC: Fourth Year Experience	Inquiry, Analysis, & Synthesis
CRS21040/41040	Foundations in Global Studies: Power, Place, & Knowledge	Inquiry, Analysis, & Synthesis
CRS21050/41050	Image & Power in Mass Culture	Inquiry, Analysis, & Synthesis
CRS21200/41200	Digital Storytelling: Giving People a Voice	Inquiry, Analysis, & Synthesis
CRS21201/41201	The Documentary: Film-making for Fun, Profit, & Justice	Inquiry, Analysis, & Synthesis
CRS22001/42001	Economic and Social History of the U.S.	Inquiry, Analysis, & Synthesis
CRS22601/42601	Spiritual Landscape in the Indigenous Southwest	Inquiry, Analysis, & Synthesis
CRS23651/43651	Changing World Order: The Political Economy of Globalization	Inquiry, Analysis, & Synthesis
CRS24015/44015	Intro to Xicano History	Inquiry, Analysis, & Synthesis
CRS24027/44027	Black Radical Traditions	Inquiry, Analysis, & Synthesis
CRS42310	History of Gender & Sexuality	Inquiry, Analysis, & Synthesis
CRS42311	Queering Utopia: Queer Theory & Practices	Inquiry, Analysis, & Synthesis
CRS43016	Beyond Walls & Cages: Critical Abolition Studies	Inquiry, Analysis, & Synthesis
CRS44302	Maasailand III: Community Activism & Regenerative Leadership	Inquiry, Analysis, & Synthesis
EDU47001	Foundations of Education	Inquiry, Analysis, & Synthesis
EDU47020	Reading: Methods and Practice	Inquiry, Analysis, & Synthesis
EDU47026	Science: Methods and Practice	Inquiry, Analysis, & Synthesis
EDU47028	Mathematics: Methods and Practice	Inquiry, Analysis, & Synthesis
EDU47030	Authentic Assessment	Inquiry, Analysis, & Synthesis
EDU47035	Introduction to Special Education	Inquiry, Analysis, & Synthesis
EDU47040	Creating and Managing Learning Communities	Inquiry, Analysis, & Synthesis
EDU47208	Secondary Content Methods	Inquiry, Analysis, & Synthesis
EDU47217	Reading in the Content Area: Secondary Education	Inquiry, Analysis, & Synthesis
EDU47331	Diagnosis & Assessment Mild to Moderate	Inquiry, Analysis, & Synthesis

EDU47385	Survey of the Exceptional Learners and Characteristics of the Specific Exceptionalities	Inquiry, Analysis, & Synthesis
EDU47606	Strat Tch Mth to Yng Child w/Exceptional	Inquiry, Analysis, & Synthesis
EDU47607	Methods of Teaching Early Childhood Special Education	Inquiry, Analysis, & Synthesis
EDU47616	Observation and Participation, Field Exp	Inquiry, Analysis, & Synthesis
EDU47630	Diagnosis and Evaluation of ECSE Learner	Inquiry, Analysis, & Synthesis
EDU47804	The Whole Child	Inquiry, Analysis, & Synthesis
EDU47805	Social and Emotional Development	Inquiry, Analysis, & Synthesis
EDU47807	Early Language and Literacy Development	Inquiry, Analysis, & Synthesis
EDU47810	The Child in Context	Inquiry, Analysis, & Synthesis
EDU47818	Early Language and Literacy Development	Inquiry, Analysis, & Synthesis
EDU47845	Early Math and Science	Inquiry, Analysis, & Synthesis
EDU47855	Early Social Studies and Literacy of Place	Inquiry, Analysis, & Synthesis
EDU48005	Decoding Strategies and Techniques for Beginning and Remedial Readers	Inquiry, Analysis, & Synthesis
EDU48025	Instructional Supervision for Reading Specialists	Inquiry, Analysis, & Synthesis
EDU48750	Foundations of Language and Literacy	Inquiry, Analysis, & Synthesis
ENV21400	Gulf of CA: Geographic Information Science	Inquiry, Analysis, & Synthesis
ENV21500	Energy & the Environment	Inquiry, Analysis, & Synthesis
ENV21601	Foundations of General Chemistry	Inquiry, Analysis, & Synthesis
ENV21610	Physics, Foundations of	Inquiry, Analysis, & Synthesis
ENV22005	Human Biology	Inquiry, Analysis, & Synthesis
ENV22010	Animal Biology	Inquiry, Analysis, & Synthesis
ENV23226/43226	Marine Biology II: Marine Ecology	Inquiry, Analysis, & Synthesis
ENV23328	Marine Biology II: Oceanography	Inquiry, Analysis, & Synthesis
ENV23329	Oceanography	Inquiry, Analysis, & Synthesis
ENV23810	Soil Science, Introduction To	Inquiry, Analysis, & Synthesis
ENV24130	Permaculture for Systemic Change	Inquiry, Analysis, & Synthesis
ENV24749/44749	Global Environmental Change: An Earth Science	Inquiry, Analysis, & Synthesis
ENV24752	Earth Science, Introduction to	Inquiry, Analysis, & Synthesis
ENV24753	Geologic Evolution of the Southwest	Inquiry, Analysis, & Synthesis
ENV41025	Statistics of Research 247	Inquiry, Analysis, & Synthesis

ENV41027	Grand Canyon Semester II: Interdisciplinary Landscape Ecology	Inquiry, Analysis, & Synthesis
ENV41028	Grand Canyon Semester III: Teaching, Research, & Resource Stewardship on Public Lands	Inquiry, Analysis, & Synthesis
ENV41050	Fire Ecology	Inquiry, Analysis, & Synthesis
ENV42011	Animal Behavior	Inquiry, Analysis, & Synthesis
ENV42020	Conservation Biology	Inquiry, Analysis, & Synthesis
ENV42022	Wildlife Management: Applied Conservation Biology	Inquiry, Analysis, & Synthesis
ENV42724	Restoration Ecology: Watersheds of the S	Inquiry, Analysis, & Synthesis
ENV43310	Marine Conservation I: Global Marine Issues	Inquiry, Analysis, & Synthesis
ENV43311	Marine Conservation II: Gulf of CA Conservation Case Studies	Inquiry, Analysis, & Synthesis
ENV43815	SSII: Agroecology	Inquiry, Analysis, & Synthesis
ENV43820	SSIII: Field Methods in Agroecology	Inquiry, Analysis, & Synthesis
ENV44755	Field Methods in Geology	Inquiry, Analysis, & Synthesis
HDP21180	Life Centering: Mindfulness & Meditative Practices	Inquiry, Analysis, & Synthesis
HDP22206/42206	Positive Psychology	Inquiry, Analysis, & Synthesis
HDP22210	Introduction to Psychology	Inquiry, Analysis, & Synthesis
HDP41003	Nature & Psyche	Inquiry, Analysis, & Synthesis
HDP41050	Therapeutic Use of Adventure Education	Inquiry, Analysis, & Synthesis
HDP42100	Ethical, Legal, & Professional Issues in	Inquiry, Analysis, & Synthesis
HDP42205	Personality Theories	Inquiry, Analysis, & Synthesis
HDP47145	Alternative Healing Modalities	Inquiry, Analysis, & Synthesis
MTH26050	Applied Algebra	Inquiry, Analysis, & Synthesis
MTH26055	Calculus: Theory & Practice	Inquiry, Analysis, & Synthesis
MTH26060	Math for the Liberal Arts	Inquiry, Analysis, & Synthesis
ORI46000	Orientation Instructors Practicum	Inquiry, Analysis, & Synthesis
PRM49001	Practical Research Methods	Inquiry, Analysis, & Synthesis
WRW26000	Writing Workshop	Inquiry, Analysis, & Synthesis
WRW27001	Academic Writing Skills	Inquiry, Analysis, & Synthesis
ACS47000	Core Seminar: Arts and Cultural Studies	Self-Direction and Lifelong Learning
ACS47400	The Pursuit of Wisdom	Self-Direction and Lifelong Learning
ADV21000/41000	Adventure Education I: Expeditionary & T	Self-Direction and Lifelong Learning
ADV21002	Adventure Education II: Teaching Methods for Adventure Educators	Self-Direction and Lifelong Learning
ADV21052	Outdoor Education & Recreation	Self-Direction and Lifelong Learning
ADV21065	FYC2: Foundations of Leadership	Self-Direction and Lifelong Learning

ADV21200/41200	Maps & Wilderness Navigation	Self-Direction and Lifelong Learning
ADV21210	Wilderness Emergency Care	Self-Direction and Lifelong Learning
ADV21215/41215	The Whole Athlete	Self-Direction and Lifelong Learning
ADV21225	Teaching & Learning in Adventure Education	Self-Direction and Lifelong Learning
ADV22050/42050	Rock Climbing & Yoga	Self-Direction and Lifelong Learning
ADV23000/43000	International Mountain Expedition: Ecuador	Self-Direction and Lifelong Learning
ADV24200	Canoeing: Introduction to Expeditionary	Self-Direction and Lifelong Learning
ADV41004	Adventure Education III: Teaching Prac	Self-Direction and Lifelong Learning
ADV41027	Wilderness Exploration & Landscape Studies III: Expeditionary Conservation Education	Self-Direction and Lifelong Learning
ADV41042	Professional Training for Facilitating	Self-Direction and Lifelong Learning
ADV41156/HDP41156	ST in AE: The Deeper Dimensions of Yoga	Self-Direction and Lifelong Learning
ADV43005	Alpine Mountaineering	Self-Direction and Lifelong Learning
ALE22362/42362	Nature & Dance	Self-Direction and Lifelong Learning
ALE23502/43502	Voices from the World Mosaic	Self-Direction and Lifelong Learning
ALE24105/44105	Figure in Context: Narrative Painting	Self-Direction and Lifelong Learning
ALE24550/44550	Book Arts	Self-Direction and Lifelong Learning
CCC20000	Core Curriculum 1 yr: Explorations of Self	Self-Direction and Lifelong Learning
CCC20010	Core Curriculum 1st year: Touch the Ground: Explorations into Humans and Nature	Self-Direction and Lifelong Learning
CCC21052	Core Curriculum 1yr: Outdoor Education & Recreation	Self-Direction and Lifelong Learning
CCC21155	Core Curriculum 1yr: Yoga & Philosophy	Self-Direction and Lifelong Learning
CCC22600	Core Curriculum 1yr: Concepts of Ecology	Self-Direction and Lifelong Learning
CCC23420	Core Curriculum 1yr: Creative Explorations	Self-Direction and Lifelong Learning
CRS22410	Men & Masculinity	Self-Direction and Lifelong Learning
CRS25108/45108	Special Topics in CRS: Declassified: The Personal Politics of Money in American Culture	Self-Direction and Lifelong Learning
CRS25110/45110	Special Topics in CRS: Normalizing the Body: Race, Gender & Disability in the U.S.	Self-Direction and Lifelong Learning
CRS40000	Introduction to Chicano Studies	Self-Direction and Lifelong Learning

EDU47015	Core Seminar: Educating for the Future: Multicultural and Environmental Issues	Self-Direction and Lifelong Learning
EDU47380	Collaborative Instructional Strategies for Students with Mild to Moderate Learning Disabilities	Self-Direction and Lifelong Learning
EDU47383	Strategies for Teaching Language Arts in Diverse and Inclusive Education Settings	Self-Direction and Lifelong Learning
EDU47384	Strategies for Teaching Math in Diverse and Inclusive Educational Settings	Self-Direction and Lifelong Learning
EDU47820	Positive Child Guidance and Inclusive Classroom Management	Self-Direction and Lifelong Learning
EDU47850	Early Math and Science 2	Self-Direction and Lifelong Learning
EDU47870	Orientation to Exceptional Education	Self-Direction and Lifelong Learning
EDU47875	EIDT: Strategies for Children with Learning, Behavioral & Emotional Challenges	Self-Direction and Lifelong Learning
EDU4787	EIDT: Strategies for Gifted, Twice Exceptional & Learners on the Autism Spectrum	Self-Direction and Lifelong Learning
EDU48010	Reading Instruction for Diverse Learners from Assessment and Balanced Literacy Programs	Self-Direction and Lifelong Learning
EDU48015	Diagnosis & Remediation of Reading Difficulties	Self-Direction and Lifelong Learning
ENV22115/42115	Plant Explorations	Self-Direction and Lifelong Learning
ENV22700/42700	Human Ecology, Introduction to	Self-Direction and Lifelong Learning
ENV22800/42800	Ecological Thinking: Design Strategies for the Future	Self-Direction and Lifelong Learning
ENV22850	Environmental Studies: Root Causes, Innovative Solutions	Self-Direction and Lifelong Learning
ENV23814/43814	The Art & Science of Food Preservation	Self-Direction and Lifelong Learning
ENV42712	Gulf of CA: Field Methods for Plant Ecology	Self-Direction and Lifelong Learning
EPF47001/PASS47002	Capstone Eportfolio Lab	Self-Direction and Lifelong Learning
HDP21005/41005	Opening the Creative Person: An Applied	Self-Direction and Lifelong Learning
HDP21150	Holistic Health & Wellness	Self-Direction and Lifelong Learning
HDP21155	Yoga: Philosophy & Practice	Self-Direction and Lifelong Learning
HDP21200/41200	Lifespan Development	Self-Direction and Lifelong Learning
HDP21400/41400	Dreamwork	Self-Direction and Lifelong Learning
HDP21401/41401	Expressive Arts Therapy	Self-Direction and Lifelong Learning
HDP22050	Counseling Skills	Self-Direction and Lifelong Learning

HDP25100/45100	Gestalt Therapy: Theory & Practice	Self-Direction and Lifelong Learning
HDP41160	Yoga Teacher Training & Certification	Self-Direction and Lifelong Learning
HDP41401	Expressive Arts Therapies	Self-Direction and Lifelong Learning
HDP41501	Narrative Therapy: Theory & Practice	Self-Direction and Lifelong Learning
HDP42051	Counseling Skills: Advanced Practicum	Self-Direction and Lifelong Learning
HDP42054	Peer Educator Training	Self-Direction and Lifelong Learning
HDP42204	Psychopathology	Self-Direction and Lifelong Learning
HDP42207	Transpersonal Psychology	Self-Direction and Lifelong Learning
HDP42250	Family Systems Theory	Self-Direction and Lifelong Learning
HDP42255	Theories & Methods of Couple & Family Therapy	Self-Direction and Lifelong Learning
HDP45100	Gestalt Therapy: Theory & Practice	Self-Direction and Lifelong Learning
HDP47000	Core Seminar: Human Development Professional Perspectives	Self-Direction and Lifelong Learning
HDP47150	Positive Psychology and Social Engagement	Self-Direction and Lifelong Learning
HDP47400	Living with Loss: Studies of Grief and Transition	Self-Direction and Lifelong Learning
HDP47500	Women's Psychology and Sexuality	Self-Direction and Lifelong Learning
HDP47720	Deep Ecology	Self-Direction and Lifelong Learning
MTH47001	Mathematical Explorations	Self-Direction and Lifelong Learning
ORI26002	Orientation: Desert, Mountain, & Canyon Expedition	Self-Direction and Lifelong Learning
ORI26004	Orientation: Community Based	Self-Direction and Lifelong Learning
PASS47001	PASS 1	Self-Direction and Lifelong Learning
PLA19700	Prior Learning Assessment	Self-Direction and Lifelong Learning
SCI27100	Science Explorations	Self-Direction and Lifelong Learning

Appendix E: Course Offerings

Photographic Tactics for the Environment	ACS47210	4 CR
From the dawn of photography, image-makers have been exploring how their technologically driven medium can depict and represent the world around them. These historically situated methods of recording the environment offer us present day insights into how the environment can be investigated with a camera. Given the contemporary digital condition of photography and the new parameters this technology adds to the medium, it is imperative that today's environmental thinkers develop and capitalize on these contemporary tools and perspectives. In this course students will explore basic camera controls while developing the conceptual tools needed to document, sample, and express their ideas about the natural world and its ecosystems. Classes will be held online through a combination of educational, blogging and social networking sites. Students will work with digital cameras and will be introduced to the wide range of tactics needed to visualize the landscape and its many diverse ecosystems and social conditions. Each student needs his or her own digital camera for the duration of the course. Special Notes: Students must have their own digital camera. Course uses a custom course blog and other social media sites. Pre-requisites: N/A Required Texts: None at time of publication.		
The Pursuit of Wisdom	ACS47400	4 CR
COURSE DESCRIPTION: What value is a liberal arts education in the 21st century? This course 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 lifepath through a series of introspective journaling exercises; we develop a better understanding of the human condition and our own potential through reading and reflecting on Thoreau's Walden and Gandhi's Autobiography; we cultivate personal meaning and connection to others through a self-chosen experiential service project; and we sharpen our ability to think well and to love well through all of the course opportunities. The intention of this course is that we will be inspired to become lifelong learners in pursuit of wisdom. Special Notes: N/A Pre-requisites: N/A Required Texts: Title: An Autobiography : The Story of My Experiments with Truth Author/Publisher: Gandhi, Mohandas K.:Beacon Press ISBN: 978-0-8070-5909-8 Price: $16.00 Title: Walden : A Fully Annotated Edition - 6th Edition, Annotated, Illustrated Author/Publisher: Thoreau, Henry David: Yale University Press		

ISBN: 978-0-300-10466-0
Price: $30

Literature for a Living Planet	ACS47530	4 CR

As long as it has existed literature has served to inform, incite, engage and inspire to act towards their own worlds in new and different ways. In literature for a living planet we will devour a range of literature works by authors whose visions offer guidance as we seek a healthy long-term relationship with 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".
Special Notes: N/A
Pre-requisites: N/A
Required Texts:
Title: Moral Ground: Ethical Action for a Planet in Peril
Author/Publisher: Moore, Kathleen Dean, Nelson, Michael P, Tutu, Desmond
ISBN: 978-1-59534-066-5
Price: *OUT OF PRINT* used copies available $24.95

Writing the Wild : A Creative Writing Workshop	ACS47560	4 CR

SPECIAL NOTES: This course is a writing emphasis course.
COURSE DESCRIPTION: What do writing and wildness have in common? What can the natural world teach us about accessing our most wild selves so we can create energized, potent, and engaging stories? In this creative writing workshop, students will explore the role of wildness in their lives through experiential assignments, reading, playful writing exercise, and the completion and revision of one polished piece. Whether you live in the city or the country, you will be asked to explore the world around you almost as much as you will be asked to write. This workshop is suitable for writers of all experience levels, and is especially friendly to beginners.

Adventure Education I: Expeditionary & Technical Skills	ADV21000	4 CR

SPECIAL NOTES: In addition to listed prerequisites students ideally have a rank of 2.0 or higher, a river log with 1 multi-day expedition or 10 day runs on class II or higher OR Intro to Rock or equivalent rock-climbing experience. Course meets 1st week in San Juan 201-A from 1-5pm and then travels extensively on extended backcountry expeditions throughout the Southwest; Estimated $200.00 - $500.00 student expense for field rations, personal equipment, certifications, etc. depending on personal equipment.
COURSE DESCRIPTION: 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; rock, snow, water.

Adventure Education II: Teaching Methods for Adventure Educators ADV21002 4 CR
SPECIAL NOTES: See Adventure Education I for all fees and special notes COURSE DESCRIPTION: Theoretical rationale for current practices will be examined through research, discussion, and student presentations in the backcountry. Topics will include lesson planning, ethically responsible group management, risk management, as well as facilitation skills such as framing, delivery and debriefing. While expeditioning, students will also be asked to explore their own style of teaching, leading and living in wilderness environments. Students will use this course to develop a diverse range of experiential teaching methods in preparation for the practical phase of the course.
Environmental Topics for Educators and Advocates ADV21010 4 CR
SPECIAL NOTES: WRITING EMPHASIS. It is recommend that students have a background in adventure education and/or environmental studies. One all-day field trip, date TBD; $40.00 estimated student expense for food in the field, misc. This course examines environmental topics and issues associated with the field of Adventure Education (AE), and encourages students to consider how recreation-based adventure programs may be compatible with environmental sustainability. We begin by taking a critical look at the spectrum of values promoted through AE, and the environmental ethics espoused by conservationists such as Aldo Leopold, John Muir, and Jack Turner. The interface of public lands management, environmental education, and adventure education will also be considered. Students will examine environmental issues specific to the Adventure Education Program at Prescott College, and assess how to best incorporate environmental studies and environmental education into existing adventure education courses. Finally, students will also explore a philosophical and ethical rationale for integrating environmental studies and adventure education, and identify practical strategies for adopting such integration into their own teaching.
Wilderness Exploration & Landscape Studies I: Expeditionary&Technical Skills for Coastal Exploration ADV21015 4 CR
SPECIAL NOTES: STUDENTS MUST HAVE A VALID PASSPORT TO CROSS THE BORDER!! REQUIRED PRE-COURSE MEETING on Thursday, April 30th at 530 PM – San Juan 201B; students who do not attend will be dropped from the course. Meets 1st 4 weeks in town, 8:00 a.m. - 12:45 p.m., in San Juan 201-C. This course will take place on the Sea of Cortez, Sonora, Mexico. $250.00 estimated student expense for personal gear, books, misc. Housing and a $300 food stipend while in Mexico are included in the course fee. Additional Prerequisites: Signature and pre-registration advising REQUIRED from Dave Craig COURSE DESCRIPTION: This course introduces students to fundamental sea kayaking, freediving, and expedition skills and knowledge through presentations, readings, discussions, and practice. Topics include minimum impact camping techniques, navigation, equipment use and management, group living and decision making processes, ration planning, and other outdoor skills relevant to ocean expeditioning in the desert coastal environments of the Northern and Central Gulf of California. Students also investigate fundamental theories and current issues in expedition leadership. A significant portion of the course is spent on the water in sea kayaks. Sea and weather

risk assessment and paddling and rescue skills are emphasized and practiced in a variety of conditions.
Wilderness Exploration & Landscape Studies II: The Ocean Classroom ADV21016 4 CR
SPECIAL NOTES: PLEASE SEE PHASE 1 FOR ALL FEE, SPECIAL NOTES AND REQUIREMENTS COURSE DESCRIPTION: Many of the concepts and techniques associated with modern adventure education were first tested and refined at sea. Through participating in an extended coastal journey in sea kayaks, students will develop a first-hand understanding of the current potential that marine-based programming holds for reaching a wide range of outcomes associated with outdoor and adventure education, such as those related to environmental studies and human development. This course for potential marine educators will also focus on developing fundamental understandings of concepts from oceanography, marine meteorology, astronomy and navigation that serve as foundational knowledge for all practicing mariners. Readings from ocean literature, including first-hand adventure accounts, fiction, and poetry will be utilized to discover the common elements that make the ocean a uniquely challenging and inspiring teacher. As a means of documenting experience, the ship's log is a longstanding marine tradition that has adaptations relevant to adventure education. Using the historical model of the ship's log as a point of reference, students will engage in diverse journaling activities designed to meet the educational outcomes and current practices in adventure education settings. Students will practice writing reflective journals that will serve as tools for processing their own and the group's experience, as well as learning to craft professional documentation of a sea-based expedition and effectively sharing ocean adventure with a wider audience through social media.
Grand Canyon Semester I: Expeditionary & Technical Skills for Rivers & Canyons ADV21026 4 CR
DESCRIPTION: This course introduces students to trail- and river-based expeditionary skills through training, practice, and feedback, and builds on students' foundational knowledge and experience in geography and wilderness travel. A full-length river trip on the Colorado River through Grand Canyon, plus a backpacking trip, are included. Curricular topics include trip planning and logistics; equipment use and care; minimum impact camping techniques; map and compass navigation; whitewater rafting hydrology and raft-piloting techniques; risk assessment and management; and strategies for managing group dynamics and decision-making during collaborative, educational expeditions. We also investigate fundamental theories and current issues in expedition leadership. In the context of expeditions into remote country, students cultivate proficiency in outdoor technical skills related to backpacking, canyoneering, and whitewater rafting. A primary goal of this course is to enable students to accurately and efficiently assess expedition scenarios, and apply this to all aspects of planning and implementing extensive backcountry expeditions that are rooted in collaborative, service-based learning. The knowledge and skills gained in this course are fundamental to successful completion of the rest of the program.

Risk Management	ADV21030	4 CR
This course provides a broad introduction to the concept of risk management across a variety of disciplines. Students can apply these principles and practices of risk management in adventure education, field sciences or other career contexts. An overview of the field will include the 'lessons learned' approach from industry, aviation, and especially outdoor and wilderness programming. In class discussions of case histories will provide an introduction to practices and potential problems inherent in the field. This fosters critical thinking and peer communication skills while developing a working knowledge of risk management topics. Basic concepts such as “risk versus reward”, “consequence versus likelihood”, and “risk aversion versus acceptance” will be covered. Students develop a professional approach to risk management for their future careers. Additionally, behavioral research concerning possible fallacies and “traps” inherent in decision making will help students evaluate their own thinking and judgment for use in their work and recreational pursuits. Legal approaches to risk mitigation, such as acknowledgement of risk, liability waivers, and an overview of Tort law will be covered. Risks associated with international travel and programming are also addressed. Students personalize the course in a research topic of their choice.		
Outdoor Education & Recreation	ADV21052	4 CR
SPECIAL NOTES: Friday's will take place in the field. There will be 3 required weekend field trips. Dates TBD DESCRIPTION: This course offers an introduction to the manifold facets of the Adventure Education program. Students from all disciplines are encouraged to enroll and explore the broad field of adventure education. Students will have opportunity for personal and professional growth by way of planning, and implementing several adventure pursuits (i.e. rock climbing, river running, navigation, expeditionary backpacking) in outdoor settings. Students will take part in, and practice, group development, communication, feedback and self-directed learning skills and techniques setting themselves up for success in future field based courses. Complimentary topics including a history of adventure and exploration, landscape and place based studies, and the origins of outdoor education will enrich students' perspective on adventure education and serve as a means of assessing and determining their own commitment and suitability for outdoor leadership and recreational pursuits.		
Recreation Management Practicum	ADV21053	4 CR
SPECIAL NOTES: $25.00 estimated student expense for misc. expenses This course is designed to embrace and explore the concepts of service learning through direct community participation. Within the context of the course, students will interact with various public land managers to not only learn about recreation management, but also how they can actively participate in the stewardship of public lands. Through these interactions, students will gain knowledge and understanding related to the management of various forms of recreation on public lands. The laws, history, and ethics related to commercial and non-commercial recreation activities such as rock climbing, backpacking, equestrian use, river running, mountain biking, and off road vehicle use will also be explored. Students will also gain skills and experience in trail		

restoration and maintenance, wilderness inventory, and recreation site inventory and restoration. This course takes place on public lands throughout Northern Arizona, with a focus on our National Forest lands.
Special Topics in Adventure Education: Ways of Being in Wilderness ADV21055 4 CR
SPECIAL NOTES: <<<STUDENTS MUST HAVE VALID PASSPORT>>> This course is part of a 12 credit suit that take place at the Prescott College Dopoi Education Center in southern Kenya. Student must take all 3 courses to receive credit. The 3 courses are Maasai Lands and Colonial Legacies. Special Topics in Adventure Education: Ways of Being in Wilderness, & Behavior and Conservations: East African Wildlife. Students will begin class in Prescott then fly to the field during Spring Break. Contact instructor at mpoole@prescott.edu for questions and information. COURSE DESCRIPTION: How do Non-Western cultures view and interact with the natural landscape? How do our American views of nature and conservations export globally and affect people worldwide? In this class, we examine the ways in which a nature-loving culture and scientific based methods of conservation and preservation coming out of the west move in critical ways around the world, and ask how these ideas and practices have transformed cultural, social and economic practices globally. In particular, we focus on the affect to indigenous communities.
Youth Empowerment: Developing and Leading Transformational Experiences ADV21066 4 CR
SPECIAL NOTES:: There will be an optional extended field component in Kanab, UT over Spring Break for students who would like the opportunity to run additional field experiences with teens. What does it mean to empower youth, to create youth driven spaces and programs, and to facilitate transformational experiences that are rooted in the developmental needs of adolescents? We will explore these questions and put the answers into practice through weekly adventure based programming with local teens from The Launch Pad Teen Center. Every week students will immerse themselves in classroom discussions on the latest theories around youth empowerment, using the YDS (Youth Driven Space) Model. This cutting edge model was developed by the nationally acclaimed Weikart Center for Research and The Neutral Zone Teen Center. Students will design programming that puts YDS and Youth Empowerment theory into practice, and then facilitate weekly programming with middle school and high school students through The Launch Pad's After-school Adventure Club. This course will provide students with new knowledge and tools, resume building experiences, and the rare opportunity to lead weekly programs under the mentorship of a leading youth organization in Yavapai County.
Maps & Wilderness Navigation ADV21200 4 CR
SPECIAL NOTES: Thursday all-day field day; Involves rugged hiking and a possible overnight field trip; $75.00 estimated student expense for compass, misc. COURSE DESCRIPTION: 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.

Wilderness Emergency Care	ADV21210	4 CR

DESCRIPTION: This course is designed to provide students with the tools to make critical medical and evacuation decisions in remote locations. The curriculum includes standards for urban and extended care situations. Special topics include but are not limited to: wound management and infection, realigning fractures and dislocations, improvised splinting techniques, patient monitoring
and long-term management problems, up-to-date information on all environmental emergencies, plus advice on drug therapies. Emphasis is placed on prevention and decision-making. Much of the course will be spent completing practical skills, case studies and scenarios. Upon successful completion, students will earn a NOLS Wilderness Medicine Wilderness First Responder (WFR)
and Adult and Child CPR certifications. This course also serves as a prerequisite to the hands-on 'Global Health Responder' credential conducted in collaboration with the University of Colorado School of Medicine and the Institute for International Medicine.

Whole Athlete, The	ADV21215	4 CR

SPECIAL NOTES: This primarily classroom based course is complimented by an independent field based experiential component. Writing Emphasis; $50.00 estimated student expense for miscellaneous expenses.
COURSE DESCRIPTION: This course takes a wholistic approach to physical training and coaching. Modern and traditional principles of exercise physiology will be studied from eastern and western medical traditions. "Alternative" training methods are also considered. This foundation will then be applied in rigorous student designed exercise programs; these programs are integral academic components of the course. Students will learn techniques for increasing body and mental strength and their connection to the health of the whole person. An emphasis will be placed on the study of awareness as an athlete. The goal of the course is to raise levels of overall fitness and bodily awareness. Students are encouraged to look beyond issues pertaining to their own health and discover how methods acquired in this course can be transferred to others while working in a facilitator role such as coach, outdoor instructor, or classroom teacher.

Teaching & Learning in Adventure Education	ADV21225	4 CR

COURSE DESCRIPTION: What does it mean to be a highly effective educator? This course introduces students to the intentional application of a variety of effective teaching practices applicable to a wide range of educational endeavors with an emphasis on adventure education settings. Particular focus is placed on facilitating cognitive and

psychomotor skills development, increasing student engagement through the effective use of questions and discussions, formulating learning outcomes, planning lessons, and assessing student learning. Students gain practical experience in developing and delivering lessons through multiple peer teaching sessions where ample opportunity is provided to refine their skills as educators. Students also develop and practice the ability to give and receive meaningful, growth-oriented feedback. With this course as a foundation, appropriate subsequent courses for adventure educators may include The Art of Teaching, Curriculum Design, Learning Theories, Group Process, and teaching practicum courses.		
Interpersonal Communication	ADV21300	4 CR
SPECIAL NOTES: This course is a prerequisite for many Psychology & Human Development and Adventure Education courses, and it is recommended for all competence areas across all of these programs. DESCRIPTION: The ability to effectively communicate with others is an essential life skill. Whether a student wants 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.		
Women's Topics in Wilderness Leadership I	ADV21704	4 CR
SPECIAL NOTES: This course will include several required multi-day expeditions: 10/9/2020-10/12/2020 10/23/2020-10/26/2020 11/13/2020-11/16/2020 AND 12/4/2020-12/7/2020. All day Friday and Monday Field days. Course fee included money for food in the field. COURSE DESCRIPTION: In this course, taken in conjunction with Women's Topics in Wilderness Leadership II, students will explore womxn's unique history, psychology, learning styles, and group behaviors in the context of wilderness expeditioning. Employing a critical feminist exploration of women's history in the outdoors and drawing on our own unique experiences, we will discuss many of the challenges faced by women in relation to intersectionality, access, representation, and group dynamics in adventure education and outdoor leadership contexts. The ultimate intention will be to discuss and develop methods for effectively serving womxn adventure education participants. Building competence and confidence, students successfully completing this course will be more able to perform in single and multiple gender adventure education settings as leaders and participants.		
Women's Topics in Wilderness Leadership II: Womens Outdoor Expeditionary and Leadership Skills	ADV21705	4 CR
SPECIAL NOTES: See Phase 1 for all special notes and fees.		

COURSE DESCRIPTION: This course, taken in conjunction with Women's Topics I, will focus on the development of outdoor expeditionary skills, including expeditionary whitewater rafting, backpacking, and introductory rock climbing. Leadership and technical skill sets are fostered within a unique learning environment designed to deconstruct the barriers that students who identify as womxn, and/or are perceived as women, face in developing confidence and competence in the outdoor leadership and Adventure Education. There will be several expeditionary field sections that offer opportunities and positive learning environments designed specifically for womxn's technical skill acquisition and leadership development. This course is intended to serve as additional preparation for upper division technical skills courses. In conjunction with Womens Topics I, students will ideally leave this course with an in-depth understanding of how to further womxn's leadership in the outdoors and adventure education.

Leading Inclusively: Theories & Practices for leading in Adventure Education ADV21710 4 CR

SPECIAL NOTES: Many, but not all, Thursdays will be field days. Students will need to be prepared with appropriate gear and food. Field schedule and gear and food needs will be discussed during the first week. Please note - food expenses are not included in course fee. $100 estimate expense for food in the field.

This leadership course is intended to cultivate more effective outdoor instructors through culturally responsive pedagogy. This course will develop skills in recognizing, understanding, and addressing social issues as they manifest in outdoor programming. Students will be introduced to, and apply, theories (e.g. critical race theory, feminist theories, gender theory) and concepts relative to gender, racial, ethnic, and class identity as applied to adventure education. With weekly Field days and a field practicum experience, students will apply their learning in real adventure education contexts. A strong emphasis will be placed on studying the needs of outdoor program participants, and developing empowering and culturally responsive teaching techniques. As society moves toward awareness and acceptance of diverse social identities, the field of adventure ducation can be on the cutting edge of compassionate, accessible, and inclusive outdoor programming.

Rock Climbing, Introduction to ADV22010 4 CR

SPECIAL NOTES: After initial classroom meetings, this course meets daily (8-5) in the field for remainder of term. Some weekend overnight field trips required; $230.00 estimated student expense for climbing gear, supplies, food for the field, misc.

DESCRIPTION: This course introduces students to the basic technical skills associated with rock climbing. The appropriate student has little to no rock-climbing experience, and is led through a gentle progression of technical skills in both single-day and overnight excursions. Emphasis is placed on climbing at outdoor top rope and multi-pitch sites, utilizing natural and fixed anchor systems. Students are introduced to basic knots, rope handling, belaying, signals, anchors, and rigging. In addition, students are asked to consider risk management, problem solving, and decision making in the development of these skills. Movement on rock, balance, as well as physical and emotional safety are incorporated daily as the group moves through this progression of skills.

Top-Rope Climbing, Introduction to	ADV22012	1 CR
SPECIAL NOTES: This is a 1 credit 4 day course will be held November 19-22, 2020 COURSE DESCRIPTION: This course offering is designed to introduce the basic elements of climbing in a condensed format within a supportive and inclusive environment. Students are introduced to the activity of rock climbing and the personal group development inherent to the sport. Three field days follow this introduction in which students learn the basic knots and equipment used in climbing, and then have a chance to explore movement on the vertical realm. The human experience is emphasized during this introduction with particular attention paid to emotional growth, group experience and the joy of being in an outdoor environment. The course emphasizes group debriefs and attentiveness to the emotional elements inspired by rock. Students progress through a series of lessons including basic safety protocols, equipment, belaying, movement and mental aspects. The course concludes with a reflective practice designed to transfer inter and intrapersonal learnings to other elements of life.		
Rock Climbing, Intermediate	ADV22015	4 CR
SPECIAL NOTES: Previous climbing experience required. This course takes place 8-5 in the field after initial classroom meeting; Meets the prereq for Adventure Education; some overnight field trips required; $230.00 estimated student expense for climbing gear, supplies, food in the field, misc. DESCRIPTION: This course is designed to introduce students to high angle, traditionally protected multi-pitch rock climbing. It is a concentrated course designed to equip aspiring lead climbers with the necessary skills, decision-making ability, and safety consciousness to accomplish traditionally protected multi-pitch rock climbs in a self-sufficient manner. A review of basic skills and anchors precedes a basic lead climbing progression. Students have an opportunity to climb in teams and practice lead climbing protection placement, route finding, cleaning and descents in multi-pitch settings. The course is not designed solely around pushing student climbing standards, but rather providing a supportive environment in which to reinforce technical skills and safe climbing practices at a comfortable standard. Other intermediate skills such as belay escape, self rescue, rappel retrieval, ascending fixed lines, and problem solving are also covered. Current trends and issues in rock climbing are covered including land management policies, impacts of rock-climbing, ethics, and service work in local climbing areas. If student interest and skills are suitable, an introduction to aid climbing and hauling, and/or an overview of curricular standards followed in the Single Pitch Instructors (SPI) certification used by the American Mountain Guide Association (AMGA) may be included.		
Rock Climbing & Geology	ADV22048	4 CR
SPECIAL NOTES: This course takes place primarily in the field with interspersed classroom days. One overnight filed 9/9/2020- 9/11/2020 will be required. $240.00 estimated Student expense for climbing gear, supplies and food in the field. COURSE DESCRIPTION: Every rock-climbing venue presents new challenges to climbers because of its unique rock texture, composition, and environment. All rock climbers are thus empirical geologists because of the direct personal experience they have with a		

variety of rock types. This class is designed to expand the climber's knowledge of the rock to include the geologic processes involved in its creation and sculpting. We will climb at a number of areas that have experienced various geologic histories and that are composed of diverse rock types. Such detailed study of the rocks will allow us to comprehend many important geologic concepts such as rock classification, plate tectonics, geologic time, weathering, and erosion. We will trace the geologic events that created the rock at each venue and scrutinize the weathering processes that have created every hold on which we rely. We will also introduce all of the skills covered in the Basic Rock-Climbing course, such as climbing techniques for specific rock types, anchor systems, lead climbing procedures and practice, rescue techniques, ethical issues, and some land management concerns.

Rock Climbing & Yoga	ADV22050	4 CR

SPECIAL NOTES: Class will be held Monday - Frieday, the field schedule subject to change depending on daily weather; $200.00 estimated student expense for gear, yoga mat, and food in the field.
DESCRIPTION: This course is designed to introduce and explore the connections between rock climbing and hatha yoga with the anticipation that the practice of each will enhance the other. The curriculum consists of an even balance of rock climbing and hatha yoga practice. Students with experience in either discipline will explore and discover the complementary relationship of the two pursuits. Hatha yoga postures, breathing, and meditation transfer directly to graceful movement, awareness, and control on the rock. Strength, courage, and focus - qualities that run parallel in each pursuit - will be developed in this course. All the skills covered in an introduction to rock climbing course will be introduced or reviewed. These include knot-tying, anchor systems, multi-pitch lead climbing, and rescue techniques. There is space in the curriculum to develop each climber's technical repertoire.

International Mountain Expedition: Ecuador	ADV23000	4 CR

SPECIAL NOTES: **VALID PASSPORT REQUIRED** Students interested in registering for this course MUST attend a pre-registration informational meeting at 5:00 p.m., November 5th , Crossroads 206. A Course Application form and Intent to Register form will be handed out at the meeting and required before acceptance. This information will be used by the instructors to determine appropriate enrollment. Further information will be given when students are notified of their acceptance into the course. Students accepted for enrollment will be required to attend an additional pre-course planning meeting, for additional details about gear requirements and International details. Meeting will be December 3rd at 5:00pm in San Juan 201-A. Students will be required to schedule individual flights to Quito, Ecuador on January 14, 2020, where shuttle service will be waiting to transport students from the airport to a TBD group hostel in downtown Quito. $1250.00 estimated student expense for airfare, food, personal equipment, and misc. Students are required to have climbing gear and other personal equipment, so costs may be higher if students need to purchase/rent additional gear. VALID PASSPORT REQUIRED. December 2nd, 2019 DEADLINE for students to have a valid passport, AND individually purchase round trip ticket to and from Quito, Ecuador. Send documentation

of both to Julie Munro and course instructors Arthur Herlitzka.
COURSE DESCRIPTION: This intensive, field based course is appropriate for intermediate and advanced students with solid backgrounds in extended backcountry travel in remote environments. The focus is on implementation of a self-contained high-altitude mountaineering progression in a foreign country. The course will include explorations of regional cultures, geography, and ascents of appropriate mountaineering objectives. The expectation is that students will be building on existing backcountry skills and knowledge, but no previous mountaineering experience is required. Topics to be covered include: expedition planning and logistics, itinerary development, leadership, area-specific technical skills, safety and hazard evaluation, and place-based natural history and cultural studies.

Backcountry Skiing & Avalanche Training	ADV23151	4 CR

SPECIAL NOTES: SPECIAL NOTES: See Mathieu Brown for additional information; an informational meeting for all interested students will be held on Wednesday, October 30th at 6:00 pm in San Juan 201C. This course is based in the field after initial classroom meetings. Open to beginning backcountry skiers & snowboarders. Split board equipment available for rent. This course is a yurt and cabin based course with immediate access to the backcountry. $100.00 estimated student expense for personal lift tickets. Alpine touring skis, boots, poles, transceivers, probe, and rescue shovels provided by the College. Course fee includes $125 for Group food (lunches not included). Lodging included in the course fee.
COURSE DESCRIPTION: This course is designed to equip aspiring backcountry skiers with the skills and information needed to safely travel through and understand the winter environment. The course starts on gentle rolling terrain where diagonal stride is introduced and practiced. A steady progression to more complex terrain necessitates technique for ascending and descending with Telemark touring on moderate mountainous terrain as the eventual goal. Concurrent with instruction on skiing technique is an introduction to "winter" as an environmental condition in which snow cover and sub-freezing temperatures are defining elements and primary consideration in terms of comfort and safety. Formal avalanche training (AAA level 1 curriculum and certification) will be a fundamental part of the course. Students will learn about the contribution of terrain, weather, snowpack and the human factor to avalanche hazards. They will also learn to evaluate potential risks and effectively initiate self-rescue. The teaching format involves both experiential and presentation based instruction. Outings are mostly day trips into the mountains from rustic cabin or yurt styled accommodations. One short snow camping experience is planned where students will learn to construct their own snow shelters. An array of other topics will be covered, including temperature regulation; winter survival; history of skiing; equipment design, care and repair; winter natural history; snow camping; cold stress and ailments; nutritional requirements; and practical weather forecasting.

Backcountry Skiing & Winter Ecology	ADV23152	4 CR

SPECIAL NOTES: Successful completion of Natural History and Ecology or Concepts of Ecology recommended as well as some experience in winter conditions. Class meets first

two days in San Juan 201B. Course is based in the field after initial classroom meetings. Open to beginning backcountry skiers; Alpine Touring and Split Board Equipment may be available; $400.00 estimated student expense for lift tickets and personal food costs; Telemark skis, boots, poles, transceivers, probes, and rescue shovels will be provided by the College; Course fee includes accommodations.
This introductory course is designed for students wishing to integrate safe travel in winter environments with foundational study of winter ecology. The skiing skills progression begins with diagonal stride techniques on gentle, rolling terrain and graduates to Telemark touring on moderate, mountainous terrain. Concurrent with instruction on skiing technique is an introduction to winter as an environmental condition in which snow cover and sub-freezing temperatures are defining elements. Winter ecology topics will include characteristics of winter and the nivean environment, snow dynamics, winter storms and weather, winter natural history, and plant, animal, and human adaptations for survival. Avalanche awareness and hazard evaluation instruction will follow AAA level 1 curriculum and certificate guidelines. The teaching format involves both experiential and presentation-based instruction.
Students will select a suitable topic pertaining to winter ecology, which they will research and present to their classmates. Outings are mainly day trips into the mountains from comfortable rural accommodations. An optional overnight camping experience is planned where students will learn to construct snow shelters and adapt to winter conditions.

Environmental Perspectives & Whitewater	ADV24050	4 CR

SPECIAL NOTES: This course meets first three days 9 AM - 3 PM San Juan 201C. After initial classroom meetings, class is based in the field for the duration of the block; $400.00 estimated student expense for equipment, books, guides, food in the field, misc.
DESCRIPTION: In the context of an expedition on one of the classic whitewater rivers of the West, students are introduced to the natural and cultural history of the Colorado Plateau as well as the skills and knowledge pertinent to technical whitewater and cooperative group expeditions. Topics for study include vegetation, wildlife, geography, geology, high desert ecology, general aspects of Indian and non-Indian cultures of the bioregion, and critical analysis of contemporary conservation issues. Students will study these topics in the context of a collaborative research project, coordinated with the BLM or other land management agencies. Research methods, data collection and reporting will be central to the project. Developing skills in whitewater hydrology, piloting watercraft, whitewater safety, conducting river trip logistics, and performing equipment repair and maintenance are also integral parts of the curriculum. As the course progresses, students will learn to embrace a holistic approach to wilderness river leadership that integrates bioregional studies, resource management assessments and backcountry travel in a seamless fashion.

Sea Kayaking & Marine Natural History	ADV24110	4 CR

SPECIAL NOTES: Students MUST be able to swim. This course takes place the 1st 3 days and last 2 days in the classroom then the course will take place in Kino Bay, Sonora, Mexico; STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! This is a

station based, non-expedition course format. We will be living at the Kino Field Station and will have one or two overnight trips during the block. Course fee includes $150 for Group food. $150.00 estimated student expense for equipment, supplies, misc. This course offers an optional ACA Level 2 Skills assessment

DESCRIPTION: Sea kayaking places us in intimate contact with the ocean environment. Kayakers are as much in the water as they are upon it. This unique perspective allows us to experience the power of the ocean's physical nature as well as giving us the opportunity to closely observe the living communities in the water and on the shore. This course is an introductory study of the interrelated topics of marine natural history and expeditionary sea kayaking. Topics for study include tides and currents, wind and waves, and the natural history of nearshore organisms including fishes, seabirds, marine invertebrates and marine mammals. Students learn minimum impact travel and camping skills and be introduced to the regional impacts of coastal commerce and recreation. As apprentices to the sea, students learn and practice paddling skills, navigation, and ocean survival techniques drawn from the rich, thousand-year history of sea kayaking.

Canoeing: Introduction to Expeditionary Paddling	ADV24200	4 CR

SPECIAL NOTES: Students MUST be able to swim. Friday's will be field days in addition to class time. Three multi-day weekend field trips required: TBD. $100.00 estimated student expense for personal equipment, food, supplies.

COURSE DESCRIPTION: This course is designed as an introduction to the skills and techniques of expeditionary canoeing as practiced on flatwater and Class I/II rivers. In addition to paddling skills, the class will look at the history of canoe design and construction, the role of the canoe in the history of exploration, river systems and relevant environmental, conservation and land management issues, river hydrology and reading moving water, safety and river rescue, expedition planning and a variety of relevant outdoor skills. Effective communication and teamwork between partners within the context of the larger group will be emphasized. We will also be looking at our curriculum progression and outcomes for insight into how we learn any new skill. The course will include class time to develop theoretical foundations, day trips to facilitate skills development and expeditionary paddling. Exact locations are dependent upon water levels.

River Guides Training	ADV24202	4 CR

SPECIAL NOTES: Course fee include $300 for food. This class meets first 3 days and the last 2 days of Block 1 in San Juan 201-A. Prescott College provides most personal equipment such as "lifejacket, helmets, splash jackets paddles. Individuals are responsible for small group food contribution, river shoes, and a sleep kit. Course is a combination between daily and overnight trips. Class includes a Swift Water Rescue course. Opportunity to obtain Utah Guides Licence.

COURSE DESCRIPTION: This course is designed to teach the art and science of whitewater raft operation by paddle and oar, on Class 3 whitewater. While the course emphasis is on training for those interested in professional commercial guiding, students seeking to develop or improve their whitewater boating skills are also encouraged to enroll. Both whitewater rafting and expeditionary river trip leadership are primary

components of the curriculum. Boat operation skills will be acquired by rafting a variety of day long stretches of river, and multi-day river journeys. During the course a broad spectrum of river trip related topics will be covered. These include: raft piloting and whitewater hydrology, safety, first aid and emergency rescue, equipment care and repair, protocols for camping, food preparation and camp sanitation, client/guide relations, conducting side-hikes and interpretive presentations on regional, natural and cultural history, current conservation issues, legal and ethical issues for private and commercial guiding and planning and leading personal river trips.

In the Creeks and Canyons: Exploration of the Southwest	ADV25008	4 CR

SPECIAL NOTES: First 4 days of class will meet in San Juan 201-C 8:00am - 12:00pm. $480.00 estimated student expense for waterproof backpack, wet/dry hiking shoes, waterproof field notebooks and food in the field.

In the arid southwest water is the elusive catalyst to life and beauty. On the southern boundary of the Colorado Plateau, known as the Mogollon Rim, geology and hydrology coalesce creating a series of majestic perennial wet canyons of rare aesthetic and environmental significance. In this field-based course, students will gain a comprehensive understanding of the geographical and ecological value of these high desert gems, and also of the historical and ongoing threats to their long-term survival. Course themes will include: natural history, geomorphology, aquatic biology, botany and riparian ecology (including threatened species), human impact - past and present, safe travel and navigational techniques for technical canyoneering, and low impact travel and camping methods. Students will learn to conduct environmental assessments of the canyons explored, which will assist land managers in their appraisal of ecosystem health.

ST in AE: Atmospheric Dynamics	ADV25011	4 CR

SPECIAL NOTES: One field trip will take place March 22-24, 2019 visiting the Nation Weather Service office in Bellemont , AZ and a high elevation weather station on San Francisco Peaks. Winter appraisal and a means of travelling on snow will be necessary for the station visit.

Prerequisites: Upper division students must have completed either college level or A.P. Algebra prior to enrolling.

This course explores atmospheric dynamics and the essentials of meteorology. Its goal is to provide students with basic working understanding of the components, physical processes, patterns, and current concepts of weather and climate. The course is structured around three main segments: 1. Global scale influences, 2. Physics of our atmosphere and 3. Interactions of earth and the atmosphere in creating weather and climate. Foundational information will be supported using videotaped lectures, supplemented by textbook readings. Students are expected to watch lectures and read corresponding chapters in the textbook. Evaluation will be based on each student's responses to study questions on pertinent topics such as: layers of the atmosphere, the earth's energy budget; global circulation systems; local and regional weather patterns; greenhouse gasses and climate change; severe storms development, and practical weather forecasting. The course also provides an introduction to the art and science of reading and interpreting weather maps models and images. To add relevance to real-

time conditions, students will keep a log of local meteorological data during the course and create a written synopsis of patters and anomalies at the culmination. The course will visits the National Weather Service (NWS) facility near Flagstaff, AZ, and a mountain weather station on San Francisco Peaks.
Adventure Education I: Expeditionary & Technical Skills ADV41000 4 CR
SPECIAL NOTES: In addition to listed prerequisites students ideally have a rank of 2.0 or higher, a river log with 1 multi day expedition or 10 day runs on class II or higher OR Intro to Rock or equivalent rock-climbing experience. Course meets 1st week in San Juan 201 A from 1 5pm and then travels extensively on extended backcountry expeditions throughout the Southwest; Estimated $200.00 - $500.00 student expense for field rations, personal equipment, certifications, etc depending on personal equipment. COURSE DESCRIPTION: 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; rock, snow, water.
Adventure Education III: Teaching Practicum for Adventure Educators ADV41004 4 CR
SPECIAL NOTES: SEE PHASE 1 FOR ALL SPECIAL NOTES, SCHEDULE AND FEES. COURSE DESCRIPTION: This course will provide students a practical introduction to the leadership of adventure education activities. Students will implement outdoor programs for both their peers and for groups from the community. The focus will be on teaching basic backcountry living and traveling skills, top rope climbing technique, and water-based expeditioning. Students will receive regular feedback and mentorship regarding their development as educators.
Environmental Topics for Educators and Advocates ADV41010 4 CR
SPECIAL NOTES: WRITING EMPHASIS. It is recommend that students have a background in adventure education and/or environmental studies. One all-day field trip, date TBD; $40.00 estimated student expense for food in the field, misc. PREREQUISITES: LD: Writing Certification I or concurrent enrollment in Writing Workshop; recommend some background in adventure education and/or environmental studies. UD: Writing Certification I plus successful completion of at least two college-level courses in environmental studies. DESCRIPTION: This course examines environmental topics and issues associated with the field of Adventure Education (AE), and encourages students to consider how recreation-based adventure programs may be compatible with environmental sustainability. We begin by taking a critical look at the spectrum of values promoted through AE, and the environmental ethics espoused by conservationists such as Aldo Leopold, John Muir, and Jack Turner. The interface of public lands management, environmental education, and adventure education will also be considered. Students will examine environmental issues

specific to the Adventure Education Program at Prescott College, and assess how to best incorporate environmental studies and environmental education into existing adventure education courses. Finally, students will also explore a philosophical and ethical rationale for integrating environmental studies and adventure education, and identify practical strategies for adopting such integration into their own teaching.
Wilderness Exploration & Landscape Studies I: Expeditionary&Technical Skills for Coastal Exploration ADV41015 4 CR
SPECIAL NOTES: STUDENTS MUST HAVE A VALID PASSPORT TO CROSS THE BORDER!! REQUIRED PRE-COURSE MEETING on Thursday, April 30th at 530 PM – San Juan 201B; students who do not attend will be dropped from the course. Meets the 1st 4 weeks in town, 8:00 a.m. - 12:45 p.m., in San Juan 201-C. This course will take place on the Sea of Cortez, Sonora, Mexico. $250.00 estimated student expense for personal gear, books, misc. Housing and a $300 food stipend while in Mexico are included in the course fee. Additional Prerequisites: Signature and pre-registration advising REQUIRED from Dave Craig; Sea Kayaking and Marine Natural History or significant experience in expeditionary sea kayaking. COURSE DESCRIPTION: This course introduces students to fundamental sea kayaking, freediving, and expedition skills and knowledge through presentations, readings, discussions, and practice. Topics include minimum-impact camping techniques, navigation, equipment use and management, group living and decision-making processes, ration planning, and other outdoor skills relevant to ocean expeditioning in the desert coastal environments of the Northern and Central Gulf of California. Students also investigate fundamental theories and current issues in expedition leadership. A significant portion of the course is spent on the water in sea kayaks. Sea and weather risk assessment and paddling and rescue skills are emphasized and practiced in a variety of conditions.
Wilderness Exploration & Landscape Studies III: Teaching & Facilitation Methods for Adventure Ed ADV41017 4 CR
SPECIAL NOTES: SEE PHASE ONE FOR ALL FEE, SPECIAL NOTES, AND REQUIREMENTS COURSE DESCRIPTION: This course builds on students' knowledge of basic expedition and technical skills by allowing them to study and practice the implementation of adventure education activities. Topics include ethically responsible group management, risk management, and lesson planning, as well as facilitation skills such as framing, delivery and debriefing. Students are guided in implementing activities and lessons for their peers. Focus is placed on teaching expedition and technical skills, Leave No Trace, and natural history topics. Students take a major role in course planning and logistics, decision-making, and the establishment of an effective and mutually supportive community of traveling scholars.
Grand Canyon Semester IV: Cultural Geography of Grand Canyon ADV41029 4 CR
SPECIAL NOTES: See Grand Canyon I for all fees and speical notes. This course compels students to take an up-close and in-depth examination of Grand Canyon's cultural landscapes. The dynamic cultural history of Grand Canyon's contested

geographies involves a rich diversity of Indigenous and European cultures past and present. Students will come to understand how landscapes and cultures are intertwined, particularly when it comes to the rugged, inverted landscape of Grand Canyon. The course considers the complex relationship cultural groups have had, and still have with Grand Canyon, including Indigenous Peoples, explorers, government expeditions, scientists, even today's industrial tourist; in addition to the cultural connections and conflicts these groups have had with one another. Finally, the scope is broadened, and the region's social, cultural and political landscapes are examined in the context of climate change, sustainability, and the widespread influence of humans on the land.

Professional Training for Facilitating	ADV41042	4 CR

SPECIAL NOTES: This course begins on Tuesday Feb. 19th at 10:30 with an in-person class meeting. This will be an opportunity to introduce ourselves and go over the schedule for the course.

COURSE DESCRIPTION: This in-person and online hybrid learning course model, prepares the student for facilitating adventure education programs along an educational and therapeutic spectrum. It is the intersection between concepts in human development and adventure education from a variety of vantage points. Topics explored will include but are not limited to non-violent communication, behavioral guidance, conflict resolution, empowered ("clean") communication, child and teen development, thriving dyadic relationship models, forgiveness, fear, group dynamics, narrative therapy, consensus building, and various models of love. Although not a requirement of the course, a primary goal is to prepare students to APPLY this knowledge to on-site community living and counseling work at an outdoor children's summer camp in Northern California. Through a combination of on-line course readings, in-person discussion and application of techniques and concepts, and individual mentorship from instructors, students are exposed to diverse teachings in a primarily academic model (with applied opportunities), with intense mentorship available. This course prepares students for an optional and highly-encouraged summer employment at Camp Augusta, a nonprofit outdoor education center.

An optional opportunity available upon successful completion of this course is an additional 25 days of on-site staff training, that deepens students' understanding and application of course material, while also training in emergency preparedness, risk assessment and prevention. Students also may become trained facilitators in activities such as: ACCA-certified zip lines and challenge courses, visual and performance arts, rock climbing and rappelling, etc. See http://campaugusta.org/summer/activities/ for a complete list of activities. This training would likely result in employment.

Origins & Directions in Adventure Education	ADV41050	4 CR

COURSE DESCRIPTION: 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. Similarities and differences to related fields,

such as outdoor education, recreation, environmental sciences and experiential education 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.

Recreation Management Practicum	ADV41053	4 CR

SPECIAL NOTES: $25.00 estimated student expense for misc. expenses
This course is designed to embrace and explore the concepts of service learning through direct community participation. Within the context of the course, students will interact with various public land managers to not only learn about recreation management, but also how they can actively participate in the stewardship of public lands. Through these interactions, students will gain knowledge and understanding related to the management of various forms of recreation on public lands. The laws, history, and ethics related to commercial and non-commercial recreation activities such as rock climbing, backpacking, equestrian use, river running, mountain biking, and off road vehicle use will also be explored. Students will also gain skills and experience in trail restoration and maintenance, wilderness inventory, and recreation site inventory and restoration. This course takes place on public lands throughout Northern Arizona, with a focus on our National Forest lands.

Special Topics in Adventure Education: Ways of Being in Wilderness	ADV41055	4 CR

SPECIAL NOTES: <<<STUDENTS MUST HAVE VALID PASSPORT>>> This course part of a 12 credit suit that take place at the Prescott College Dopoi Education Center in southern Kenya. Student must take all 3 courses to receive credit. The 3 courses are Maasai Lands and Colonial Legacies. Special Topics in Adventure Education: Ways of Being in Wilderness, & Behavior and Conservations: East African Wildlife. Students will begin class in Prescott then fly to the field during Spring Break. Contact instructor at mpoole@prescott.edu for questions and information.
COURSE DESCRIPTION: How do Non-Western cultures view and interact with the natural landscape? How do our American views of nature and conservation export globally and affect people worldwide? In this class, we examine the ways in which a nature-loving culture and scientific based methods of conservation and preservation coming out of the west move in critical ways around the world, and ask how these ideas and practices have transformed cultural, social and economic practices globally. In particular, we focus on the effect to indigenous communities.

Outdoor Program Administration	ADV41060	4 CR

SPECIAL NOTES: SPECIAL NOTES: Writing Emphasis; Must be a rank 3.0 or above (Jr. level, 96-143 credits). Highly recommended for students with a competence in Adventure Education.
DESCRIPTION: This course will introduce students to the administrative and leadership skills required to operate a successful outdoor program. Topics covered include: safety and risk management; hiring, supervising, and evaluating staff; fiscal management; legal

liability; access to public lands; and program leadership. Course content will be driven by student engagement in program scenarios, course readings, site visits and guest speakers. Students will explore the concepts of administration responsibilities through various lenses including that of participant, instructor, administrator, legal guardians, etc. We will explore the qualifications required of administrators in the field of outdoor programming and establish methods for developing professional level resumes. Students will select a topic of special interest to research and create a detailed written exploration of the chosen subject.
Youth Empowerment: Developing and Leading Transformational Experiences ADV41066 4 CR
SPECIAL NOTES:: There will be an optional extended field component in Kanab, UT over Spring Break for students who would like the opportunity to run additional field experiences with teens. What does it mean to empower youth, to create youth driven spaces and programs, and to facilitate transformational experiences that are rooted in the developmental needs of adolescents? We will explore these questions and put the answers into practice through weekly adventure based programming with local teens from The Launch Pad Teen Center. Every week students will immerse themselves in classroom discussions on the latest theories around youth empowerment, using the YDS (Youth Driven Space) Model. This cutting edge model was developed by the nationally acclaimed Weikart Center for Research and The Neutral Zone Teen Center. Students will design programming that puts YDS and Youth Empowerment theory into practice, and then facilitate weekly programming with middle school and high school students through The Launch Pad's After-school Adventure Club. This course will provide students with new knowledge and tools, resume building experiences, and the rare opportunity to lead weekly programs under the mentorship of a leading youth organization in Yavapai County.
Group Process for Adventure Educators ADV41100 4 CR
SPECIAL NOTES: Students should have a background in challenge course facilitation. Within a conceptual framework based on an overview of the role of the leader in an adventure based educational process, students will read about, discuss, and practice skills such as group facilitation and conflict resolution, assessing groups, and the designing of appropriate activities to facilitate group development. Much of this will be done within the context of initiatives and activities used by many adventure-based experiential schools such as Outward Bound. Students will also work toward developing their own leadership style. Designed for students who plan to work with groups in a leadership role, this course will be structured to complement the College's outdoor leadership program.
ST in AE: The Deeper Dimensions of Yoga ADV41156 4 CR
This course is designed for the student with previous experience in yoga and an interest in deepening their studies in both yoga philosophy and techniques. It is a course of both academic study and experiential, physical practice. Students will have the opportunity to advance their yoga asana and breathing practices, as well as learn therapeutic

applications and adaptations for each. There will be an emphasis on developing and maintaining a meditation practice. This course looks at a number of ancient spiritual texts including the Yoga Sutras of Patanjali, the Bhagavad Gita, and Hatha Yoga Pradipika and how they relate to modern daily life. Other topics to be studied and discussed will include kriya yoga, the identified 'schools of yoga', energetic anatomy and current trends in the field.

Maps & Wilderness Navigation	ADV41200	4 CR

SPECIAL NOTES: Thursday all-day field day; Involves rugged hiking and a possible overnight field trip; $75.00 estimated student expense for compass, misc.
COURSE DESCRIPTION: 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.

Whole Athlete, The	ADV41215	4 CR

SPECIAL NOTES: This primarily classroom-based course is complimented by an independent field-based experiential component. Writing Emphasis; $50.00 estimated student expense for miscellaneous expenses.
COURSE DESCRIPTION: This course takes a wholistic approach to physical training and coaching. Modern and traditional principles of exercise physiology will be studied from eastern and western medical traditions. "Alternative" training methods are also considered. This foundation will then be applied in rigorous student-designed exercise programs; these programs are integral academic components of the course. Students will learn techniques for increasing body and mental strength and their connection to the health of the whole person. An emphasis will be placed on the study of awareness as an athlete. The goal of the course is to raise levels of overall fitness and bodily awareness. Students are encouraged to look beyond issues pertaining to their own health and discover how methods acquired in this course can be transferred to others while working in a facilitator role such as coach, outdoor instructor, or classroom teacher.

Search & Rescue	ADV41250	4 CR

SPECIAL NOTES: This course meets the 1st day at 1:00 p.m. in the classroom; must have own climbing harness; RECOMMENDED: Basic rock climbing skills, rope work and belaying. See Phil Latham or Adventure Education program faculty for advising. $100.00 estimated student expense for personal equipment.
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.

Adventure Therapy Program Models and Modalities	ADV41500	4 CR

SPECIAL NOTES: First week of class will meet in the classroom in San Juan 201-A, M-F 8am-5pm then the field. This course will include an extensive (14 to 17 days) van-based field trip. Students should have proper overnight gear for camping with the vehicle in established campgrounds. There is an anticipated student expense of approximately $250 for food costs during this field trip.

COURSE DESCRIPTION: This course introduces students to a variety of program models and modalities in the field of adventure therapy. As a primarily van-based field course, students will visit programs and facilities involved in the therapeutic use of adventure. The course begins on campus as students examine foundational concepts in adventure therapy and visit rehabilitation and treatment facilities in and around Prescott, AZ. It follows with a 14-17 day tour of therapeutic adventure programs and facilities in the four corners region of the southwestern United States. During site visits, students will meet with program directors, field staff, and clinicians to gain a better understanding of the career opportunities in the field of adventure therapy. The course will also explore the philosophies and missions that distinguish different programs as well as the challenges and successes in meeting program objectives. In addition to program and facility visits, we will also spend time experiencing state and national parks throughout the region as we examine the intersectionality of the natural environment and human health and wellness. This course is ideal for students interested in pursuing a career in adventure therapy, wilderness therapy, ecotherapy, ecopsychology, or related therapeutic adventure practice.

Wilderness Leadership, I	ADV41701	4 CR

SPECIAL NOTES: Course takes place in the field after the 1st 4 days 8am - 1pm in the classroom. Must enroll in all three phases concurrently. Qualifications: Adventure Education, WELS, or equivalent field experience. Intermediate/advanced skills in backcountry skiing and Avalanche Level I or II (preferred) required. Intermediate Rock with a climbing log documenting >10 traditional leads OR River Guides Training (or equivalent) required. Wilderness Emergency Care training such as OEC, EMT or WFR certification recommended. After initial classroom meeting, this course is primarily field-based in remote locations across the West. $500-$1200.00 estimated student expense for personal equipment, clothing, supplies, food, misc. (depends on the amount of equipment student already owns.) Course fee includes $250.00 for Group food while in the field.

DESCRIPTION: This capstone field-semester takes an experiential and holistic approach to the study of outdoor leadership. In addition to being an advanced skills course, it is also a content and inquiry based journey of the outdoors and the self, taking place in

complex wilderness-based settings. This phase focuses on the praxis of adventure, and the expedition and programming skills necessary for design and implementation of transformative experience. Students study and then apply the myriad of potential programming tools through the design of an experience that best fulfills the overarching goals and objectives of outdoor adventure education theory. The course culminates in the implementation of a student-designed and led expedition, and the design of a research tool intended to assess planned outcomes. In addition to testing logistical aptitude, planning proficiency, and administrative skills, regular reflections and group discussions provide direct and timely feedback on whether the intended program benefits and outcomes are being achieved, thus delivering the set of tools used in program assessment.

Wilderness Leadership, II	ADV41702	4 CR

SEE WILDERNESS LEADERSHIP I FOR DESCRIPTION, PRE-REQUISITES, FEES, AND SPECIAL NOTES!

COURSE DESCRIPTIONl This capstone field-semester takes an experiential and holistic approach to the study of outdoor leadership. Central to this approach is the implementation of authentic leadership opportunities in which students must enact plans, exercise judgment and decision-making, manage-risk, and utilize intricate safety-systems. Through activities ranging from backcountry skiing and riding, whitewater rafting, canyoneering, alpine climbing and glacial mountaineering, students work to further formulate and refine their leadership style and apply previously developed technical expertise. Guiding and directing this process is the exploration of leadership theory and models, which are sequentially introduced to help shape leadership character and intuition. Leadership is first practiced in narrowed structured means, such as designated field roles, but then applied to broader contexts such as personal and organizational situations, better preparing students for program management and supervisory roles. Throughout the course the technical activities serve as a means for students to reflect on their successes and failures, receive feedback from colleagues and obtain coaching and mentoring from instructors.

Wilderness Leadership, III	ADV41703	4 CR

SEE WILDERNESS LEADERSHIP I FOR DESCRIPTION, PRE-REQUISITES, FEES, AND SPECIAL NOTES!

This capstone field-semester takes an experiential and holistic approach to the study of outdoor leadership. This phase explores the means and process by which leadership is applied. Through this progression a myriad of contemporary outdoor topics such as therapeutic use of wilderness, equity, gender, privilege and social responsibility are addressed. Students utilize their prior professional experience as educators, guides, and instructors to further reflect on their behavior and better develop their own maturity, initiative and proficiency. This critical examination of outdoor industry and culture helps define the meaning of leadership and shapes performance in both formal and informal leadership roles. Through this examination students work to tease out the purpose, value and long-term benefits of contributions made to the outdoor environmental culture and profession. The end goal of which, is to better conceptualize, articulate and

transfer the value of a life lived outdoors.
Women's Topics in Wilderness Leadership ADV41704 4 CR
SPECIAL NOTES: This block course will include several multi day field expeditions. DESCRIPTION: In this course students will explore what it means to express and boldly embody the feminine within the context of wilderness expeditions. Drawing inspiration from womxn's writing and expression as well as our own unique experiences, we will discuss many of the challenges faced by womxn in relation to access, representation, and group dynamics. The ultimate intention of the course is to make contact with our own feminine in order to discuss and develop methods for effectively serving female-identifying adventure education participants. Building competence and confidence, students will also practice technical skills, which may include rock climbing, backpacking, canyoneering, boating, mountaineering, skiing, navigation, and low-impact camping in a supportive, non-competitive environment. Students successfully completing this course will be more able to perform in single and mixed-gender adventure education settings as leaders and participants. This course is also intended to serve as additional preparation for upper division technical skills courses.
Special Topics in AE: Diverse Modes of Facilitation in Adventure Education ADV41705 4 CR
What does it look like to lead across the diverse fields of adventure and outdoor experiential education? How can we as adventure educators build the tools that empower students in a range of environments and educational modalities? In this course, students will investigate multiple facilitation models for outdoor experiential education including traditional group process in youth, teen, and adult adventure education courses, adaptive sports education and recreation, wilderness therapy, and focused courses for specific users such as all female groups, Students of Color, or Veterans groups. Together we will build upon the basics of group process and explore advanced leadership and facilitation models that meet specific student and group needs. Course activities include learning from practitioners in the field, interviewing experts, and visiting programs to learn about and experience different approaches to the group process. Students will also have the opportunity to put into practice learned facilitation tools in field settings to build a strong skills set in group facilitation models across the fields of outdoor experiential education.
Leading Inclusively: Theories & Practices for leading in Adventure Education ADV41710 4 CR
SPECIAL NOTES: Many, but not all, Thursdays will be field days. Students will need to be prepared with appropriate gear and food. Field schedule and gear and food needs will be discussed during the first week. Please note - food expenses are not included in course fee. $100 estimate expense for food in the field. Acceptable prerequisite to enroll as UD includes successful TA role in an AE course. This leadership course is intended to cultivate more effective outdoor instructors through culturally responsive pedagogy. This course will develop skills in recognizing, understanding, and addressing social issues as they manifest in outdoor programming.

Students will be introduced to, and apply, theories (e.g. critical race theory, feminist theories, gender theory) and concepts relative to gender, racial, ethnic, and class identity as applied to adventure education. With weekly Field days and a field practicum experience, students will apply their learning in real adventure education contexts. A strong emphasis will be placed on studying the needs of outdoor program participants, and developing empowering and culturally responsive teaching techniques. As society moves toward awareness and acceptance of diverse social identities, the field of adventure ducation can be on the cutting edge of compassionate, accessible, and inclusive outdoor programming.
Leading Inclusively II: Practices for leading in Adventure Education ADV41711 4 CR
SPECIAL NOTES: See Phase I for fees and field trip dates. This leadership course is intended to cultivate more effective outdoor instructors through culturally responsive pedagogy. This course will develop skills in recognizing, understanding, and addressing social issues as they manifest in outdoor programming. Students will be introduced to, and apply, theories (e.g. critical race theory, feminist theories, gender theory) and concepts relative to gender, racial, ethnic, and class identity as applied to adventure education. With weekly activity days and extended field expeditions in multiple disciplines (e.g. white water rafting, backpacking, rock climbing) and a field practicum experience, students will apply their learning in real adventure education contexts. A strong emphasis will be placed on studying the needs of outdoor program participants, and developing empowering and culturally responsive teaching techniques. As society moves toward awareness and acceptance of diverse social identities, the field of adventure education can be on the cutting edge of compassionate, accessible, and inclusive outdoor programming.
Rock Climbing, Intermediate ADV42015 4 CR
SPECIAL NOTES: Previous climbing experience required. First week of class meets in San Juan 101 8-5pm. Then will meet in San Juan 201-A the following week. This course is designed to introduce students to high angle, traditionally protected multi-pitch rock climbing. It is a concentrated course designed to equip aspiring lead climbers with the necessary skills, decision-making ability, and safety consciousness to accomplish traditionally protected multi-pitch rock climbs in a self-sufficient manner. A review of basic skills and anchors precedes a basic lead climbing progression. Students have an opportunity to climb in teams and practice lead climbing protection placement, route finding, cleaning and descents in multi-pitch settings. The course is not designed solely around pushing student climbing standards, but rather providing a supportive environment in which to reinforce technical skills and safe climbing practices at a comfortable standard. Other intermediate skills such as belay escape, self rescue, rappel retrieval, ascending fixed lines, and problem solving are also covered. Current trends and issues in rock climbing are covered including land management policies, impacts of rock climbing, ethics, and service work in local climbing areas. If student interest and skills are suitable, an introduction to aid climbing and hauling, and/or an overview of curricular standards followed in the Single Pitch Instructors (SPI) certification used by the American Mountain Guide Association (AMGA) may be included.

Introduction to Rock II: Ropework and Movement	ADV42016	2 CR
COURSE DESCRIPTION: Introduction to Rock II, is the second course in a sequence of classes focused on an introduction to the craft and pursuit of technical outdoor rock climbing. Where Introduction to Rock I takes a holistic approach, addressing climbing literacy, trends, mental perspectives, self-development and technical skills, Introduction to Rock II focuses in on the technical and applied aspects of climbing. This course can serve as a refresher for those wanting to sharpen their ropework and movement skills before enrolling in Intermediate Rock Climbing, (where lead climbing becomes the focus), or as an opportunity to practice top-rope set-up and single pitch skills, so that they may pursue a personal climbing practice utilizing the safest and most efficient techniques. The course begins by reviewing the movement and ropework techniques delivered in Introduction to Rock Climbing I, then allows students to practice these skills while being actively coached and mentored, and finally concludes by having students apply these skills independently, in accordance with institutional requirements. Movement and ropework skills are practiced in a variety of top-rope single-pitch environments, including crack-climbs, face climbs, top-approached sites, bottom-approached sites, and natural and fixed anchor sites. Finally, the course delivers, rescue, safety and teaching techniques common to Single Pitch Instructor curriculum.		
Rock Climbing & Yoga	ADV42050	4 CR
SPECIAL NOTES: Field schedul subject to change depending on daily weather; $200.00 estimated student expense for gear, yoga mat, and food in the field. This course is designed to introduce and explore the connections between rock climbing and hatha yoga with the anticipation that the practice of each will enhance the other. The curriculum consists of an even balance of rock climbing and hatha yoga practice. Students with experience in either discipline will explore and discover the complementary relationship of the two pursuits. Hatha yoga postures, breathing, and meditation transfer directly to graceful movement, awareness, and control on the rock. Strength, courage, and focus - qualities that run parallel in each pursuit - will be developed in this course. All the skills covered in an introduction to rock climbing course will be introduced or reviewed. These include knot-tying, anchor systems, multi-pitch lead climbing, and rescue techniques. There is space in the curriculum to develop each climber's technical repertoire.		
International Mountain Expedition: Ecuador	ADV43000	4 CR
SPECIAL NOTES: **VALID PASSPORT REQUIRED** Students interested in registering for this course MUST attend a pre-registration informational meeting at 5:00 p.m., November 5th , Crossroads 206. A Course Application form and Intent to Register form will be handed out at the meeting and required before acceptance. This information will be used by the instructors to determine appropriate enrollment. Further information will be given when students are notified of their acceptance into the course. Students accepted for enrollment will be required to attend an additional pre-course planning meeting, for additional details about gear requirements and International details. Meeting will be December 3rd at 5:00pm in San Juan 201-A. Students will be required to schedule individual flights to Quito, Ecuador on January 14, 2020, where shuttle service		

will be waiting to transport students from the airport to a TBD group hostel in downtown Quito. $1250.00 estimated student expense for airfare, food, personal equipment, and misc. Students are required to have climbing gear and other personal equipment, so costs may be higher if students need to purchase/rent additional gear. VALID PASSPORT REQUIRED. December 2nd, 2019 DEADLINE for students to have a valid passport, AND individually purchase round trip ticket to and from Quito, Ecuador. Send documentation of both to Julie Munro and course instructors Arthur Herlitzka.
COURSE DESCRIPTION: This intensive, field-based course is appropriate for intermediate and advanced students with solid backgrounds in extended backcountry travel in remote environments. The focus is on implementation of a self-contained high-altitude mountaineering progression in a foreign country. The course will include explorations of regional cultures, geography, and ascents of appropriate mountaineering objectives. The expectation is that students will be building on existing backcountry skills and knowledge, but no previous mountaineering experience is required. Topics to be covered include: expedition planning and logistics, itinerary development, leadership, area-specific technical skills, safety and hazard evaluation, and place-based natural history and cultural studies.

Ski Mountaineering	ADV43002	4 CR

SPECIAL NOTES: This course will meet on campus for first 2 days of Block 1 Students must have taken a Level I avalanche class or demonstrate equivalent experience, approved by the lead instructor. Avalanche Forecasting or other Level II avalanche certificate is preferred. Students must be approved individually before enrollment by the lead instructor or Director of AE. Contact Julie Munro or Phil Straub at phil.straub@prescott.edu. Estimated student costs of $200 for food while in the field.
COURSE DESCRIPTON: This is an intermediate/advanced course for students with a solid background in backcountry skiing skills. The concentration will be on acquiring basic mountaineering skills and perfecting them to a level suitable for use in conducting adventure experiences in an alpine setting during the spring season. This field-based course will take place in the Eastern Sierra Mountains and on Mount Shasta to provide a wide variety of terrain and diverse learning environments, including couloir skiing and glaciated terrain. Topics covered will include: expedition planning; safety and hazard evaluation; self-rescue; emergency procedures; snow climbing technique; glacier travel and crevasse rescue; spring avalanche awareness; route finding; ski mountaineering; practical weather forecasting; and accident prevention. Some personal investment in ski mountaineering equipment may be required and all boots must be crampon compatible. Acceptance is contingent upon recommendation by a Prescott College Faculty member or other ski professional based on the students skiing ability.

Alpine Mountaineering	ADV43005	4 CR

SPECIAL NOTES: First 2 days of class is 8am-1pm in San Juan 201-C. Students who enroll in this course should have the ability to lead climb 5.7 traditional routes, at least 2 multi-pitch rock climbs and efficient anchor building skills. A climbing logbook with a minimum of 15 documented >/= 5.7 traditional leads is required; Wilderness Emergency Care or WFR certification recommended. This course is based in the field after initial classroom

meetings; $400.00 estimated student expense for personal equipment (i.e., stormproof clothing), food in the field, misc.
COURSE DESCRIPTION: This is an intermediate/advanced course for students with solid backgrounds in rock climbing and general back country skills. The concentration is on acquiring basic alpine mountaineering skills and perfecting them to a level suitable for use in conducting adventure experiences in an alpine setting. This field-oriented course takes place in a suitable alpine region and emphasizes ascents of mountains with a broad range of characteristics. Topics covered include: expedition planning and logistics; safety and hazard evaluation; communication and leadership; self-rescue and emergency procedures; snow and ice climbing technique; glacier travel and crevasse rescue; avalanche awareness; route finding; applied rock climbing; practical weather forecasting, accident prevention, and modern trends in mountaineering.

Avalanche Forecasting	ADV43010	4 CR

SPECIAL NOTES: Required completion of a Level 1 avalanche course. Course will meet first 2 days in San Juan 201-C then in the field. Estimated student expense of $350 -$1750 for ski and warm weather gear. Course includes $250.00 refundable fee for Group food while in the field and additionally the fee includes lodging during first winter phase.
COURSE DESCRIPTION: This advanced course focuses on avalanche forecasting for backcountry skiers or snowboarders. While spending three weeks in a suitable mountain environment, students will learn about "snow" in all of its aspects. Students will also gather and interpret information that allows them to make informed decisions about avalanche formation. The topics include mountain meteorology, mountain snowpack, snow formation and metamorphism, avalanche phenomena, stability testing and evaluation, safety and rescue, critical route finding, and group management. American Avalanche Association level 2 curriculum will be used as a foundation. However, field activities will go far beyond in practical application of theory. The course will emphasize all aspects of operational and site specific forecasting methodology relevant to professional and recreational applications in snow science and avalanche hazard evaluation.

River Guides Training	ADV44202	4 CR

SPECIAL NOTES: Course fee include $300 for food. This class meets first 3 days and the last 2 days of Block 1 in San Juan 201-A. Prescott College provides most personal equipment such as "lifejacket, helmets, splash jackets paddles. Individuals are responsible for small group food contribution, river shoes, and a sleep kit. Course is a combination between daily and overnight trips. Class includes a Swift Water Rescue course. Opportunity to obtain Utah Guides Licence.
COURSE DESCRIPTION: This course is designed to teach the art and science of whitewater raft operation by paddle and oar, on Class 3 whitewater. While the course emphasis is on training for those interested in professional commercial guiding, students seeking to develop or improve their whitewater boating skills are also encouraged to enroll. Both whitewater rafting and expeditionary river trip leadership are primary components of the curriculum. Boat operation skills will be acquired by rafting a variety of day long stretches of river, and multi-day river journeys. During the course a broad

spectrum of river trip related topics will be covered. These include: raft piloting and whitewater hydrology, safety, first aid and emergency rescue, equipment care and repair, protocols for camping, food preparation and camp sanitation, client/guide relations, conducting side-hikes and interpretive presentations on regional, natural and cultural history, current conservation issues, legal and ethical issues for private and commercial guiding and planning and leading personal river trips.

In the Creeks and Canyons: Exploration of the Southwest ADV45008 4 CR

SPECIAL NOTES: First 2 days of class will meet in San Juan 201-C 8:00am - 12:00pm. $480.00 estimated student expense for waterproof backpack, wet/dry hiking shoes, waterproof field notebooks and food in the field.

In the arid southwest water is the elusive catalyst to life and beauty. On the southern boundary of the Colorado Plateau, known as the Mogollon Rim, geology and hydrology coalesce creating a series of majestic perennial wet canyons of rare aesthetic and environmental significance. In this field-based course, students will gain a comprehensive understanding of the geographical and ecological value of these high desert gems, and also of the historical and ongoing threats to their long-term survival. Course themes will include: natural history, geomorphology, aquatic biology, botany and riparian ecology (including threatened species), human impact - past and present, safe travel and navigational techniques for technical canyoneering, and low impact travel and camping methods. Students will learn to conduct environmental assessments of the canyons explored, which will assist land managers in their appraisal of ecosystem health.

ST in AE: Atmospheric Dynamics ADV45011 4 CR

SPECIAL NOTES: Students seeking upper division credit will develop and write a research paper

on a relevant topic of personal interest and approved by the instructor. One field trip will take place March 22-24, 2019 visiting the Nation Weather Service office in Bellemont , AZ and a high elevation weather station on San Francisco Peaks. Winter appraisal and a means of travelling on snow will be necessary for the station visit.

Prerequisites: Upper division students must have completed either college level or A.P. Algebra prior to enrolling.

This course explores atmospheric dynamics and the essentials of meteorology. Its goal is to provide students with basic working understanding of the components, physical processes, patterns, and current concepts of weather and climate. The course is structured around three main segments: 1. Global scale influences, 2. Physics of our atmosphere and 3. Interactions of earth and the atmosphere in creating weather and climate. Foundational information will be supported using videotaped lectures, supplemented by textbook readings. Students are expected to watch lectures and read corresponding chapters in the textbook. Evaluation will be based on each student's responses to study questions on pertinent topics such as: layers of the atmosphere, the earth's energy budget; global circulation systems; local and regional weather patterns; greenhouse gasses and climate change; severe storms development, and practical weather forecasting. The course also provides an introduction to the art and science of reading and interpreting weather maps models and images. To add relevance to real-

time conditions, students will keep a log of local meteorological data during the course and create a written synopsis of patters and anomalies at the culmination. The course will visits the National Weather Service (NWS) facility near Flagstaff, AZ, and a mountain weather station on San Francisco Peaks.
Wilderness Orientation Instructors Practicum ADV46000 4 CR
PREREQUISITES: Permission of instructor after application process (please contact instructor to apply): Cecil Goodman and Courses: Successful completion of at least 1 semester-length field course (i.e. Adventure Education I, II, III; Wilderness Leadership I, II, III; WELS I, II, III) SPECIAL NOTES: Senior level status preferred. Current Wilderness First Responder certification required. Completion of the application process includes a supportive AE faculty reference. Contact Orientation Director (Cecil Goodman). Students will receive a $400 food and gear stipend. COURSE DESCRIPTION: This advanced course represents a practical demonstration of wilderness leadership. It enables student leaders to apply knowledge and skills that have been gained through their prior coursework. Student leaders conduct a three-week wilderness expedition for students entering the Resident Undergraduate Program. The student leaders are responsible for the organization, documentation, and facilitation of the expedition which serves as a personal demonstration of competence in leadership, teaching, community building, and logistical skills. Thirty leadership days will be credited toward competence or breadth in Adventure Education.
Sources of Knowledge: Applied Research and Evaluation in Outdoor Education ADV51000 3 CR
Critical to the support and advancement of the outdoor education field is greater program accountability through evidence-based research. This course supports students in developing foundational knowledge and skills related to evidence-based practice in outdoor education. The process and doing of practical research will be examined at all phases, from conception through to research design, data collection, and analysis.
Earth in Mind: Ecological Concepts for Outdoor Educators ADV52000 3 CR
This course is designed to foster the development of advanced ecological literacies, reflecting analysis and appreciation of the ways humans relate to their environments (ecological, spiritual, and cultural), and of the relevance of these ideas to outdoor education. Students will be challenged to critically examine the broader social and ecological implications of outdoor education practice in various areas. Additionally, students will examine their own positionality as it relates to the environment and will investigate new approaches to engaging with the natural world. Through this process, students will gain insight into strategies that create more meaningful experiences in nature for their guests or students. As a result of this course, students will gain valuable insights to be more thoughtful and responsible in their roles as outdoor educators.
Diversity, Equity, and Inclusion: Outdoor Education for a Just World ADV52010 3 CR
Creating just and equitable experiences in the outdoors is not an ideal to hold, but a moral imperative that requires action. As society moves toward awareness and

acceptance of diverse social identities, the field of outdoor education can be on the leading edge of compassionate, accessible, and inclusive educational experiences. This course will develop skills in recognizing, understanding, and addressing social issues as they manifest in outdoor programming. Students will be introduced to, and apply theories and concepts relative to gender, racial, ethnic, and class identity as applied to outdoor education.
Philosophies and Methods in Outdoor Experiential Education ADV57050 3 CR
This course provides students with academic literacy in the philosophy of experiential education and the field of outdoor education. Through lecture, discussion, research, and experiential projects, students explore the many facets comprising this unique discipline. Through examining historical influences relative to exploration and professionalization, as well as the changing views of the concepts of both leisure and nature, students see how and why outdoor education emerged as a field and why it is now conceptualized under experiential education philosophy.
Philosophy and Methods of Experiential and Adventure Education ADV57050 3 CR
SPECIAL NOTES: Graduate students (including those approved for 4+1) are responsible for the same learning outcomes as undergrads, though they also will need a solid theoretical understanding of the foundational work and primary texts in adventure education and to demonstrate the complex level of thinking required at a graduate level. COURSE DESCRIPTION: 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.
Risk and Reward: Managing Risk in Outdoor Programming ADV57075 3 CR
This course will explore the various interactions and relationships between ethics and risk management as it relates to the application of Adventure Education modalities across a variety of settings. Students will explore ethical issues, competence, and scope of practice, client welfare, confidentiality, informed consent, boundaries, cultural considerations, and environmental impact, as well as tort liability, relevant case law, risk evaluation, legal management strategies, and the principles of waivers and releases. As a way to avoid and mitigate potential incidents, this course explores ethics and risk

management as a central component of expeditionary thinking and learning.		
Risk and Reward: Managing Risk in Outdoor Programming	ADV57075	3 CR
COURSE DESCRIPTION: This course will explore the various interactions and relationships between ethics and risk management as it relates to the application of Adventure Education modalities across a variety of settings. Students will explore ethical issues, competence and scope of practice, client welfare, confidentiality, informed consent, boundaries, cultural considerations, and environmental impact, as well as tort liability, relevant case law, risk evaluation, legal management strategies, and the principles of waivers and releases. As a way to avoid and mitigate potential incidents, this course explores ethics and risk management as a central component of expeditionary thinking and learning.		
Ethics and Risk Mitigation in Experiential and Adventure Education	ADV57075	3 CR
Course Description: This course will explore the various interactions and relationships between ethics and risk management as it relates to the application of Adventure Education modalities across a variety of settings. Students will explore ethical issues, competence and scope of practice, client welfare, confidentiality, informed consent, boundaries, cultural considerations, and environmental impact, as well as tort liability, relevant case law, risk evaluation, legal management strategies, and the principles of waivers and releases. As a way to avoid and mitigate potential incidents, this course explores ethics and risk management as a central component of expeditionary thinking and learning.		
Leadership & Administration of Outdoor Programs	ADV57100	3 CR
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 outdoor education. Through discussion, reading, weekly activities, research, site visits, and interviews with professionals, this course explores the many facets comprising this unique discipline.		
Leadership & Administration of Outdoor Programs	ADV57100	3 CR
COURSE DESCRIPTION: 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 outdoor education. Through discussion, reading, weekly activities, research, site visits, and interviews with professionals, this course explores the many facets comprising this unique discipline.		
Capstone	ADV59001	3 CR
Upon the completion of the six core courses, students will declare one of two options for the capstone - the Applied Project or Thesis. As part of their coursework in "Sources of Knowledge," students will develop their capstone proposal. In the final semester, students will enroll in this Capstone course where they will finalize their capstone writing and documentation working closely with their capstone advisor. The capstone is an experiential project where students take what they have learned throughout their studies		

and apply it to examine a specific idea and project. The Applied Project involves designing and creating a resource that can be directly put into practice by the student and colleagues. The Thesis is a study requiring a high level of individual application and commitment to original research and inquiry. It provides the student with the opportunity to identify, reflect and explore a topic that has implications for their own professional development.

Gallery Management in a Contemporary Context	AHU21020	4 CR

DESCRIPTION: This semester's focus will be a Pop-up Gallery. In collaboration with the instructor, students will manage the process of organizing an art event in a temporary space – whether a rented retail space, the back of a u-haul truck, or outdoor space. Students will create artwork in their media of choice during the semester and take their work to the people – exhibiting their work publicly in a temporary art space. Where formal gallery spaces are exclusive or costly, a Pop-Up event can engage and generate conversation with the general public. Students will be responsible for all aspects of Pop-Up gallery management, which includes installation, archiving, public relations, fundraising, and working in cooperation with the end-of-year student visual arts show. All students enrolled in this practicum will work in the Pop-Up gallery as attendants and installation assistants. This course can be repeated for upper division credit.

Art Appreciation	AHU21030	4 CR

SPECIAL NOTES: There will be 2 required field trips on 10/6/20 and 11/17/20.
COURSE DESCRIPTION: A general introductory course investigating the visual arts with an emphasis placed on developing an aesthetic and cross cultural awareness of and appreciation for various visual forms of expression (e.g., painting, photography, sculpture, architecture, cinematography and video).

Just Art: Art & Social Change	AHU21045	4 CR

COURSE DESCRIPTION: Art and Social Change exposes students to the role of Interdisciplinary Art in engaging personal and political experience, while informing students about conceptual art and methods that have been used historically and in contemporary culture for social discourse. Through research and discussion, students will learn about the impact of the arts on society, and explore a range of social and environmental aesthetic interventions. Students will create individual and collaborative projects, learn fundamental concepts of design, critical skills, and relevant art theories that respond to social issues including power and privilege in the art world.

Film & Literature: Stories from the Land	AHU22026	4 CR

SPECIAL NOTES: Writing Emphasis
DESCRIPTION: “A place,” writes Joan Didion, “belongs forever to whoever claims it hardest, remembers it most obsessively, wrenches it from itself, shapes it, renders it....” Similarly, one of Steinbeck’s characters says what gives true title to land is not a piece of paper, but the “being born on it, working it, dying on it” In this course, students will expand their understanding of the human connection to place by reading works of literature and by viewing films in which the land or “homeplace” is of central concern. While offering a variety of perspectives--those of natives, transplants and the dispossessed—the course will focus on the power and complexity of narrative as told in both visual and written media. Students will read classic and contemporary fiction and nonfiction, and learn how to read films as texts. In addition to sharpening their appreciation for both media, students will consider the historical implications as well as thematic and structural concerns of the works.

Prescott Singers: Lift Every Voice	AHU22330	4 CR
COURSE DESCRIPTION: Come and sing at Prescott College! In this course, participants will perform in a singing ensemble, learning and reinforcing the basics of choral practice. In this course, you will get vocal training appropriate to your level, as well as an introduction to music theory. We will explore specifically how music can unite communities, inform identities, and energize movements, with a specific unit on protest music. Students will have opportunities to assume leadership roles within the ensemble, with input towards repertoire performed. All levels and singing experience are welcome and encouraged.		
Dance Improvisation	AHU22351	4 CR
SPECIAL NOTES: This semester the class will be focused on Political Theatre. There will be an opportunity to present at a conference geared towards racial equity/defeating white nationalism the third weekend of September as the class concludes. Enlivening and liberating, dance improvisation--the process of spontaneously creating movement--provides essential life skills and practice, and naturally integrates with diverse disciplines and passions. Improvisation encourages trust, creativity, innovation, authenticity, intuition, freedom, and play. Exploring diverse contemporary forms--such as authentic movement, contemplative dance, nature and dance, and contact improvisation--enriches students' skill base. Areas of study may include kinesthetic awareness, organic process, ensemble thinking, composition, imagery and metaphor, voice-work, creation of scores, breath and energy awareness, and ritual. Students will practice somatic awareness and presence while attending to outward connections in an atmosphere of open expression, collaboration, and art-making. Solo, duet and ensemble work will allow students to gain confidence in nonverbal communication and being witnessed. This course welcomes students of all experience levels.		
Boal & Beyond: Theatre as Transformative, Participatory, and Embodied Social Research	AHU22381	4 CR
COURSE DESCRIPTION: This course actively immerses students in the process of exploring and understanding performance as a valid method for gathering embodied information and for conducting transformative participatory social research. Coursework is comprised of academic and experiential components that compliment and reinforce each other. Researching case studies familiarizes students with relevant terminology and effective methods. Performance laboratory work introduces students to how Boal techniques work in practice and provides students with the opportunity to develop individual experiential knowledge of them. As a final project student's will create a realizable proposal for a theatre workshop using Boal-based methods as instruments to conduct transformative, participatory embodied research with participants from a specified target community. Some proposals including those related to communities in Myanmar and Thailand could find an opportunity to become independent mentored projects in the following semester.		
ST in AHU: Acting/Non-acting: Developing Openness & Resilience through Performance Practice	AHU22382	4 CR

COURSE DESCRIPTION: This is a studio course for actors and non-actors in which students will explore different approaches to acting and the ways in which various acting exercises and techniques operate to nurture and support individual and communal, emotional and physical, openness and resilience. Studio work begins the basics of presence and awareness, connecting body, mind, and being through breath and movement, cultivating emptiness, trust, and receptivity, and developing instincts that are fundamental for entering explorations as an actor. The diverse sources of the techniques introduced within the course include: Butoh / Kundalini Yoga / Red Nose clowning / Yoshi Oida / Peter Brook / Standford Meisner / Konstantin Stanislavski / Augusto Boal. During the course students will develop individual ways of employing acting techniques as tools to form personal strategies for engaging diverse subject matter encompassing, roles and situations within a theatre play, as well as, circumstances and conflicts that arise in life.
Introduction to Digital Photography: Essential Skills for Visual Literacy in the Digital Age AHU22705 4 CR
SPECIAL NOTES: Students should have Basic Computing Skills, access to a DSLR camera (Learning Technologies has some cameras available to check out), and a recommended external hard drive or flash drive. Estimated student expense of $500 for camera and flash drive. 2 required field trips on 10/7/20 and 10/31/20 COURSE DESCRIPTION: This course is designed for students across academic disciplines to gain an essential understanding of Digital Photography as a means of visual expression and communication in the Digital Age. Skills include: manual DSLR camera operation, image editing in Adobe Photoshop, introduction to digital printing, and final presentation methods for print-based and virtual platforms. Relevant historic and contemporary photographers and approaches will be covered. Emphasis is on the development of visual communication through photography, enabling students to expertly document and visually articulate their learning from any academic or extracurricular area, as well as gain an aesthetic appreciation for the natural world, the cultural environment, and the power of photography.
Special Topics in Arts & Humanities: Stop Motion Photography AHU22802 4 CR
SPECIAL NOTES: Students will need a DSLR camera, smart phone or Tablet and a external hard drive for this course. The Art Department and Learning Technologies have camera's that can be reserved for the course. Estimated student expense $50-$500. DESCRIPION: In this course, students will create short animations using Photography and Photoshop. Stop Motion Animation has a long history in film to create movie magic. Students will be exposed to the historical use of Stop Motion and discover contemporary artists working with the technique. From Clay to Pixelate Animation, students will experiment with a variety of techniques and materials to produce GIFs, motion graphics, and animated films.
Introduction to Video AHU22855 4 CR
SPECIAL NOTES: Students are required to have a DSLR Camera with Video capabilities or other Digital Video Device (Smartphone with digital video capability is acceptable) The Art Department and Learning Technologies have a limited number of DSLR Camera's

available for student loan. Please contact them to reserve you camera. Students must also have 1TB external hard drive. Estimated Student Expenses $50.00 - $500.00
COURSE DESCRIPTION: Description: This entry-level course explores contemporary video practice, concentrating on creating, presenting, and analyzing the moving image. Students will be introduced to the basics of video and sound editing in Adobe Premiere, while learning the concepts and techniques utilized in video production since its development as an art form in the late-60s. Instruction will be supported with screenings of narrative, experimental and documentary approaches to video, including performance and video installation. Through discussions of style, technique, approach, content and context, students will build a working knowledge of video as an art form. Using technical skills learned in this class, students will research and develop a conceptual framework aligned with a personal, social, political, or environmental narrative.

Special Topics in AH: Photoshop I	AHU22860	4 CR

SPECIAL NOTES: A digital camera (DSLR, point and shoot, or cell phone) is required. An external hard drive or flash drive is recommended.
Photoshop I is designed to provide students with an opportunity to learn technical and creative use of Adobe Photoshop CC. Students will be exposed to the technical application of design principles and encourage to develop their own concepts and propositions. In this course students will learn to: articulate compositional elements of the digital image, use the functions of the Adobe Photoshop image manipulation program, convert images to a digital format using scanning hardware and software, import elements into an Adobe Photoshop document, export Adobe Photoshop images to other software programs, manipulate and enhance digital images, plan, design and execute an original digital image project, output digital images to a printer or electronic file, identify, analyze and utilize the formal elements and principles of design, recognize historical or contemporary examples of the fine arts or crafts, and use media specific terminology to critique and evaluate works of art.

Photoshop I	AHU22860	4 CR

SPECIAL NOTES: A digital camera (DSLR, point and shoot, or cell phone) is required. An external hard drive or flash drive is recommended. Learning Technologies has DSLR camera's to check out on a first come first served basis.
COURSE DESCRIPTION: Photoshop I is designed to provide students with an opportunity to learn technical and creative use of Adobe Photoshop CC. Students will be exposed to the technical application of design principles and encourage to develop their own concepts and propositions. In this course students will learn to: articulate compositional elements of the digital image, use the functions of the Adobe Photoshop image manipulation program, convert images to a digital format using scanning hardware and software, import elements into an Adobe Photoshop document, export Adobe Photoshop images to other software programs, manipulate and enhance digital images, plan, design and execute an original digital image project, output digital images to a printer or electronic file, identify, analyze and utilize the formal elements and principles of design, recognize historical or contemporary examples of the fine arts or crafts, and use media specific terminology to critique and evaluate works of art.

Documentary Photography: Theory & Practice	AHU22910	4 CR
SPECIAL NOTES: Students should have access to a DSLR camera (Learing Technologies has some Camera's available to check out), and an external hard drive or flash drive. Estimated student expense of $500 for camera and flash drive. 2 required field trips on 10/7/19 and 10/31/19. This course is designed for the 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.		
Poetry Workshop	AHU23350	4 CR
COURSE DESCRIPTION: "The world is never the same once a poem has been added to it," said Dylan Thomas.... this "contribution to reality.... helps to change the shape of the universe" by extending our understanding of ourselves and the world around us. In Poetry Workshop, student writers experiment with ways of translating their experience of the world into a language and form accessible to others. During the first few weeks of the course, students will engage in informal, in-class writing exercises and discussions of published poetry. After gaining some familiarity and facility with a variety of expressive techniques, students will begin drafting their own poems, and reading and responding to their classmates' work. The workshop will not only provide students with the invaluable gift of an attentive audience for their works-in-progress, but also the gift of learning to give and receive thoughtful, constructive criticism. Students will also compile a manuscript of revisions and complete an individual project.		
Short Shorts: Adventures in Flash Prose	AHU23422	4 CR
DESCRIPTION: Flash prose is exercise in nuance with content and meaning distilled to the purest essence as in the deceptively simple short short often attributed to Hemingway: "For sale: baby shoes, never worn." In this creative writing workshop, students will experiment with very short prose forms, some up to 99 words, some up to 999 words. Through a series of writing prompts and readings, students will generate ideas for flash stories, essays, memoir, and hybrid pieces, as well as learn a variety of techniques for making their creations shine. Students will polish drafts for workshop and revise their work as well as further explore this dynamic art form through independent projects.		
Creative Nonfiction	AHU23425	4 CR
SPECIAL NOTES: Writing Emphasis COURSE DESCRIPTION: In this creative writing workshop, students learn to convey true stories in vivid, compelling prose, combining personal voice and strong storytelling skills. Students in this workshop will practice the necessary skills for the genre: identifying and selecting a topic, engaging in supplementary research, establishing a voice, a structure, a style, and a narrative strategy, and finally doing close and careful revision. Discussion of		

published models and a variety of writing exercises will guide students as they progress from generating drafts for formal in-class critiques to creating polished pieces.
Figure in Context: Narrative Painting AHU24105 4 CR
In this course students will learn representational painting skills and develop personalized content incorporating the human figure in various social and environmental contexts. This course includes technical instruction in oil painting, ranging from traditional to contemporary applications. Students will work from nude, costumed and staged models studying anatomy, proportion and spatial relationships. An overview of the history of figurative painting will be covered, exploring the role of the visual narrative in various cultures worldwide.
The Derivative Image: Abstract Painting AHU24110 4 CR
In this course students will learn a variety of painting techniques in acrylics and oils while developing a personalized language of abstraction. The course will begin with perceptual exercises, from which students will work towards varying degrees of abstraction. Students will develop content and imagery along individualized themes, and be challenged to articulate their ideas with painting approaches that support their thematic interests. This course will cover significant artists and trends in the history of abstract art, as well as look at the relationship of visual art to modes of abstraction in literature and performance. Students will develop technical skills in acrylic, oil, and mixed media painting, while learning approaches to image development, juxtaposition, color theory, inclusion of text, appropriation, and critique.
Figure Drawing AHU24150 4 CR
COURSE DESCRIPTION: In this course, students will develop technical drawing skills and seek visual expression through the human form. Working from live models, students will learn to accurately depict scale and proportion, volume, color, gesture, and motion. Students will work from the nude model one class each week, and spend another class each week in other figurative exercises including anatomy and self-portraiture. Readings and discussions will examine the figurative artwork of influential contemporary and classical artists.
Ceramics AHU24510 4 CR
DESCRIPTION: This course introduces students to the fundamentals of pottery-making. Through hands-on work they will discover the various uses of clay, as well as glazing techniques and kiln-firings. The students will explore the hand-building techniques of pinch, coil and slab construction. Emphasis will be placed on good design and the development of technical skills. Students taking this course for upper division will further hone their ceramics skills, with special attention to improved craftsmanship and advanced design. Upper division students will be expected to take on a leadership role in the class.
Printmaking: Beyond the Press: Large-scale Alternative Relief Processes AHU24526 4 CR
DESCRIPTON: In this course students will learn various approaches to relief printmaking, with an emphasis on alternative processes. Students will learn a variety of printmaking

techniques while developing content and image toward a portfolio of prints that reflect a range of approaches to the medium. Relevant work by historic and contemporary artists will be covered, and fieldtrips to printmaking studios, museums, and/or galleries will provide firsthand experience of printmaking approaches and imagery. Critiques and group discussions will provide critical dialogue and a strategy for individual artistic development.		
Form and Function: Sculpture in Theory & Practice	AHU24651	4 CR
This course will cover methods and concepts of three-dimensional art, with a focus on sustainable and alternative practices in unfired clay and found materials. Students will develop individualized content culminating in a final portfolio of sculptural pieces. This course will include relevant art history and contemporary approaches, artist research, critiques, visits to museums and galleries, and guest artist lectures and/or studio visits.		
Form & Function: Sculpture in Theory & Practice	AHU24651	4 CR
COURSE DESCRIPTION: This course will cover methods and concepts of three-dimensional art, with a focus on sustainable and alternative practices in unfired clay and found materials. Students will develop individualized content culminating in a final portfolio of sculptural pieces. This course will include relevant art history and contemporary approaches, artist research, critiques, visits to museums and galleries, and guest artist lectures and/or studio visits.		
Public Art: Mural Painting	AHU24652	4 CR
DESCRIPTION: In this course students will learn various aspects of mural painting, from preliminary planning to the completion of a permanent mural. This course includes technical instruction in mural painting and investigates the historical role of mural art in various cultures. Project proposals, permits, fundraising, and legal processes necessary to implement public murals will be covered, and field trips will allow students to visit mural projects in the region. A majority of the course will be dedicated to the design and execution of a public mural.		
The Study & Practice of Landscape Painting	AHU40000	4 CR
This course will include the study and practice of landscape paintings by reading about influential European and Asian artists and practicing new painting techniques. During the time of this course, four large canvas paintings will be created, 3 being acrylic and 1 being oil. At the end of the class, a research paper will be written focusing on significant artists and the change of landscape art since the 17th century. A journal will be kept with daily landscape sketches with color pencils, watercolor, pens, and notes with any important research found.		
Gallery Management in a Contemporary Context	AHU41020	4 CR
DESCRIPTION: This semester's focus will be a Pop-up Gallery. In collaboration with the instructor, students will manage the process of organizing an art event in a temporary space – whether a rented retail space, the back of a u-haul truck, or outdoor space. Students will create artwork in their media of choice during the semester and take their work to the people – exhibiting their work publically in a temporary art space. Where formal gallery spaces are exclusive or costly, a Pop-Up event can engage and generate		

conversation with the general public. Students will be responsible for all aspects of Pop-Up gallery management, which includes installation, archiving, public relations, fundraising, and working in cooperation with the end-of-year student visual arts show. All students enrolled in this practicum will work in the Pop-Up gallery as attendants and installation assistants. This course can be repeated for upper division credit.		
Just Art: Art & Social Change	AHU41045	4 CR
SPECIAL NOTES: There is a $150.00 estimated student expense for art supplies and other materials. COURSE DESCRIPTION: Art and Social Change exposes students to the role of Interdisciplinary Art in engaging personal and political experience, while informing students about conceptual art and methods that have been used historically and in contemporary culture for social discourse. Through research and discussion, students will learn about the impact of the arts on society, and explore a range of social and environmental aesthetic interventions. Students will create individual and collaborative projects, learn fundamental concepts of design, critical skills, and relevant art theories that respond to social issues including power and privilege in the art world.		
Film & Literature: Stories from the Land	AHU42026	4 CR
SPECIAL NOTES: Writing Emphasis. Students registering for UD credit must have successfully completed a college level writing/literature course. DESCRIPTION: "A place," writes Joan Didion, "belongs forever to whoever claims it hardest, remembers it most obsessively, wrenches it from itself, shapes it, renders it…." Similarly, one of Steinbeck's characters says what gives true title to land is not a piece of paper, but the "being born on it, working it, dying on it" In this course, students will expand their understanding of the human connection to place by reading works of literature and by viewing films in which the land or "homeplace" is of central concern. While offering a variety of perspectives--those of natives, transplants and the dispossessed—the course will focus on the power and complexity of narrative as told in both visual and written media. Students will read classic and contemporary fiction and nonfiction, and learn how to read films as texts. In addition to sharpening their appreciation for both media, students will consider the historical implications as well as thematic and structural concerns of the works.		
Prescott Singers: Lift every voice	AHU42330	4 CR
SPECIAL NOTES: To receive upper division credit a student must have either taken the LD version or have previous advance singing experience. COURSE DESCRIPTION: Come and sing at Prescott College! In this course, participants will perform in a singing ensemble, learning and reinforcing the basics of choral practice. In this course, you will get vocal training appropriate to your level, as well as an introduction to music theory. We will explore specifically how music can unite communities, inform identities, and energize movements, with a specific unit on protest music. Students will have opportunities to assume leadership roles within the ensemble, with input towards repertoire performed. All levels and singing experience are welcome and encouraged.		

Dance Improvisation AHU42351 4 CR
Enlivening and liberating, dance improvisation--the process of spontaneously creating movement--provides essential life skills and practice, and naturally integrates with diverse disciplines and passions. Improvisation encourages trust, creativity, innovation, authenticity, intuition, freedom, and play. Exploring diverse contemporary forms--such as authentic movement, contemplative dance, nature and dance, and contact improvisation--enriches students' skill base. Areas of study may include kinesthetic awareness, organic process, ensemble thinking, composition, imagery and metaphor, voice-work, creation of scores, breath and energy awareness, and ritual. Students will practice somatic awareness and presence while attending to outward connections in an atmosphere of open expression, collaboration, and art-making. Solo, duet and ensemble work will allow students to gain confidence in nonverbal communication and being witnessed. This course welcomes students of all experience levels.
Boal & Beyond: Theatre as Transformative, Participatory, and Embodied Social Research AHU42381 4 CR
DESCRIPTION: This course actively immerses students in the process of exploring and understanding performance as a valid method for gathering embodied information and for conducting transformative participatory social research. Coursework is comprised of academic and experiential components that compliment and reinforce each other. Researching case studies familiarizes students with relevant terminology and effective methods. Performance laboratory work introduces students to how Boal techniques work in practice and provides students with the opportunity to develop individual experiential knowledge of them. As a final project student's will create a realizable proposal for a theatre workshop using Boal-based methods as instruments to conduct transformative, participatory embodied research with participants from a specified target community. Some proposals including those related to communities in Myanmar and Thailand could find an opportunity to become independent mentored projects in the following semester.
ST in AHU: Acting/Non-acting: Developing Openness & Resilience through Performance Practice AHU42382 4 CR
COURSE DESCRIPTION: This is a studio course for actors and non-actors in which students will explore different approaches to acting and the ways in which various acting exercises and techniques operate to nurture and support individual and communal, emotional and physical, openness and resilience. Studio work begins the basics of presence and awareness, connecting body, mind, and being through breath and movement, cultivating emptiness, trust, and receptivity, and developing instincts that are fundamental for entering explorations as an actor. The diverse sources of the techniques introduced within the course include: Butoh / Kundalini Yoga / Red Nose clowning / Yoshi Oida / Peter Brook / Standford Meisner / Konstantin Stanislavski / Augusto Boal. During the course students will develop individual ways of employing acting techniques as tools to form personal strategies for engaging diverse subject matter encompassing, roles and situations within a theatre play, as well as, circumstances and conflicts that arise in life.

Special Topics in Arts & Humanities: Stop Motion Photography	AHU42802	4 CR
SPECIAL NOTES: Students will need a DSLR camera, smart phone or Tablet and a external hard drive for this course. The Art Department and Learning Technologies have camera's that can be reserved for the course. Estimated student expense $50-$500. DESCRIPION: In this course, students will create short animations using Photography and Photoshop. Stop Motion Animation has a long history in film to create movie magic. Students will be exposed to the historical use of Stop Motion and discover contemporary artists working with the technique. From Clay to Pixelate Animation, students will experiment with a variety of techniques and materials to produce GIFs, motion graphics, and animated films.		
Special Topics in AH: Photoshop I	AHU42860	4 CR
SPECIAL NOTES: A digital camera (DSLR, point and shoot, or cell phone) is required. An external hard drive or flash drive is recommended. Photoshop I is designed to provide students with an opportunity to learn technical and creative use of Adobe Photoshop CC. Students will be exposed to the technical application of design principles and encourage to develop their own concepts and propositions. In this course students will learn to: articulate compositional elements of the digital image, use the functions of the Adobe Photoshop image manipulation program, convert images to a digital format using scanning hardware and software, import elements into an Adobe Photoshop document, export Adobe Photoshop images to other software programs, manipulate and enhance digital images, plan, design and execute an original digital image project, output digital images to a printer or electronic file, identify, analyze and utilize the formal elements and principles of design, recognize historical or contemporary examples of the fine arts or crafts, and use media specific terminology to critique and evaluate works of art.		
Advance Photoshop	AHU42860	4 CR
SPECIAL NOTES: A digital camera (DSLR, point and shoot, or cell phone) is required. An external hard drive or flash drive is recommended. Learning Technologies has DSLR cameras to check out on a first come first served basis. COURSE DESCRIPTION: Photoshop I is designed to provide students with an opportunity to learn technical and creative use of Adobe Photoshop CC. Students will be exposed to the technical application of design principles and encourage to develop their own concepts and propositions. In this course students will learn to: articulate compositional elements of the digital image, use the functions of the Adobe Photoshop image manipulation program, convert images to a digital format using scanning hardware and software, import elements into an Adobe Photoshop document, export Adobe Photoshop images to other software programs, manipulate and enhance digital images, plan, design and execute an original digital image project, output digital images to a printer or electronic file, identify, analyze and utilize the formal elements and principles of design, recognize historical or contemporary examples of the fine arts or crafts, and use media specific terminology to critique and evaluate works of art.		
Voices from the American Mosaic	AHU43053	4 CR

SPECIAL NOTES: Writing Emphasis In this course, students will become familiar with modern and contemporary authors whose voices are unique in responding to an evolving America, and whose works, when considered together, create a bigger picture, a mosaic, of what it can mean to be human beings within the varied landscapes and cultures that constitute America. Students will examine the historical implications of the works as well as the thematic and structural concerns. The reading list may include works by Mark Twain, William Faulkner, Zora Neale Hurston, Toni Morrison, John Steinbeck, Vladimir Nabokov, and Chang-rae Lee. This course requires extensive reading, discussion, and writing.		
Memoir, The	AHU43330	4 CR
SPECIAL NOTES: Students must have successfully completed a previous creative writing/literature course. Students may contract for Writing Emphasis credit for this class, with instructor permission and appropriate prerequisites. DESCRIPTION: “Memoir isn’t the summary of a life; it’s a window into a life,” says William Zinsser in his classic text On Writing Well. And rather than attempting to offer a view of the writer’s entire life, memoir offers a richly textured view into one aspect of the writer’s life. This creative writing and literature course on the memoir is designed to help students generate and shape the stories central to their life experience. In addition to learning from published models—book-length memoirs as well as essays, articles, and chapter-length excerpts—students will engage in a variety of in-class writing exercises to inspire creativity and experimentation. Students will present original works-in-progress for class critique, receive and offer thoughtful, constructive criticism, and revise their work.		
Poetry Workshop	AHU43350	4 CR
SPECIAL NOTES: Students should have successfully completed one additional writing or literature course. COURSE DESCRIPTION: "The world is never the same once a poem has been added to it,” said Dylan Thomas…. this “contribution to reality…. helps to change the shape of the universe” by extending our understanding of ourselves and the world around us. In Poetry Workshop, student writers experiment with ways of translating their experience of the world into a language and form accessible to others. During the first few weeks of the course, students will engage in informal, in-class writing exercises and discussions of published poetry. After gaining some familiarity and facility with a variety of expressive techniques, students will begin drafting their own poems, and reading and responding to their classmates’ work. The workshop will not only provide students with the invaluable gift of an attentive audience for their works-in-progress, but also the gift of learning to give and receive thoughtful, constructive criticism. Students will also compile a manuscript of revisions and complete an individual project.		
Short Shorts: Adventures in Flash Prose	AHU43422	4 CR
SPECIAL NOTES: Students registering for UD credit must have successfully completed a previous college level creative writing/literature course. DESCRIPTION: Flash prose is exercise in nuance with content and meaning distilled to the		

purest essence as in the deceptively simple short short often attributed to Hemingway: "For sale: baby shoes, never worn." In this creative writing workshop, students will experiment with very short prose forms, some up to 99 words, some up to 999 words. Through a series of writing prompts and readings, students will generate ideas for flash stories, essays, memoir, and hybrid pieces, as well as learn a variety of techniques for making their creations shine. Students will polish drafts for workshop and revise their work as well as further explore this dynamic art form through independent projects.
Creative Nonfiction AHU43425 4 CR
SPECIAL NOTES: Writing Emphasis COURSE DESCRIPTION: In this creative writing workshop, students learn to convey true stories in vivid, compelling prose, combining personal voice and strong storytelling skills. Students in this workshop will practice the necessary skills for the genre: identifying and selecting a topic, engaging in supplementary research, establishing a voice, a structure, a style, and a narrative strategy, and finally doing close and careful revision. Discussion of published models and a variety of writing exercises will guide students as they progress from generating drafts for formal in-class critiques to creating polished pieces.
Figure Drawing AHU44150 4 CR
SPECIAL NOTES: Previous art experience is a prerequisite. COURSE DESCRIPTION: In this course, students will develop technical drawing skills and seek visual expression through the human form. Working from live models, students will learn to accurately depict scale and proportion, volume, color, gesture, and motion. Students will work from the nude model one class each week, and spend another class each week in other figurative exercises including anatomy and self-portraiture. Readings and discussions will examine the figurative artwork of influential contemporary and classical artists.
Ceramics AHU44510 4 CR
DESCRIPTION: This course introduces students to the fundamentals of pottery-making. Through hands-on work they will discover the various uses of clay, as well as glazing techniques and kiln-firings. The students will explore the hand-building techniques of pinch, coil and slab construction. Emphasis will be placed on good design and the development of technical skills. Students taking this course for upper division will further hone their ceramics skills, with special attention to improved craftsmanship and advanced design. Upper division students will be expected to take on a leadership role in the class.
Printmaking: Beyond the Press: Large-scale Alternative Relief Processes AHU44526 4 CR
DESCRIPTON: In this course students will learn various approaches to relief printmaking, with an emphasis on alternative processes. Students will learn a variety of printmaking techniques while developing content and image toward a portfolio of prints that reflect a range of approaches to the medium. Relevant work by historic and contemporary artists will be covered, and fieldtrips to printmaking studios, museums, and/or galleries will provide firsthand experience of printmaking approaches and imagery. Critiques and

group discussions will provide critical dialogue and a strategy for individual artistic development.		
Public Art: Mural Painting	AHU44652	4 CR
DESCRIPTION: In this course students will learn various aspects of mural painting, from preliminary planning to the completion of a permanent mural. This course includes technical instruction in mural painting and investigates the historical role of mural art in various cultures. Project proposals, permits, fundraising, and legal processes necessary to implement public murals will be covered, and field trips will allow students to visit mural projects in the region. A majority of the course will be dedicated to the design and execution of a public mural.		
Shakespeare: Passion for Italy	AHU45007	4 CR
Course Description: Shakespeare was the consummate Londoner—writing, performing, and producing plays in London's busy city scene. And yet of his 38 plays, a third are set in Italy or the Mediterranean, revealing Shakespeare's passion for Italian locales and epic historical figures. Who can blame him? The settings range from pre-Christian Rome to near-contemporary Venice, allowing for an exploration of love and politics outside the confines of the tense religious and political atmosphere of Reformation England. In all, we will do as Shakespeare did—curl up in our familiar homes and dream of exotic Italian locales. No previous experience with reading or watching Shakespeare's plays needed!		
Graphic Novel: Image, Text, and Autobiog	AHU45008	4 CR
Course Description: In the 1980s a new name, "The Graphic Novel," was coined for this burgeoning genre. This course will focus on some of the recent classics in this genre, including several graphic memoirs that bear witness to historical events. Some of the "comics" we will read include Maus I and II by Art Spiegelman, Fun Home, by Alison Bechdel, and Persepolis, by Marjane Satrapi In addition, we will read texts that interrogate the "architecture" of the comic form. These will include Building Stories, by Chris Ware, In the Shadow of No Towers, by Art Spiegelman, and Here, by Richard McGuire. Students will also read current criticism and theory as they examine how images and text work together to inform our interpretations of graphic narratives.		
Creative Nonfiction: The Lyric Essay	AHU45010	4 CR
Course Description: This course will explore the techniques and characteristics of creative nonfiction writing with an emphasis on the lyric essay. Students engage in writing exercises, discussions of the assigned readings, and sharing of their work. Prompts, generation of work, and revision will be part of the writing process. For both beginning and advanced writers.		
Photographic Tactics for the Environment	AHU47210	4 CR
SPECIAL NOTES: A digital camera is required. COURSE DESCRIPTION: From the dawn of photography, image-makers have been exploring how their technologically driven medium can depict and represent the world around them. These historically situated methods of recording the environment offer us present day insights into how the environment can be investigated with a camera. Given the contemporary digital condition of photography and the new parameters this		

technology adds to the medium, it is imperative that today's environmental thinkers develop and capitalize on these contemporary tools and perspectives. In this course students will explore basic camera controls while developing the conceptual tools needed to document, sample, and express their ideas about the natural world and its ecosystems. Classes will be held online through a combination of educational, blogging and social networking sites. Students will work with digital cameras and will be introduced to the wide range of tactics needed to visualize the landscape and its many diverse ecosystems and social conditions. Each student needs his or her own digital camera for the duration of the course.

The Pursuit of Wisdom	AHU47400	4 CR

What value is a liberal arts education in the 21st century? This course 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 lifepath through a series of introspective journaling exercises; we develop a better understanding of the human condition and our own potential through reading and reflecting on Thoreau's Walden and Gandhi's Autobiography; we cultivate personal meaning and connection to others through a self-chosen experiential service project; and we sharpen our ability to think well and to love well through all of the course opportunities. The intention of this course is that we will be inspired to become lifelong learners in pursuit of wisdom.
Special Notes: N/A
Pre-requisites: N/A
Required Texts:
Title: An Autobiography : The Story of My Experiments with Truth
Author/Publisher: Gandhi, Mohandas K.:Beacon Press
ISBN: 978-0-8070-5909-8
Price: $16.00
Title: Walden : A Fully Annotated Edition - 6th Edition, Annotated, Illustrated
Author/Publisher: Thoreau, Henry David: Yale University Press
ISBN: 978-0-300-10466-0
Price: $30

Literature for a Living Planet	AHU47530	4 CR

COURSE DESCRIPTION: As long as it has existed literature has served to inform, incite, engage and inspire to act towards their own worlds in new and different ways. In literature for a living planet we will devour a range of literature works by authors whose visions offer guidance as we seek a healthy long-term relationship with 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".

Natural History Writing	AHU52235	3 CR

COURSE DESCRIPTION: From the Systema Naturae of Carl Linnaeus to the works of

contemporary writers such as Barry Lopez, Annie Dillard, and Gary Paul Nabhan, this course will explore the many ways in which scientists and writers have represented, classified, and drawn insights from the nonhuman world. Supplemental readings in environmental history and philosophy will provide students with the context necessary to theorize how and why modes of literary naturalism changed when they did. While students will become familiar with Thomas Lyon's "Taxonomy of Nature Writing" and use its principles to analyze a broad selection of texts, they will also learn to diagram the chains of narrative strategies and rhetorical approaches in classical and contemporary examples of natural history writing, leading toward the production of an article-length critical analysis.		
The Rise of Performance Art in the Fine Arts World	AHU53000	3 CR
In this course students study performance as a competing practice in the traditional art market. Students take a close look at queer, trans, women, and artists of color who have used -and currently use performance art to challenge the art canon.		
Community Arts and Placemaking	AHU53150	3 CR
COURSE DESCRIPTION: Students in this course will explore the theoretical foundations and practical expressions of community art and recreation projects, with special attention to how such community cultural development contributes to the larger project of creating more resilient and sustainable communities. In particular, students will explore the possibilities of instigating such projects in their own communities, evaluating their potential in terms of increasing social cohesion and providing a range of health benefits.		
Introduction to Critical Museology	AHU53500	3 CR
In this course students examine the history of museums and protest in the 20th and 21st Centuries, looking at pivotal case studies which have propelled the critical dialogue and discourse around what and how museums should perform and operate for a public. Students examine museum structures; private vs. public funding; patron ethics and its influence upon representation; the history of artist-run galleries; micro and macro-institutions; and strategies in decolonizing as museology praxis. There is a strong emphasis on a course-long research project to be in dialogue with students' studio practice.		
Methods in Identity, Archive and Documentary Photography	AHU55001	3 CR
In this course students examine the critical processes in the archiving of ancestral and geographical histories through post-colonial lenses. Methodologies include documentary photography, oral interviews and research. There is a strong emphasis in a course-long research project to be in dialogue with students' studio practice.		
Writing the Environment	AHU56601	3 CR
Course Description: Through readings and online discussion of communication theory, audience and rhetorical analysis, and persuasion in the mass media, students will identify mechanisms and professional practices required to communicate environmental and science policy issues. Case studies of key environmental issues in various bioregions and organizations will provide a sampling of communication models, including		

informational and public policy reports, objective and persuasive media reporting, and advocacy campaigns. Students will research and conduct an environmental communications campaign that incorporates public policy and planning processes, assessment of scientific data and claims, and audience analysis. This project will incorporate a pre-campaign analysis of audience and core concepts; the authoring of a coordinated body of messages, publications, and media; a timeline and budget; and an assessment process to evaluate the campaign's success.		
Media Advocacy	AHU56602	3 CR
COURSE DESCRIPTION: Successful advocacy campaigns rely on explanatory and persuasive messages published in a range of media for diverse audiences. In this workshop-focused course, students develop expertise in research, writing, editing, media production and strategic communication analysis. Writing and media assignments develop messages on bioregional and global issues and include presentations, audio/video scripts, media productions, news releases commentary, blog posts and websites. A portfolio of work features explanatory and persuasive publications that support civic engagement, sustainability, and environmental advocacy campaigns.		
Art as Social and Environmental Practice	AHU57000	3 CR
This course introduces students to the fundamental theories and concepts of art as social and environmental practice. The course embarks students on developing a practice leading to a program capstone work to be presented at the end of the program.		
The Art of Social Practice: Changing the World	AHU57001	3 CR
This course examines the ways in which social practice has evolved from 1960 to the present. Students study the artists and movements that have utilized social practice to evolve the political landscape. Topics include: How social practice has navigated the private and public spheres; and how artists and movements negotiate the difference between the individual and the collective. Students explore the most critical theorists, artists, and movements inside of social practice.		
The History of Art in Social Change- Part I	AHU57500	3 CR
In this course students will examine the history of global art through the mid-twentieth century. The course focuses on visual art and society, colonialism and its impact on art. And the creation of an art market through the rise of the global art world.		
Art History II: The History of Artists' Efficacy	AHU57501	3 CR
The history and theory of art is often told through the writings of historians and theorists; that is to say, by people other than the artists themselves. This course focuses specifically on material by and of artists. By focusing on instances throughout history in which artists both succeed and fail in shaping the reception of their work, students explore what goes into the production of meaning in art.		
Art & Healing	AHU57600	3 CR
This course examines the artist as a healing agent in society. Topics include art as a healing modality and how it's developed; art criticism; the role of art in culture and human development; the role of art and healing justice; and identity and place through the arts.		

Capstone-Social Environmental Arts Practice	AHU59301	3 CR
The capstone course is an integrative experience course that integrates theory courses and studio practice coursework to result in a juried show, performance, campaign or other significant initiative documented in a portfolio with accompanying capstone essay. In addition, in the capstone course students explore practices to reach stakeholders that are specific to one's art practice.		
Studio Practice I	AHU59900	3 CR
SPECIAL NOTES: Students must be accepted into the MFA program to enroll in this course. Students work with artist-mentors during four three-credit studio practice courses . Studio practice is designed to aggregate resources, knowledge, and collective responses from MFA classmates, faculty, and artist-mentors. Studio practice courses are facilitated by a course instructor, to optimize artist efficacy through the processes of group critique and students' creative work. In studio practice courses students instrumentale their area of interest, intention, inspiration, and process, to examine the needs and questions of cohort members. Students participate in weekly group critique exercises and paired individual studio visits. In studio practice coursework each student will engage with classmates' arts practice, research, and discourse on an intimate and personal level, as well as in a cohort dynamic in group critique, and will have generated collective responses for others' work.		
Studio Practice II	AHU59901	3 CR
SPECIAL NOTES: Students must be accepted into the MFA program to enroll in this course. Students work with artist-mentors during four three-credit studio practice courses . Studio practice is designed to aggregate resources, knowledge, and collective responses from MFA classmates, faculty, and artist-mentors. Studio practice courses are facilitated by a course instructor, to optimize artist efficacy through the processes of group critique and students' creative work. In studio practice courses students instrumentale their area of interest, intention, inspiration, and process, to examine the needs and questions of cohort members. Students participate in weekly group critique exercises and paired individual studio visits. In studio practice coursework each student will engage with classmates' arts practice, research, and discourse on an intimate and personal level, as well as in a cohort dynamic in group critique, and will have generated collective responses for others' work.		
Studio Practice III	AHU59902	3 CR
SPECIAL NOTES: Students must be accepted into the MFA program to enroll in this course. Students work with artist-mentors during four three-credit studio practice courses . Studio practice is designed to aggregate resources, knowledge, and collective responses from MFA classmates, faculty, and artist-mentors. Studio practice courses are facilitated by a course instructor, to optimize artist efficacy through the processes of group critique and students' creative work. In studio practice courses students instrumentale their area of interest, intention, inspiration, and process, to examine the needs and questions of cohort members. Students participate in weekly group critique exercises and paired individual studio visits. In studio practice coursework each student		

will engage with classmates' arts practice, research, and discourse on an intimate and personal level, as well as in a cohort dynamic in group critique, and will have generated collective responses for others' work.		
Studio Practice IV	AHU59903	3 CR
SPECIAL NOTES: Students must be accepted into the MFA program to enroll in this course. Students work with artist-mentors during four three-credit studio practice courses . Studio practice is designed to aggregate resources, knowledge, and collective responses from MFA classmates, faculty, and artist-mentors. Studio practice courses are facilitated by a course instructor, to optimize artist efficacy through the processes of group critique and students' creative work. In studio practice courses students instrumentale their area of interest, intention, inspiration, and process, to examine the needs and questions of cohort members. Students participate in weekly group critique exercises and paired individual studio visits. In studio practice coursework each student will engage with classmates' arts practice, research, and discourse on an intimate and personal level, as well as in a cohort dynamic in group critique, and will have generated collective responses for others' work.		
Opening the Creative Person: An Applied Approach to Creativity	ALE21005	4 CR
DESCRIPTION: In this interdisciplinary art and movement course, students will focus on developing their physical and vocal capacity in connection with their particular medium of interest. Various media such as writing, text work, singing, dancing, physical training, and drawing will be drawn on regularly and incorporated into finished pieces of work. Students will be asked to pull from their direct life experience as well as things outside themselves they feel passionate about to create original multi media work. Site-specific performance both in the public sphere and natural world will be explored. Not only will students enhance their physical practice and creativity, but they will also gain a personal aesthetic and a facility for composition and collaboration. This course is designed to broaden and enhance the student's palette of creative options. It is about telling the kind of stories that ask hard questions and reach into and beyond personal experience into the necessary realms of collaboration and connection.		
Film & Literature: Elements of Desire	ALE22026	4 CR
SPECIAL NOTES: Student may contract for Writing Emphasis credit with instructor permission. "Behind all art is an element of desire...Love of life, of existence, love of another human being, love of human beings is in some way behind all art--even the most angry, even the darkest, even the most grief-stricken....has that element somewhere behind it," said poet Adrienne Rich. While exploring the symbiotic relationship between art and desire, the course focuses on the power and complexity of narrative as "told" in both visual and written media. Students will read classic and contemporary prose works as well as learn to "read" films as texts. They will also examine what happens when literature is adapted into film. In addition to sharpening their appreciation for both media, students will consider the historical implications as well as thematic and structural concerns of the works. Texts may include works by Coppola, Kazan, Lee, Mendes, Nabokov, Ondaatje,		

Proulx, and Williams.		
Creative Practice & Performance	ALE22380	4 CR
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. Students are invited to integrate text, video, props or sets into their performance creations. 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 as well as working with improvisational scores. Skills in presence, dynamic versatility and collaboration will be honed. Production elements such as lighting, costuming, promotion and budget planning will be integrated in the coursework.		
Digital Imaging I	ALE22850	4 CR
SPECIAL NOTES: $250.00 estimated student expense for supplies, misc.; Students should have a portable external hard drive for digital storage of personal work. This course provides students with a progressive foundation of digital skills that will allow them to expand their visual photographic and artistic vocabularies through computer-based applications. Basic digital techniques in image manipulation will be taught using programs from the Adobe Creative Suite. Students will draw on fundamental art and design concepts as they learn and use Photoshop (CS6) to create and present digital media. The following areas will be covered: image input, image manipulation, image output, historical and philosophical approaches, as well as current copyright law. Students will study various production applications, from image manipulation for personal expression to commercial applications within society and the global arena of the nternet. Students will develop a body of digital images and explore a variety of avenues for presentation, such as standard printed images, electronic documents, and virtual galleries.		
n & Out of Africa	ALE23320	4 CR
SPECIAL NOTES: This course is part of a 12 credit Keyna Semester taking place in Kenya, Africa. Students must have a <<<<<VALID PASSPORT>>>>>> and purchase their own airline ticket. Estimated student expense is $1600.00 or food and airline ticket. 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 explore authors whose voices are unique in responding to an evolving world. Students will examine thematic and structural elements of the works as well as survey the issues facing that continent from the late nineteenth century pre-colonial period to the present.		
Sense of Place	ALE23323	4 CR
SPECIAL NOTES: See ALE23320 for all fees, special notes and schedule. This course is part of a 12 credit Keyna Semester taking place in Kenya, Africa. Students must have a <<<<<VALID PASSPORT>>>>>> and purchase their own airline ticket. Estimated student expense is $1600.00 or food and airline ticket.		

In this creative writing and literature course, students will explore their relationships to places by writing about them as well as expand their understanding of the human connection to place by reading works of literature in which place is central. They will read poetry and prose by both classic and contemporary authors; engage in a variety of writing exercises designed to enhance their facility with a variety of literary techniques; present their own works-in-progress for class critique; and compile a manuscript of revisions.
The Art of Drawing: Contemporary Approaches to a Traditional Practice ALE24155 4 CR
This course immerses students in traditional drawing practices with particular relevance to contemporary art. Students will learn a variety of drawing techniques while expanding the traditional boundaries of drawing to include process-based, installation and conceptual drawing. Students will explore the resurgence of drawing in current art trends by researching Modern and contemporary artists who use drawing as a primary medium, and by taking field trips to artists' studios and museums. Students will learn techniques in charcoal, pastel, alternative, and new media as they approach representational, abstract and conceptual art. Students will become familiar with the work of artists such as Sol LeWitt, William Kentridge, Richard Long, and Julie Mehretu.
Opening the Creative Person: An Applied Approach to Creativity ALE41005 4 CR
In this interdisciplinary art and movement course, students will focus on developing their physical and vocal capacity in connection with their particular medium of interest. Various media such as writing, text work, singing, dancing, physical training, and drawing will be drawn on regularly and incorporated into finished pieces of work. Students will be asked to pull from their direct life experience as well as things outside themselves they feel passionate about to create original multi media work. Site-specific performance both in the public sphere and natural world will be explored. Not only will students enhance their physical practice and creativity, but they will also gain a personal aesthetic and a facility for composition and collaboration. This course is designed to broaden and enhance the student's palette of creative options. It is about telling the kind of stories that ask hard questions and reach into and beyond personal experience into the necessary realms of collaboration and connection.
Film & Literature: Elements of Desire ALE42026 4 CR
SPECIAL NOTES: In addition to meeting the prerequisite, student must have successfully completed an additional college-level writing or literature course. Students may contract for Writing Emphasis credit with instrutors permission. “Behind all art is an element of desire...Love of life, of existence, love of another human being, love of human beings is in some way behind all art--even the most angry, even the darkest, even the most grief-stricken....has that element somewhere behind it,” said poet Adrienne Rich. While exploring the symbiotic relationship between art and desire, the course focuses on the power and complexity of narrative as “told” in both visual and written media. Students will read classic and contemporary prose works as well as learn to “read” films as texts. They will also examine what happens when literature is adapted into film. In addition to sharpening their appreciation for both media, students will

consider the historical implications as well as thematic and structural concerns of the works. Texts may include works by Coppola, Kazan, Lee, Mendes, Nabokov, Ondaatje, Proulx, and Williams.		
Creative Practice & Performance	ALE42380	4 CR
SPECIAL NOTES: Students who would like upper division credit should have successfully completed at least one college dance courses in improvisation, technique or choreography. 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. Students are invited to integrate text, video, props or sets into their performance creations. 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 as well as working with improvisational scores. Skills in presence, dynamic versatility and collaboration will be honed. Production elements such as lighting, costuming, promotion and budget planning will be integrated in the coursework.		
In & Out of Africa	ALE43320	4 CR
SPECIAL NOTES: This course is part of a 12 credit Keyna Semester taking place in Kenya, Africa. Students must have a <<<<<VALID PASSPORT>>>>>> and purchase their own airline ticket. Estimated student expense is $1600.00 or food and airline ticket. 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 explore authors whose voices are unique in responding to an evolving world. Students will examine thematic and structural elements of the works as well as survey the issues facing that continent from the late nineteenth century pre-colonial period to the present.		
Sense of Place	ALE43323	4 CR
SPECIAL NOTES: See ALE23320 for all fees, special notes and schedule. This course is part of a 12 credit Keyna Semester taking place in Kenya, Africa. Students must have a <<<<<VALID PASSPORT>>>>>> and purchase their own airline ticket. Estimated student expense is $1600.00 or food and airline ticket. In this creative writing and literature course, students will explore their relationships to places by writing about them as well as expand their understanding of the human connection to place by reading works of literature in which place is central. They will read poetry and prose by both classic and contemporary authors; engage in a variety of writing exercises designed to enhance their facility with a variety of literary techniques; present their own works-in-progress for class critique; and compile a manuscript of revisions.		
The Art of Drawing: Contemporary Approaches to a Traditional Practice	ALE44155	4 CR
This course immerses students in traditional drawing practices with particular relevance to contemporary art. Students will learn a variety of drawing techniques while expanding		

the traditional boundaries of drawing to include process-based, installation and conceptual drawing. Students will explore the resurgence of drawing in current art trends by researching Modern and contemporary artists who use drawing as a primary medium, and by taking field trips to artists' studios and museums. Students will learn techniques in charcoal, pastel, alternative, and new media as they approach representational, abstract and conceptual art. Students will become familiar with the work of artists such as Sol LeWitt, William Kentridge, Richard Long, and Julie Mehretu.
Special Topics: Graphic Novel: Image, Text, and Autobiography ALE45008 4 CR
Course Description: In the 1980s a new name, "The Graphic Novel," was coined for this burgeoning genre. This course will focus on some of the recent classics in this genre, including several graphic memoirs that bear witness to historical events. Some of the "comics" we will read include Maus I and II by Art Spiegelman, Fun Home, by Alison Bechdel, and Persepolis, by Marjane Satrapi In addition, we will read texts that interrogate the "architecture" of the comic form. These will include Building Stories, by Chris Ware, In the Shadow of No Towers, by Art Spiegelman, and Here, by Richard McGuire. Students will also read current criticism and theory as they examine how images and text work together to inform our interpretations of graphic narratives.
Special Topics in Arts and Letters: Medieval Women, Medieval Women Writers ALE45009 4 CR
Course Description: This course will challenge the received tradition of medieval literature as written only by men and explore the rich tradition of medieval women writers (Yes--there were women writers!). Students will read works by a variety of medieval European women in a range of forms including love poetry, autobiography, letters, a feisty defense of women's rights, and visionary literature. In the context of these women writers, we will probe the construction and representation of sex and gender both in the Middle Ages and today.
ST in ALE: Creative Nonfiction: The Lyric Essay ALE45010 4 CR
Course Description: This course will explore the techniques and characteristics of creative nonfiction writing with an emphasis on the lyric essay. Students engage in writing exercises, discussions of the assigned readings, and sharing of their work. Prompts, generation of work, and revision will be part of the writing process. For both beginning and advanced writers.
Core Curriculum 1: Explorations of Self, Ways to Welcome COR20000 4 CR
COURSE DESCRIPTION: This course integrates new students into the Prescott College community and acquaints them with the broad possibilities for learning at Prescott College. It equips students with foundational skills and knowledge in communication, sense of place, self-expression, and identity. We live in challenging times in a world that can seem to be driven by competition for scarce resources and with one another. In this fall's course suite, we challenge this dynamic and explore "ways to welcome". Students investigate examples of interdependence, cooperation and hospitality in society and the environment through a kaleidoscope of perspectives drawn from the arts and humanities, adventure education, science, psychology, cultural and regional studies, and

education. Students participate in field experiences and a culminating mini conference.		
Core Curriculum 2: Ways of Knowing	COR20005	4 CR
COURSE DESCRIPTION: This course strives to build shared understanding of the challenges defining the world today and the circumstances that helped create them. Students will discover the multitude of communities, movements, and scholars working to solve these challenges and the role they can also play in discovering solutions. Building from the foundations of CC1 courses, CC2 broadens the scope of discovery from that of self-inquiry and engagement on a local scale to understanding the larger complexities of other identities and the world in which we live. Within CC2 students also explore the inspirational events and learning moments that led them to the passions they study today and the work they desire to do in the future. This reflective experience prepares students to consider the personal and professional paths ahead and to craft a degree plan for pursuit of an undergraduate degree in an area of their choosing.		
Core Curriculum 3: Inquiry & Analysis in the Liberal Arts	COR40000	4 CR
COURSE DESCRIPTION: This course works to provide students skills to produce and evaluate new knowledge by conducting research as a means to shape the future. Sustainable visions and effective solutions require an awareness of different ways of knowing and the ability to work with others outside your discipline. This course will select themes, readings and projects that illustrate how scholars obtain, analyze, and communicate knowledge across different fields and disciplines. Students will explore a wide range of different methods of research, ethics, and project design appropriate to their competence areas. Students will build on their learning from CC2 as they reflect on ways specific fields of inquiry and how to help to address the global problems of the 21st century. Lastly, students will engage in collaborative inquiry and action research by working together to support the development of one another's senior project proposals.		
PASS 1	COR47001	1 CR
COURSE DESCRIPTION: Professional and Academic Success Seminar (PASS 1) provides new students with the essential tools to successfully navigate their academic journey through the Limited-Residency Undergraduate (LRU) program. PASS 1 addresses every advising need, including creation of the degree plan, and offers weekly academic and professional resource sites, which remain available at all times for each student's entire duration of enrollment in LRU. In addition, PASS 1 teaches students how to create their eportfolio that displays and reflects on learning outcomes for each course and serves as a professional showcase for post-graduate endeavors.		
PASS 2	COR47002	1 CR
COURSE DESCRIPTION: Professional and Academic Success Seminar 2 (PASS 2) provides soon-to-graduate students with all the information and guidance needed to successfully graduate. Students complete their final degree plan, the research paper requirement, the petition for program completion, and a 5-page synthesizing essay that reflects on their entire learning journey leading to graduation. In addition, PASS 2 offers feedback to students on their e-portfolio that displays and reflects on learning outcomes for each course and serves as a professional showcase for post-graduate endeavors.		

Graduate Seminar	COR47101	1 CR
COURSE DESCRIPTION: Graduate Seminars are 1-credit, 8-week courses designed to support the development of graduate- level interdisciplinary research and analysis skills for Accelerated Master's students. Each course will introduce students to a significant contemporary social and environmental problem and explore emerging solutions from a broad range of academic, community, and organizational perspectives. Through hands-on workshops, expert speakers, field trips, research projects, and other collaborative activities, students will develop and refine the ability to pose timely, ethical research questions addressing relevant subjects, debates, and problems in their field of graduate study.		
Capstone Writing	COR57001	3 CR
This is a continuation of the proposal course, in which the student, under the guidance of the committee, produces an original thesis or applied project. Ideally, in addition to contributing to the body of work already available in relevant areas of knowledge, the capstone project will also contribute to the student's career goals.		
Successful Interdisciplinary Learning Strategies	COR57113	1 CR
COURSE DESCRIPTION: One of the distinctive opportunities for students in the Master of Arts in Interdisciplinary Studies (MAIS) program is the ability to create interest-driven courses. This one-credit course, Successful Interdisciplinary Learning Strategies, offers strategies to successfully develop individualized courses (mentored or independent study) that align with each student's varied interests and passions. In addition, this foundational course provides students with an overview of the MAIS program as well as helps them to develop a degree plan that that is unique to each student.		
Graduate Scholarship & Research Methodology	COR57114	3 CR
SPECIAL NOTES: Face-to-face meetings (colloquium); Weekly phone conference Upon successful completion of this course, students will earn a total of three course credits: 2 Credits applied to Research Methodologies and 1 credit Theory will be awarded. Course is open to undergraduate students. Contact instructor for approval COURSE DESCRIPTION: Course is for both Education and Adventure Education students in their first term. The primary focus of this course, Graduate Scholarship & Research Methodology, is to critically examine research methodologies and methods most appropriate for the student's graduate study. This course is designed to provide for students 1) an opportunity to create a cohort of graduate colleagues that will collaborate 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 a cohort-lead open forum for the discussion of these elements and		

connections to the online scholarly resources available through the Prescott College library and website.		
Sustainable Food Systems Solutions: Capstone Project	COR57550	3 CR
COURSE DESCRIPTION: As the concluding experience in the graduate program, the Capstone Project provides students with the opportunity to leverage the skills and knowledge acquired through the program into a project that launches students into their anticipated professional/academic trajectory. Culminating in a project that offers a solution to a food sustainability challenge or a thesis, the capstone is a mentored networking and professional development experience that is the strategic step between the graduate program and a student's career and/or academic aspirations.		
Capstone Proposal	COR57700	1 CR
Capstone Proposal: Students will complete a significant, original scholarly thesis, applied professional project, or creative work in her area of concentration. Taken after one year in the program, in this course the student will produce a proposal for the work s/he plans to do, a timeline for its completion, and forms a committee with the help of the course instructor and the program director. The course also serves to clarify the capstone process for the student.		
Capstone Portfolio	COR57702	3 CR
COURSE DESCRIPTION: Following completion of the coursework, the student will draw upon the completed materials to create a portfolio that demonstrates accomplishments in accordance with program goals and a set of goals the student has drafted. Typically a student will decide at the end of the first year if they are moving working toward a capstone project or a portfolio. The portfolio is tied together by a substantive reflective paper, which describes the case for the academic integrity of her coursework, the activities she has engaged within the coursework, and the connection to the student's career.		
Online Content Creation	COR57703	3 CR
Course Description: A convergence of online media tools and platforms allow communicators to create a vibrant messaging environment. In Online Content Creation, students learn the web publishing skills needed to curate online content and publish original work. Students will survey bioregional content, assess a variety of platforms and delivery processes, and curate media, write blog posts, and produce original digital media while developing a thematic online portfolio.		
Xicano/Indigenous Literature 2: Culture, Power & Representation	CRS44013	4 CR
SPECIAL NOTES: Instructor permision required Students will be required to purchase several books as well as a course reader. Estimated student expense: $75 COURSE DESCRIPTION:Through investigation and close reading of several Xicano/Indigenous foundational novels, short stories and cinematic productions students in this course will deconstruct these popular works of literature and film to uncover the evolving/emerging role representation plays in Xicano/Indigenous culture and politics. The course will consider how Xicanos and other Indigenous people have been type cast		

by colonization as outsiders and foreigners in the Americas and the role literature and other works of culture play in challenging the myth of the United States as a white European settler homeland.		
Spanish Intensive in Kino Bay	CRS21016	4 CR
SPECIAL NOTES: Class meets the first day of the block from 10am-3pm in Crossroads Center 204. Aside from the initial classroom meeting, course takes place in Kino Bay. STUDENTS MUST HAVE A VALID PASSPORT TO CROSS THE BORDER. $100 estimated student expenses (food, souvenirs, visas, etc.). COURSE DESCRIPTION: Spanish Intensive is an immersion language course offered through Prescott College's Kino Bay Center in Sonora, Mexico. Students will formally study an intermediate or advanced language curriculum during daily classes focusing on grammar and vocabulary, as well as speaking and comprehension skills. Students will live with local host families in Kino Viejo, providing the opportunity to informally practice and advance their language and inter cultural communication abilities. Additionally, students will participate in service projects, guest lectures, discussions, and local field outings allowing them to further engage in Spanish, while experiencing the culture, history, and ecology of coastal Sonora. This course provides an excellent foundation for students wishing to pursue further studies at the Kino Bay Center or in Latin American Studies.		
Image & Power in Mass Culture	CRS21050	4 CR
SPECIAL NOTES: Writing Emphasis DESCRIPTION: Image and Power in Mass Culture explores the meaning, production, and uses of images and how they are embedded in the popular imagination by what Marxist theorist, Louis Althusser, named “Ideological State Apparatuses”. Through deep investigation of what has become known as the “occult” (a word that has its roots in the Latin, “occultus,” meaning “hidden, secret”), we will explore and critique closely held, common sense notions of hope and reason by applying theories of representation put forward by Stuart Hall and Roland Barthes, and the postmodernist reasoning of Jean Baudrillard, Jacques Derrida and other thinkers of the late 20th Century. Assignments will include exploring ways alternative thinkers have written about psychedelic drugs as gateways to the expansion of consciousness, reflecting on the power of the manifesto through writing, and uncovering hidden texts within texts through cut up and collage making.		
Digital Storytelling: Giving People a Voice	CRS21200	4 CR
COURSE DESCIPTION: Each person owns stories that arise from living a full life. Sharing these experiences connects people at the visceral level and helps create healthy communities. In this course, students learn storytelling by telling their own stories and collecting stories from members of the local community. Students practice interview techniques that document the lives and times of the storytellers and provide the raw data for creating their digital stories. Students combine stories with images and music through digital technology to bring these stories to a larger audience. Students learn to use digital camcorders, Photoshop and digital video editing programs.		
Bamboozled: Race, Power, and Representation in Cinema	CRS21202	4 CR

SPECIAL NOTES: NONE Estimated student expense $50 for printing fees Bamboozled: Race, Power, and Representation in Cinema explores the politics and production of racial representation in contemporary US film. Students will learn to analyze narrative structures and visual codifications of race and identity in both Hollywood and independent films. They will also examine the dynamics of race, racism, and efforts to dismantle racial inequities through cultural production by and for oppressed communities. Students will develop the analytical tools to critically assess the impacts of social systems on cinematic representations and ways in which cinematic images, in turn, shape group identity, political consciousness, and movements for racial justice.		
Radical Media: Podcasting	CRS21205	4 CR
COURSE DESCRIPTION: Radical Media explores the relationship between journalistic ethics and the use of media production to promote social justice. Throughout the course, we will cover the journalistic "toolkit" that is necessary to convey social and political messages effectively. Students will learn to critically analyze, frame, plan, and produce podcasts, and then in teams, produce their own podcasts highlighting a contemporary and pressing social and/or environmental justice issue. Students will work in production teams and travel off campus to interview people, working with non-profits and community organizations to create media with a powerful social message. The aim of this course is to help students become media literate and to sharpen their skills as producers and consumers of news through screenings, critiques, and guest lectures. Readings and discussions focus on current news, contemporary conflicts and debates over "fake news" and "media bias", media ethics, media literacy, social justice issues and the powerful role of media (TV news, documentaries, new media, digital storytelling) as tools for civic engagement and positive social change.		
Biocultural Landscapes	CRS21401	4 CR
DESCRIPTION: Biocultural Landscapes explores the nexus of culture, environment, place, and community and how it plays out in our socially, politically, and economically complex world. This includes the connections between cultural diversity and biodiversity, social justice and environmental justice, where we live and how we live. We will map out a range of global environmental issues and topics, focusing on cultural and community impacts, as well as power, voice, equity, and strategies being used by communities to bridge the gaps between stakeholder groups. The goal of the course is to equip students with the knowledge, critical perspectives, and tools to evaluate, apply, and develop different methods, theories, and solutions to preserve and nurture biocultural systems. Some of the theories we will discuss include: biocultural diversity, sumak kawsay (buen vivir), and endogenous development.		
Climate Advocacy Under the Law	CRS21500	4 CR
DESCRIPTON: This course introduces students to the extremely dynamic field of climate change policy with a focus on contemporary climate advocacy. We will examine the historic failure to develop comprehensive climate change policy in the United States and internationally, assess the current use of federal and state legal regimes to address		

climate, and consider the future of climate advocacy under the law. Students will critically evaluate existing and proposed legal mechanisms that seek to mitigate against and adapt to the impacts of climate change—including the Clean Air Act, the Endangered Species Act, the Public Trust Doctrine, and the international regime under the United Nations Framework Convention. Although the course will focus on the role of advocates using law to address climate change, discussions will be broad-based and interdisciplinary. Together students will consider how policies are informed and influenced by science, economics, politics, and culture.

Economic and Social History of the U.S.	CRS22001	4 CR

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

Indigenous Rights, Cultural Survival, and Tourism	CRS22030/42030	4 CR

It is widely accepted that current global policies have resulted in loss of biodiversity and environmental sustainability. For more than a century, the objective of post-colonial development has resulted in the creation of protected natural areas, refuges, and national parks, both in the United States in the global south. Ironically, this has threatened the survival of indigenous peoples, not only through the seizure of land and removal of people, but through cultural commodification designed to sell tourist destinations as remote and “exotic.” Tourism, like other industries generated from the frames of western cultures, encourages the use of open land by seeking out and developing the "last unspoiled places on earth.” But the question becomes, can tourism be a strategy for both land and wildlife conservation through Indigenous cultural survival? How are indigenous communities protecting their land and resources? How can collaborative alliances with Indigenous strategies use tourism as a means of global education and conservation? This course will explore the common elements of these dynamics experienced by Indigenous communities in different parts of the world, possibly using East Africa as a case study.

Color Line in U.S. History, The	CRS22100	4 CR

SPECIAL NOTES: Writing Emphasis
This course explores the origin and history in the U.S. of what we refer to as "race", which is neither a biological difference or an 'idea,' but rather a social production, a component of a shared cultural reality rooted in the structure of economic systems that function to move wealth from the many to the few. Race was invented originally to facilitate slavery and displacement of native communities in the Americas and it has proved tenacious as an ideology over time, as it continues to be profitable, changing in form but not in effect.

In this class we will reconstruct that history, from the early European colonization of North America and establishment of chattel slavery, through U.S. statehood and settler colonial appropriation of land, through industrialization, internal colonization of the south and western regions, the rise of U.S. imperialism and current race politics today. The class will also introduce the several hundred year tension in North America between dominant--white, Euro-American, protestant, middle classes and radical Black, Chicano, and Indigenous challenges, and the conflicts and collaborations that have emerged from those tensions. We will read the words of the social theorists and activists who have sought racial justice through the history of the U.S., including slave and Indigenous revolts, Civil Rights, Black Power, and other movements and efforts.

The Middle East: History, Culture and Current Events	CRS22150	4 CR

SPECIAL NOTES: There will be four to six out-side-of-class films and activities Dates to be TBD. Estimated student expense of $50.00.

DESCRIPTION: The Middle East is the world's most volatile political and social region. Before our eyes revolutions are taking place which will forever change Arab civilization as the old system of dictators' rule is overthrown and the people are searching for new models of governance. This region has become a focus of both Eastern and Western worlds, because half the world's oil reserves are there, creating fierce competition and grim politics. Israel and the Arab world are locked in a struggle over land, water, and ideology. Islam, Judaism, and Christianity collide there, and fundamentalists of all three believe the prophesied apocalypse to bring our world to final judgment will be ignited there -- and soon. The United States has been a major player, for good or evil, over the last fifty years, and is now leading a struggle to prevent Iran's development of atomic weapons and delivery systems. By invading and nation building in Iraq, we have been involved in the deaths of well over a hundred thousand people on all sides--soldiers, Iraqi citizens, contractors, and terrorists. Iraq is poorer and more conflicted than before, but may develop a real democracy. And in these conflicts we have spent over a trillion (one thousand billions) dollars building up a huge national debt, and certainly billions have been spent by others. Yet we are now committed to building a democratic society in Afghanistan, a project which many great empires since the Ancient Persians and Greeks have fail to achieve. For these reasons, everyone should learn about this vital region and the forces causing such turmoil, as well as hopeful signs and possible solutions to age old problems.

In the first part of the course, we will study the history that has shaped the Middle East from ancient times to the present. Then we will study in detail the social, political, religious, and economic forces driving events today, including how we might deal with our own issues related to the Middle East. Finally, we will examine all options we have to help bring peace and stability to the Middle East.

Contemporary Events & Their Meaning	CRS22250	4 CR

This is a 2-credit seminar course meeting two hours per week.

We live in a period of rapid transition. Throughout the world human societies are changing faster and more deeply than in any period. Kinds of political, social, and cultural changes that required centuries in past epochs now happen in decades or even

shorter periods. There are probably more humans alive today than have died in all of recorded history, which accelerates change by creating more innovations. Humans are testing the carrying capacity of the planet, which makes change more crucial. Contemporary technologies of communication make it possible to know about events happening in every corner of the world, and an ever- growing proportion of knowledge fragments come through in raw form without filtering or interpretation. An educated citizen of the world is scarcely able to absorb and digest this onslaught. In this seminar each participant will commit to follow at least one thread of developing contemporary events, and report to the group as this unfolds. This will lead to open discussions, in which participants gain more information, as well as the thinking and interpretation skills needed to understand what is happening within the larger context of our on-going, living world.

Men & Masculinity	CRS22410	4 CR

SPECIAL NOTES: This course can be taken for Writing Empasis Credit
What does it mean to be a man? Outdated models of manhood have led to masculine identities bound to power, contempt and fear of women, aggression and violence, sexuality detached from emotional intimacy, thinking without the integration of feelings, and an ecological imbalance that threatens the planet in every manner: environmentally, nationally, culturally, and familially. This course will examine the social/psychological dynamics that shape the current masculine identity and will also discuss solutions and models to replace outdated definitions of masculinity. What can we take from the old to carry forward to the new? What must we transition out of to usher in a new paradigm that fosters a productive sense of masculinity?

Wilderness and Colonization	CRS22603	4 CR

SPECIAL NOTES: Estimated student expense of $50 for food in the field.
COURSE DESCRIPTION: What is the relationship, today, between wilderness and colonization, in the United States? This course examines the relationship between US settler colonialism and American imaginaries of nature in order to ask how productions of race, class and nation in US history and culture are intimately tied to dominant understandings and treatments of wilderness. Using a multi-disciplinary approach, we read critical theories, histories, ethnographies and personal essays by native and non-native authors to trace the evolution of ideas in American culture which position settler and Native societies differently in relation to nature and to explore how those ideas have contributed to centuries of violence and displacement directed at Native peoples and groups marginalized by race and class. Additionally, this course investigates the environmental movement behind wilderness as a legal designation and examines the importance of these spaces for conservation efforts in the United States. This class requires students to undertake a personal exploration of our common and different imaginaries of nature and wilderness so that we can forge critically informed, ethical, and accountable relationships to place. For the final project, students will work collaboratively to create and deliver experiential outdoor education curriculum that envisions a critical relationship to place for Indigenous Studies students, adventure education students and for anyone teaching and learning in the outdoors. There will be required overnight field-

based trips and several day trips as well as guest speakers.		
Barrio Pedagogy: Praxis Along the Border	CRS22706	4 CR
SPECIAL NOTES: Course fee for this course covers all expenses for all three of the Tucson Suite of 3 courses. This course takes place in Tucson. Transportation to and from Tucson will be provided. Please note that due to the upfront expenses associated with this course, the course fee for this class is non-refundable upon enrollment. The student fee will cover housing costs in Tucson secured by Anita Fernandez the course instructor. COURSE DESCRIPTION: This course explores the theories and methodologies associated with barrio pedagogy, critical pedagogy and social justice education as a means for countering the forces of social inequality that operate throughout our public-school system. By engaging in specific educational movements in southern Arizona, with a focus on Xicanx and border communities, students will have an opportunity to apply theory and practice to on-the-ground community organizing and learn from experts in the areas of Ethnic Studies and educational access for Xicanx students. A key component of this course will be a focus on activist teaching as a method for deconstructing the impact of neoliberalism in education and for working toward a pedagogy of liberation.		
Critical Human Rights	CRS23015	4 CR
PREREQUISITES: LD: Writing Certification I or concurrent enrollment in Writing Workshop. UD: Writing Certification I and successful completion of college-level coursework in social science or equivalent, or instructor permission. SPECIAL NOTES: Writing Emphasis. DESCRIPTION: The phrase 'human rights' has become a staple in social justice organizing; it is evoked when discussing a wide range of issues such as the Darfur genocide, Guantánamo Bay prisoners and anti-G20 protests, yet the meaning and impact of this important concept are often not carefully considered. This course takes a critical look at the history of human rights discourse and how it has become so central in world politics today. We will examine the risks and benefits involved with the idea of human rights such as: the risk of encouraging racist state violence in the name of the 'greater good' of human rights; the risks of addressing complex issues around gender and culture through universal policies; the potential for protecting Indigenous sovereignty through international law; and the potential for international law to challenge U.S. supremacy and exceptionalism. We will hear from local and international activists that work both within and outside the legal sphere and become familiar with the current literature in the debate around human rights. Students will explore the possibilities and pitfalls of drawing on 'human rights' as an organizing strategy in part by developing a human rights campaign around a current issue.		
Special Topics in CRS: The World We Want: Emergent Organizing Strategies	CRS23020	4 CR
COURSE DESCRIPTION: From Occupy Wall Street, Black Lives Matter, Standing Rock, and Red for Ed in the United States to uprisings and grassroots campaigns across the planet for Climate Justice, Decolonization, Economic Equity, and Democracy, a promising array of new and refreshed political organizing strategies have emerged globally in the past		

decade. Why? As political power and wealth are rapidly being concentrated and inequality expands, the gains made by historic grassroots struggles are being attacked and eroded. At the same time, reactionary politics, automation, and climate threats are presenting new obstacles to creating a more just and sustainable future for all. How are working class, poor, and marginalized communities building political power under these changing conditions? What methodologies do organizers employ to build grassroots momentum? How has the state aided or impeded the growth and power of organizing efforts? What new kinds of collaboration are becoming possible? This course will introduce students to cutting edge approaches to making social change, familiarizing and immersing them in key contemporary challenges, debates, and opportunities within social and environmental justice movements. During this course, students will hear firsthand from organizers and activists on contemporary organizing models while engaging with contemporary critiques between practitioners.
Environmental Politics: Domestic & Global Dimensions CRS23610 4 CR
DESCRIPTION: Environmental Politics introduces students to environmental justice perspectives and questions that put systems of social inequality and movements for social justice at the center of the study of environmental problems and solutions. Environmental justice is neither a rejection of nor an alternative to the science and policy-based study of environmental problems, rather, it is complementary to science and policy studies, with the aim and potential to radically broaden the scope, base, and transformative potential of movements for environmental sustainability, resilience, and well being. Drawing on interdisciplinary approaches from the academic fields of human geography, critical political economy, and cultural studies and from the research and analysis of social movement researchers, this course explores the disparate impacts of environmental problems on human beings and the natural systems of which we are a part. It asks students to explore grassroots social justice movements and policy oriented political projects.
Changing World Order: The Political Economy of Globalization CRS23651/43651 4 CR
In Changing World Order, students explore, pose, and investigate questions about the political, social, cultural, and environmental implications of globalization. Readings, documentaries, and other texts introduce political economic terms and concepts, explore theories and histories of the development of global capitalism, delve into the emergence of new cultural practices and modes of political resistance, and enable students to critically analyze ways in which local places, identities, and power relationships are being reshaped through global institutions and practices today. Students will apply their learning to the analysis of global inter-connections through a semester-long commodity chain research project. Through reading, discussion, writing and reflection as well as hands on activities, the study of current events, and several optional field trips, students will explore social, economic, and environmental justice projects and movements seeking to challenge and transform the most negative impacts of globalization today.
Clones, Phones, & Drones: Exploring the Ethics and Politics of Science and Technology CRS23653 4 CR

COURSE DESCIPTION: Global megacities, drones and self-driving cars, artificial intelligence, reproductive technologies, geo and genetic engineering: do these innovations signify progress? Towards what and for whom? This course critically considers the meaning, opportunities, contradictions, and consequences of scientific and technological advancement. Students will pursue three objectives: a) to understand the role of science and technology in narratives of progress; b) to examine how science and technology reflect social, political, philosophical, economic and cultural contexts and relationships; and c) to explore the human, ecological, ethical and policy implications of particular visions of progress and civilization.

Social Movements	CRS23695	4 CR

DESCRIPTION: Social Movements explores the question: How do ordinary people unify and act to create mass movements for social change? In this course we will study the history of U.S. and international social movements that have taken shape over the past 150 years, such as the labor movement, movements for suffrage, the Civil Rights movement, Indigenous Rights movements, and Environmental advocacy and activism. We will explore arguments about why and how these social movements have formed, to what extent they have succeeded or failed, and whether or not they have lasted. These movements and questions will be contextualized within larger economic and cultural realities. The U.S. based history sets the stage for expanding our consciousness of and collaborations with movements that originate in the Global South, often in response to some of the same complex web of impacts stemming from 21st century globalization. Students will have opportunities to identify, research, write about, and present on contemporary or historical movements that are the most interesting to them and/or relevant to their lives.

U.S.- Mexico Border Studies	CRS24010	4 CR

SPECIAL NOTES: Class meets 1st 3 days and last 3 days, 1:00-5:00, in Crossroads Center 202; Aside from initial and final classroom meetings, course is based in the field. STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! This course may include tours of Federal
Immigration Detention Centers. Students who wish to participate in these tours are required to submit their names and Social Security numbers and submit to criminal background checks conducted by DES. $300.00 estimated student expense for food, travel, misc. while in the field.
DESCRIPTION: U.S.- Mexico Border Studies introduces students to political, economic, cultural, and environmental border issues in the unique region of the Sonoran borderlands. After a period of preparation and research in Prescott, students travel through southern Arizona and Sonora, Mexico where we will sojourn with local people, organizations, and institutions including community scholars, workers, culture bearers, faith communities, journalists, immigration activists, organizers, students, and others directly affected by border policy. In an effort to both theorize and contextualize the historical and contemporary reality of la frontera, students will explore the border through the lens of napantla (Nahuatl) -- an in-between place where people and cultures both converge and chocar [clash/crash]. Within that framework, we will analyze themes

of Indigenous cultural rights, resistance, and sovereignty; transnational migration and transculturation: globalization; education; climate change and environmental degradation; and border militarization. Questions explored in this course include: What role does the border play in conversations about race, citizenship, and belonging? How are border communities imagined, constructed, and exploited by individuals, governments, and corporations on both sides of la frontera? How does border infrastructure affect human-environmental interaction? How are communities on the border resisting injustice and violence?
Chicano Studies CRS24011/44011 4 CR
Chicano Studies emerged from the Chicano Movement of the 1960's and 1970's as part of a larger political project to challenge racial and ethnic inequality in the United States and an interdisciplinary intellectual project to study Chicano and Latino culture, experience, and history. This course offers a survey of the field, providing opportunities to explore and understand diverse histories and contemporary issues within multiple Latino communities. Students will explore the politics of cultural representation and learn about socio-economic issues through examinations of the intersections of race, class, ethnicity, citizenship, gender, and sexuality and apply them to contemporary issues in the Southwestern United States.
Chicano/Indigenous Literature 2: Culture, Power & Representation CRS24013 4 CR
Students will be required to purchase several books as well as a course reader. Estimated student expense: $75. Through investigation and close reading of several Xicano/Indigenous foundational novels, short stories and cinematic productions students in this course will deconstruct these popular works of literature and film to uncover the evolving/emerging role representation plays in Xicano/Indigenous culture and politics. The course will consider how Xicanos and other Indigenous people have been type cast by colonization as outsiders and foreigners in the Americas and the role literature and other works of culture play in challenging the myth of the United States as a white European settler homeland.
Introduction to Xicano/Indigenous Literature CRS24016/44016 4 CR
Students will be required to buy several books and a course reader. This course will consider major and minor works of Xicano/Indigenous literature and video from the 1800s to the present. The class will divide roughly into four topics of consideration: Aztlan/Turtle Island, Indigenous Cosmology, Mestizaje and Anti Colonial/Liberation Movements. Indigenous peoples in the United States have been known by many names during the 20th century including Mexican Americans, Chicanos, Native American, First Nations and more. The identities imposed upon and claimed by this group have changed over time, but what has not changed is the subjective relationship oppressed indigenous people occupy to the settler colonial structure that has dominated their history for the past 500 years. Simultaneously, documenting though literature the political and cultural resistance to colonialism through the creation of a rich, diverse and vibrant politico-cultural landscape that has shaped the U.S. national

project and the lives of every American. In this way Xicano/Indigenous peoples in the U.S. defined both themselves and the United States over the course of the 19th and 20th century.

Introduction to Ethnic Studies	CRS24025	4 CR

SPECIAL NOTES: Writing Emphasis
This course is an introduction to the field of ethnic studies in the United States. Students will learn about the foundational struggles of US ethnic studies and will be introduced to the major theoricians and theories underpinning our contemporary understandings of Black, Asian American, Indigenous and Xicano Studies. Students taking this class will explore the theories and theorist who have emerged in this field over the past 50 years. They will write a final paper synthesizing their classroom experience with the required organizing project.

Black Radical Traditions	CRS24027	4 CR

DESCRIPTION: Black Radical Traditions combines the study of Black resistance to oppression around the world with an exploration of what Robin Kelley calls 'the Black radical imagination' (Kelley, 2002) -- a sustaining force for Black survival and rebellion and a source of visionary purpose and inspiration for collective liberation struggles globally. Students will be introduced to a specific method for exploring Black radical traditions, developed (or "rediscovered") by the sociologist, Cedric Robinson, who launched an expansive intellectual trajectory by defining Black radicalism as, 'the demands and visions created and enacted by Black activists, artists, and intellectuals on behalf of everyone's freedom.' (Johnson and Lubin, 2017) Reading across the fields of African American Studies, Sociology, Geography, History, Cultural Studies, and popular, cultural, and organic texts (including musical, literary, and visual arts), we will investigate key themes articulated within Black radical traditions, including, racial capitalism, Black internationalism, and visions of the future. Students will have opportunities to research topics of their own choosing, to reflect on their learning through both scholarly writing and creative expression, and to apply their learning in practice through collaborative organizing.

African American Literature	CRS24030	4 CR

SPECIAL NOTES: This course can be taken for Writing Emphasis Credit
This course offers a survey of African American literary, political, and visual texts from the 1700s to the present. From the writings of Frederick Douglass to contemporary film, novels, and non-fiction works, students will learn about the historical circumstances in which each text is produced and explore a range of approaches to conceptualizing African American aesthetic and cultural production as both a specific tradition and as a key part of broader cultural, national, and global movements. Emphasizing approaches from the fields of African American Literary Studies, Critical Ethnic Studies, American Studies, and Cultural Studies, we will learn to ask questions about the relationship between culture, power, and representation. We will examine the uneasy relationships between identity, agency, social change, and representation by asking: What role have aesthetic texts produced by African Americans played in the long fight for Black political

freedom and equality? How have these texts changed over time—stylistically or otherwise—to reflect and participate in defining the different political needs present in diverse historical moments? How have these texts been shaped by different ways of thinking about identity, belonging, and agency? How have dominant and counter narratives about race been shaped or constructed by these texts? And how do these texts participate in the construction of new understandings of history, agency, freedom, and social transformation?		
ST:Central America's Northern Triangle	CRS24208	4 CR
The surge in unaccompanied children migrating from Central America's northern triangle, the countries of El Salvador, Guatemala, and Honduras, over the past few years has created an interest in the region not seen since the armed internal conflicts that besieged the region in the 1970s and 1980s. This course will attempt to understand the roots of that phenomenon – not as a crisis in and of itself, but as just one symptom of a larger crisis of social and economic inequity, poor governance, and weak institutions. Through an exploration of some of the contemporary history of the region, and an analysis of the interplay between the three countries and their complicated relationship with the United States, we will consider how this resource rich region has emerged as one of the most violent and politically unstable in the western hemisphere. Some of the issues the course will examine include: indigenous rights struggles, popular movements, violence and security, the rise of military regimes, women's rights and femicide, and environmental degradation.		
Maasai Lands and Colonial Legacies	CRS24300	4 CR
SPECIAL NOTES: <<<STUDENTS MUST HAVE VALID PASSPORT>>> This course is part of a 12 credit suit that take place at the Prescott College Dopoi Education Center in southern Kenya. Student must take all 3 courses to receive credit. The 3 courses are Maasai Lands and Colonial Legacies. Special Topics in Adventure Education: Ways of Being in Wilderness, & Behavior and Conservations: East African Wildlife. Students will begin class in Prescott then fly to the field during Spring Break. Contact instructor at mpoole@prescott.edu for questions and information. Estimated student personal expenses include $1300 for air travel, $200 for food, $300 for miscellaneous. COURSE DESCRIPTION: This course explores the history and culture of the Maasai people, an Indigenous community whose lands included much of East Africa for hundreds of years before they were colonized by the British Empire and since have been absorbed into the state of Kenya. Maasai society continues to exist and build its future from the land that remains. The course is taught collaboratively with community elders to present Maasai history from the early times to the present and provides students not only with knowledge of this particular place and community, but a more general roadmap to understanding European colonization and statehood throughout the Global South.		
Critical Animal Studies & Non-Human Rights	CRS25001	4 CR
Based on existing scientific evidence, certain nonhuman animals – specifically great apes,		

dolphins, and elephants – should be entitled to such basic legal rights as bodily liberty and integrity. Despite scientific proof that they are self-aware autonomous beings with complex cognitive abilities equal to that of children, non-human animals are not protected or granted rights within our legal system. This has raised some complex questions about who should have these rights and how should these rights be determined and distributed along the continuum of species. In recent decades a new field has developed to study the role of animals in human societies. Human-Animal Studies, or Critical Animal Studies, draws on multidisciplinary research to develop new ways of thinking about animals and animal-human relationships. CAS examines animal-human relationships, the role of animals in human societies, the boundary between humans and animals, representation and images of animals, and our ethical imperatives concerning animals. Through a critical theoretical framework, we focus on the emancipation of those who have been historically marginalized and explore the meaning of social justice for non-human animals. We look at issues of non-human rights and animal exploitation as patterns of inequality connected to those related with age, ability, gender, sexuality, race, environment and social class. The course enables students to develop a rigorous engagement with some of the more complex questions of animal treatment and our role as humans in creating these inequalities. With an emphasis on the knowledge produced about humans and other animals from a cultural and environmental studies perspective, we will interrogate such issues as: the historical and philosophical scope of animal studies; animal agency, sociality and consciousness; animal representation in popular culture.

Special Topics in CRS: Anti-Racist Organizing	CRS25119	4 CR

DESCRIPTION: This course will examine structural issues of inequality in modern society as it pertains to race. Students will interrogate the ways white supremacy manifests in our daily lives, and learn strategies for combating oppression. Focus will be placed on movements for social justice, specifically how to create transformative multiracial alliances and collaborative organizing efforts. We will examine the work of anti-racist organizations such as People's Institute for Survival and Beyond and the Catalyst Project.

Travel, Tourism, and the Ethics of Mobility	CRS25125	4 CR

SPECIAL NOTES: This course is part of a 16 credit semester in Maasailand, Kenya. Please see Maasailand I for all fees and special notes. This course requires a VALID PASSPORT for international travel.

This course is designed to prepare students to do international/intercultural study consciously, sensitively and ethically. Students will explore the political economy of global tourism in all of its forms, including tourism for education and service work. They will study the history of relationships between tourist societies and host communities, which are often located in under-resourced parts of the world. Students will examine their own culturally produced lenses on the world through films, readings, discussion and guests.

Special Topics in CRS: Memory, Truth, and Transitional Justice in Guatemala	CRS25130	4 CR

SPECIAL NOTES: Instructor Permission Required. <<<VALID PASSPORT REQUIRED>>> Students interested in this course must complete and submit intention questions to the instructor, and commit to attending pre-course orientation meetings. Students will travel to Guatemala together on January 15, 2019 and will be in the field through February 6, 2019. Students must have a passport valid for at least six months beyond the departure date. Course fee covers room and board, ground transportation, and group activities. Airfare from Phoenix $650 - $850. Personal Expenses: Approximately $350
COURSE DESCRIPTION: In 1996, Guatemala emerged from thirty-six years of internal armed conflict. The conflict left an estimated 200,000 people dead, 40,000 disappeared, 654 rural villages burned to the ground, more than a million people internally displaced, and another 150,000 were refugees in Mexico. Recognized as genocide by the United Nations and human rights groups, it is estimated that 93% of the atrocities and human rights violations were committed by the Guatemalan military or other state sponsored forces and more than 83% of the victims were Indigenous civilians who were regarded as "internal enemies" of the State. Drawing on ethnography, history, genocide studies, critical theory, Mayan epistemology, and other disciplines, this field course explores how the past is constructed, commemorated and contested in post-conflict Guatemala, and how communities are make use of historical (collective) memory in their quest for justice. Through readings, discussions, and hands-on work, students will deconstruct how the Guatemalan conflict has been characterized nationally and at the local level; the relationship between trauma, memory, and forgetting; and the role of personal narrative and accounts in reconciliation efforts. Students will be based in Guatemala's Verapaz region and will sojourn with community and academic scholars, culture bearers, community based NGOs, students, and others, supporting individuals, families, and communities, affected by the conflict, find closure and justice.

Compassion and Community in the Time of COVID19 CRS25160 4 CR

SPECIAL NOTES: This course will take place via Zoom 3:30 - 5:45 pm MST on Tuesday and Thursdays starting March 24th.
COURSE DESCRIPTION: On March 11, 2020, the World Health Organization (WHO) declared COVID-19 a pandemic. Communities large and small across the U.S. and the world are discovering the global effect of a pandemic while simultaneously learning how to re-imagine things we take for granted, such as: food, work, school, travel, elections, recreation, medical care, relationships and connections, and other aspects of everyday life. This course invites students to reflect together on the experiences we all have as we move through this uncertain time, engaging in experiential activities wherever we are, and sharing our learning. Instructors from across Prescott College and invited guests will join the class weekly to share their expertise on relevant topics from many different perspectives. Together, we will explore the questions: How does this crisis reveal and highlight interdependence among people and places, between social and natural systems? How are individuals, communities, educators, businesses, institutions, and governments around the world responding? How are communities impacted differently? How can we address feelings of uncertainty and fear with compassion and creativity? How can we connect with nature and culture in a time of "social distancing"? What new

opportunities and possibilities are people creating as they live through this time that might help us all imagine a more compassionate, sustainable, and life-affirming future? The course will culminate in the creation of a Prescott College Pandemic Archive, recording the experiences, reflections, research, and insights of our community as we support each other through this historic moment.

Climate Justice	CRS25505	4 CR

SPECIAL NOTES: There will be an optional weekend field trip. This course can be taken for Writing Empasis Credit

One of the biggest injustices of climate change is that the hardest hit places and communities 'are the least responsible for contributing to the problem' (as the Bali Principles of Climate Justice affirm.) Climate Justice is both a political framework and a growing global social movement that seeks to broaden the constituency providing leadership on climate change. This course explores climate justice theory and practice emerging and expanding from the most heavily environmentally burdened communities and regions. Learning from cutting edge struggles around the world - from global cities to indigenous lands - we will examine strategies and visions for environmental and cultural survival, resiliency, cooperation, and transformation coming from the global grassroots. Through self-directed and collaborative research, hands-on experiential action, and close, active learning from organic and scholarly movement intellectuals, students will explore the international geography of climate justice activism, learn to identify key fronts and strategies for building the power and capacity to make systemic change, and engage with meaningful opportunities to get involved.

Urban Environmental Justice	CRS28060	4 CR

SPECIAL NOTES: This course is part of a 3 course Tucson Social Justice Semester. Please see Barrio Pedagogy: Praxis Along the Border for fees, special notes and schedule.

COURSE DESCRIPTION: The course utilizes a critical analyses and social science research approach to deconstruct and help students develop an understanding of the contemporary issues related to Urbanization and the Environment. This course will be a combination of social science study and contemporary social issues of environmental justice, ecological legitimacy, environmental ethics, and environmental racism through the specific context of Urbanization in the United States. At the end of the course, students will be expected to articulately write, discuss and present comparisons between the varying environmental issues impacting urban populations throughout the United States. Students will have the opportunity to work on the K-20 Changemaker Campus which has several environmental justice projects being addressed on site.

Special Topics in CRS: Globalization and Urban Politics	CRS40003	4 CR

SPECIAL NOTES: This course takes place in Los Angeles after an initial meeting on campus. Course fee includes all housing for the first 4 weeks of the term.

COURSE DESCRIPTION: 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 will take students to Los Angeles to immerse them in 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.

Community Organizing 1	CRS41001	4 CR

COURSE DESCRIPTION: This course will investigate organizing models and their impact in communities, by building and driving real time organizing campaigns within the Yavapai county Xicano community. We will examine the basics of community development, engagement, mobilizing and organizing while developing a semester long plan to implement those skills and ideas. We will learn and implement the essential components of an organizing drive: the rap, house meetings, communications, media etc. At the end of this semester students will be able to demonstrate basic knowledge in: 1. community asset mapping, 2. organizational assessment, 3. understanding of how to organize a community campaign, 4. SWOT planning session, 5. executing organizing plans in collaboration with SJHR cohort.

Spanish Intensive in Kino Bay	CRS41016	4 CR

SPECIAL NOTES: Class meets the first day of the block from 10am-3pm in Crossroads Center 204. Aside from the initial classroom meeting, course takes place in Kino Bay. STUDENTS MUST HAVE A VALID PASSPORT TO CROSS THE BORDER. $100 estimated student expenses (food, souvenirs, visas, etc.).
COURSE DESCRIPTION: Spanish Intensive is an immersion language course offered through Prescott College's Kino Bay Center in Sonora, Mexico. Students will formally study an intermediate or advanced language curriculum during daily classes focusing on grammar and vocabulary, as well as speaking and comprehension skills. Students will live with local host families in Kino Viejo, providing the opportunity to informally practice and advance their language and inter cultural communication abilities. Additionally, students will participate in service projects, guest lectures, discussions, and local field outings allowing them to further engage in Spanish, while experiencing the culture, history, and ecology of coastal Sonora. This course provides an excellent foundation for students wishing to pursue further studies at the Kino Bay Center or in Latin American Studies.

Image & Power in Mass Culture	CRS41050	4 CR

SPECIAL NOTES: Writing Emphasis
DESCRIPTION: Image and Power in Mass Culture explores the meaning, production, and uses of images and how they are embedded in the popular imagination by what Marxist theorist, Louis Althusser, named “Ideological State Apparatuses”. Through deep investigation of what has become known as the “occult” (a word that has its roots in the Latin, “occultus,” meaning “hidden, secret”), we will explore and critique closely held, common sense notions of hope and reason by applying theories of representation put forward by Stuart Hall and Roland Barthes, and the postmodernist reasoning of Jean Baudrillard, Jacques Derrida and other thinkers of the late 20th Century. Assignments

will include exploring ways alternative thinkers have written about psychedelic drugs as gateways to the expansion of consciousness, reflecting on the power of the manifesto through writing, and uncovering hidden texts within texts through cut up and collage making.		
Funding Change: Grant Writing & Nonprofit Essentials	CRS41102	4 CR
COURSE DESCRIPTION: Social and environmental change projects require funding. In 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.		
Digital Storytelling: Giving People a Voice	CRS41200	4 CR
COURSE DESCIPTION: Each person owns stories that arise from living a full life. Sharing these experiences connects people at the visceral level and helps create healthy communities. In this course, students learn storytelling by telling their own stories and collecting stories from members of the local community. Students practice interview techniques that document the lives and times of the storytellers and provide the raw data for creating their digital stories. Students combine stories with images and music through digital technology to bring these stories to a larger audience. Students learn to use digital camcorders, Photoshop and digital video editing programs.		
Bamboozled: Race, Power, and Representation in Cinema	CRS41202	4 CR
SPECIAL NOTES: NONE Estimated student expense $50 for printing fees Bamboozled: Race, Power, and Representation in Cinema explores the politics and production of racial representation in contemporary US film. Students will learn to analyze narrative structures and visual codifications of race and identity in both Hollywood and independent films. They will also examine the dynamics of race, racism, and efforts to dismantle racial inequities through cultural production by and for oppressed communities. Students will develop the analytical tools to critically assess the impacts of social systems on cinematic representations and ways in which cinematic images, in turn, shape group identity, political consciousness, and movements for racial justice.		
Biocultural Landscapes	CRS41401	4 CR
DESCRIPTION: Biocultural Landscapes explores the nexus of culture, environment, place, and community and how it plays out in our socially, politically, and economically complex world. This includes the connections between cultural diversity and biodiversity, social justice and environmental justice, where we live and how we live. We will map out a range of global environmental issues and topics, focusing on cultural and community impacts, as well as power, voice, equity, and strategies being used by communities to		

bridge the gaps between stakeholder groups. The goal of the course is to equip students with the knowledge, critical perspectives, and tools to evaluate, apply, and develop different methods, theories, and solutions to preserve and nurture biocultural systems. Some of the theories we will discuss include: biocultural diversity, sumak kawsay (buen vivir), and endogenous development.

Climate Advocacy Under the Law	CRS41500	4 CR

DESCRIPTION: This course introduces students to the extremely dynamic field of climate change policy with a focus on contemporary climate advocacy. We will examine the historic failure to develop comprehensive climate change policy in the United States and internationally, assess the current use of federal and state legal regimes to address climate, and consider the future of climate advocacy under the law. Students will critically evaluate existing and proposed legal mechanisms that seek to mitigate against and adapt to the impacts of climate change—including the Clean Air Act, the Endangered Species Act, the Public Trust Doctrine, and the international regime under the United Nations Framework Convention. Although the course will focus on the role of advocates using law to address climate change, discussions will be broad-based and interdisciplinary. Together students will consider how policies are informed and influenced by science, economics, politics, and culture.

Economic and Social History of the U.S.	CRS42001	4 CR

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

Color Line in U.S. History, The	CRS42100	4 CR

SPECIAL NOTES: Writing Emphasis
This course explores the origin and history in the U.S. of what we refer to as "race", which is neither a biological difference or an 'idea,' but rather a social production, a component of a shared cultural reality rooted in the structure of economic systems that function to move wealth from the many to the few. Race was invented originally to facilitate slavery and displacement of native communities in the Americas and it has proved tenacious as an ideology over time, as it continues to be profitable, changing in form but not in effect. In this class we will reconstruct that history, from the early European colonization of North America and establishment of chattel slavery, through U.S. statehood and settler colonial appropriation of land, through industrialization, internal colonization of the south and western regions, the rise of U.S. imperialism and current race politics today. The class will also introduce the several hundred year tension in North America between dominant--white, Euro-American, protestant, middle classes and radical Black, Chicano,

and Indigenous challenges, and the conflicts and collaborations that have emerged from those tensions. We will read the words of the social theorists and activists who have sought racial justice through the history of the U.S., including slave and Indigenous revolts, Civil Rights, Black Power, and other movements and efforts.

The Middle East: History, Culture and Current Events	CRS42150	4 CR

SPECIAL NOTES: There will be four to six out-side-of-class films and activities Dates to be TBD

DESCRIPTION: The Middle East is the world's most volatile political and social region. Before our eyes revolutions are taking place which will forever change Arab civilization as the old system of dictators' rule is overthrown and the people are searching for new models of governance. This region has become a focus of both Eastern and Western worlds, because half the world's oil reserves are there, creating fierce competition and grim politics. Israel and the Arab world are locked in a struggle over land, water, and ideology. Islam, Judaism, and Christianity collide there, and fundamentalists of all three believe the prophesied apocalypse to bring our world to final judgment will be ignited there -- and soon. The United States has been a major player, for good or evil, over the last fifty years, and is now leading a struggle to prevent Iran's development of atomic weapons and delivery systems. By invading and nation building in Iraq, we have been involved in the deaths of well over a hundred thousand people on all sides--soldiers, Iraqi citizens, contractors, and terrorists. Iraq is poorer and more conflicted than before, but may develop a real democracy. And in these conflicts we have spent over a trillion (one thousand billions) dollars building up a huge national debt, and certainly billions have been spent by others. Yet we are now committed to building a democratic society in Afghanistan, a project which many great empires since the Ancient Persians and Greeks have fail to achieve. For these reasons, everyone should learn about this vital region and the forces causing such turmoil, as well as hopeful signs and possible solutions to age old problems. In the first part of the course, we will study the history that has shaped the Middle East from ancient times to the present. Then we will study in detail the social, political, religious, and economic forces driving events today, including how we might deal with our own issues related to the Middle East. Finally, we will examine all options we have to help bring peace and stability to the Middle East.

Contemporary Events & Their Meaning	CRS42250	2 CR

This is a 2-credit seminar course meeting two hours per week.

We live in a period of rapid transition. Throughout the world human societies are changing faster and more deeply than in any period. Kinds of political, social, and cultural changes that required centuries in past epochs now happen in decades or even shorter periods. There are probably more humans alive today than have died in all of recorded history, which accelerates change by creating more innovations. Humans are testing the carrying capacity of the planet, which makes change more crucial. Contemporary technologies of communication make it possible to know about events happening in every corner of the world, and an ever- growing proportion of knowledge fragments come through in raw form without filtering or interpretation. An educated citizen of the world is scarcely able to absorb and digest this onslaught. In this seminar

each participant will commit to follow at least one thread of developing contemporary events, and report to the group as this unfolds. This will lead to open discussions, in which participants gain more information, as well as the thinking and interpretation skills needed to understand what is happening within the larger context of our on-going, living world.

History of Gender & Sexuality	CRS42310	4 CR

DESCRIPTION: This class traces the history of gender and sexuality in America, from the three-part gender system of many Native American tribes, the not-so-pure Puritans, Victorian America's reliance on both the belief that the nature of "True Woman" was sexless and on commercial prostitution, sexuality and slavery - to the medicalization of sexuality in the early 20th century, the invention of "homosexual" and "heterosexual", the sexual revolution, and the AIDS crisis. We will explore gender theory, the historically changing meanings of 'man' and 'woman', the ways that gender and sexuality are understood in different American subcultures, and the relationship of gender and sexuality to power as expressed through race and class hierarchies.

Queering Utopia: Queer Theory & Practices of Hope	CRS42311	4 CR

SPECIAL NOTES: Writing Emphasis

Like the true definition of Utopia, meaning "no place" or "not yet a place," queer is constantly in a state of resistance and becoming. This course will focus on the fruitful connection between the fluidity of queer identity and politics, and the imaginative and open-ended nature of Utopian literature. Students will read foundational texts in the field of queer theory and follow the turns of recent debates amongst major theorists on questions of difference, identity and the future. Alongside this reading, students will engage with samples of Utopian literature from the 17th through the 21st centuries that demonstrate feminist and queer themes. Bringing these works into conversation through seminar discussion, autoethnographic research and creative/academic writing, students will explore the tensions between longing for a better future, urges to 'save the world', and nuanced political practice of hope.

Reading Marx	CRS42520	4 CR

Reading Marx is a seminar-style survey of the works of Karl Marx. The course offers students an opportunity to experience the pedagogical approach of a traditional graduate seminar in critical social theory; to develop and build close analytical reading and writing skills; and to learn how to practice scholarly critique within a challenging and supportive learning community. The readings enable students to gain a working familiarity with many of Marx’s major texts and ideas. The syllabus is divided into five sections, with the first four focused directly on Marx’s texts and the texts of his contemporaries, covering: 1) philosophy and method; 2) political economy; 3) politics; and 4) nationalism and colonialism. In addition to analyzing, writing about, and discussing the scope and limits of the key ideas and arguments in each text, we will inquire into the usefulness and limits of Marx’s ideas in our contemporary economic, social and political context. Through contextual research and class discussions we will explore ways in which Marx's work has shaped and influenced contemporary academic

thought and political movements as well as ways in which it might inform our own political questions. The final section of the syllabus requires the self-directed application of learning, as students choose, read, and write a final essay analyzing a contemporary text that critiques, challenges, further develops, expands, or argues against one or more of Marx's core ideas and/or applies them to contemporary or historical social dynamics. The class will include meetings with guest scholars who will skype or sit in on discussions of key texts to share their perspectives and explain the influence of Marx and marxist thought on their field of study or practice.

Wilderness and Colonization	CRS42603	4 CR

SPECIAL NOTES: Estimated student expense of $50 for food in the field.
COURSE DESCRIPTION: What is the relationship, today, between wilderness and colonization, in the United States? This course examines the relationship between US settler colonialism and American imaginaries of nature in order to ask how productions of race, class and nation in US history and culture are intimately tied to dominant understandings and treatments of wilderness. Using a multi-disciplinary approach, we read critical theories, histories, ethnographies and personal essays by native and non-native authors to trace the evolution of ideas in American culture which position settler and Native societies differently in relation to nature and to explore how those ideas have contributed to centuries of violence and displacement directed at Native peoples and groups marginalized by race and class. Additionally, this course investigates the environmental movement behind wilderness as a legal designation and examines the importance of these spaces for conservation efforts in the United States. This class requires students to undertake a personal exploration of our common and different imaginaries of nature and wilderness so that we can forge critically informed, ethical, and accountable relationships to place. For the final project, students will work collaboratively to create and deliver experiential outdoor education curriculum that envisions a critical relationship to place for Indigenous Studies students, adventure education students and for anyone teaching and learning in the outdoors. There will be required overnight field-based trips and several day trips as well as guest speakers.

Barrio Pedagogy: Praxis Along the Border	CRS42706	4 CR

SPECIAL NOTES: Course fee for this course covers all expenses for all three of the Tucson Suite of 3 courses. This course takes place in Tucson. Transportation to and from Tucson will be provided. Please note that due to the upfront expenses associated with this course, the course fee for this class is non-refundable upon enrollment. The student fee will cover housing costs in Tucson secured by Anita Fernandez the course instructor.
COURSE DESCRIPTION: This course explores the theories and methodologies associated with barrio pedagogy, critical pedagogy and social justice education as a means for countering the forces of social inequality that operate throughout our public-school system. By engaging in specific educational movements in southern Arizona, with a focus on Xicanx and border communities, students will have an opportunity to apply theory and practice to on-the-ground community organizing and learn from experts in the areas of Ethnic Studies and educational access for Xicanx students. A key component of this course will be a focus on activist teaching as a method for deconstructing the impact of

neoliberalism in education and for working toward a pedagogy of liberation.

Critical Human Rights	CRS43015	4 CR

PREREQUISITES: LD: Writing Certification I or concurrent enrollment in Writing Workshop. UD: Writing Certification I and successful completion of college-level coursework in social science or equivalent, or instructor permission.
SPECIAL NOTES: Writing Emphasis.
DESCRIPTION: The phrase 'human rights' has become a staple in social justice organizing; it is evoked when discussing a wide range of issues such as the Darfur genocide, Guantánamo Bay prisoners and anti-G20 protests, yet the meaning and impact of this important concept are often not carefully considered. This course takes a critical look at the history of human rights discourse and how it has become so central in world politics today. We will examine the risks and benefits involved with the idea of human rights such as: the risk of encouraging racist state violence in the name of the 'greater good' of human rights; the risks of addressing complex issues around gender and culture through universal policies; the potential for protecting Indigenous sovereignty through international law; and the potential for international law to challenge U.S. supremacy and exceptionalism. We will hear from local and international activists that work both within and outside the legal sphere and become familiar with the current literature in the debate around human rights. Students will explore the possibilities and pitfalls of drawing on 'human rights' as an organizing strategy in part by developing a human rights campaign around a current issue.

Beyond Walls & Cages: Critcal Abolition Studies	CRS43016	4 CR

SPECIAL NOTES: This course includes several field trips including one trip to Mexico. STUDENTS MUST HAVE VALID PASSPORTS TO CROSS THE BORDER!! Students must be willing to provide social security numbers, dates of birth, and full names to undergo criminal background checks required to tour prisons and detention facilities. $50.00 estimated student expense for food in the field.
This course introduces students to the field of contemporary abolition and critical migration studies through intensive reading, research, presentations, guest speakers, field trips, and participation in social justice organizing and activism. Starting with Foucault, students will study the emergence of carcerality as a central facet of the modern nation state, as a central logic of the social production of space from the global scale to the scale of the body, and read contemporary feminist, anti-racist, queer and political economic analyses of the rise of contemporary global prison-border regimes. At the same time, students will be introduced to cutting edge, socially transformative abolitionist projects attempting to imagine and create a world that is no longer organized around the walls, cages, policies, and practices of dispossession that create the problems they purport to solve. The course is designed as an upper division, theory-based course that will allow advanced CRS students to further develop their social theoretical analysis, their knowledge of contemporary globalization and the social, political and environmental crises it entails, and to understand and become further equipped to participate in the relationship between critical intellectual scholarship and contemporary social justice movements. Students will design and conduct individual text-based

research assignments, practice close reading, lead class discussions, engage in experiential activities, participate in service and activist projects, prepare multiple presentations, and present a final project to the community.

Special Topics in CRS: The World We Want: Emergent Organizing Strategies CRS43020 4 CR

COURSE DESCRIPTION: From Occupy Wall Street, Black Lives Matter, Standing Rock, and Red for Ed in the United States to uprisings and grassroots campaigns across the planet for Climate Justice, Decolonization, Economic Equity, and Democracy, a promising array of new and refreshed political organizing strategies have emerged globally in the past decade. Why? As political power and wealth are rapidly being concentrated and inequality expands, the gains made by historic grassroots struggles are being attacked and eroded. At the same time, reactionary politics, automation, and climate threats are presenting new obstacles to creating a more just and sustainable future for all. How are working class, poor, and marginalized communities building political power under these changing conditions? What methodologies do organizers employ to build grassroots momentum? How has the state aided or impeded the growth and power of organizing efforts? What new kinds of collaboration are becoming possible? This course will introduce students to cutting edge approaches to making social change, familiarizing and immersing them in key contemporary challenges, debates, and opportunities within social and environmental justice movements. During this course, students will hear firsthand from organizers and activists on contemporary organizing models while engaging with contemporary critiques between practitioners.

Environmental Politics: Domestic & Global Dimensions CRS43610 4 CR

DESCRIPTION: Environmental Politics introduces students to environmental justice perspectives and questions that put systems of social inequality and movements for social justice at the center of the study of environmental problems and solutions. Environmental justice is neither a rejection of nor an alternative to the science and policy-based study of environmental problems, rather, it is complementary to science and policy studies, with the aim and potential to radically broaden the scope, base, and transformative potential of movements for environmental sustainability, resilience, and well being. Drawing on interdisciplinary approaches from the academic fields of human geography, critical political economy, and cultural studies and from the research and analysis of social movement researchers, this course explores the disparate impacts of environmental problems on human beings and the natural systems of which we are a part. It asks students to explore grassroots social justice movements and policy oriented political projects.

ST in CRS: Social Ecology as Ecological Humanism CRS43710 4 CR

SPECIAL NOTES: This course can be taken for Writing Empasis. There will be 3 all day Thursday field trips TBD.
This special topics course introduces the tradition of ecological humanism and one of its foundational fields, known as "social ecology". Ecological humanism -- conceptualizing humans and the environment as interconnected and co-evolving -- emerged as a critique

of the industrial revolution and its scientific and technological advances. Social Ecology advocates a reconstructive and transformative outlook on social and environmental issues, and promotes a directly democratic, confederal politics.
Examining the writings of Murray Bookchin (1921-2006) and parallel critiques of industrial society, students will read, interpret, and craft written and presentation responses to foundational texts. In addition, students will consider real-world examples of how ideas in this space have influenced material, political and social practices. Special attention will be given to the recently developed democratic experiment of the Kurdistan Workers Party (PKK) based on communalist ideas in social ecology to build a new kind of civil society in the Middle East as an alternative to an independent Kurdish state.

U.S.- Mexico Border Studies	CRS44010	4 CR

SPECIAL NOTES: Class meets 1st 3 days and last 3 days, 1:00-5:00, in Crossroads Center 202; Aside from initial and final classroom meetings, course is based in the field. STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! This course may include tours of Federal
Immigration Detention Centers. Students who wish to participate in these tours are required to submit their names and Social Security numbers and submit to criminal background checks conducted by DES. $300.00 estimated student expense for food, travel, misc. while in the field.
DESCRIPTION: U.S.- Mexico Border Studies introduces students to political, economic, cultural, and environmental border issues in the unique region of the Sonoran borderlands. After a period of preparation and research in Prescott, students travel through southern Arizona and Sonora, Mexico where we will sojourn with local people, organizations, and institutions including community scholars, workers, culture bearers, faith communities, journalists, immigration activists, organizers, students, and others directly affected by border policy. In an effort to both theorize and contextualize the historical and contemporary reality of la frontera, students will explore the border through the lens of napantla (Nahuatl) -- an in-between place where people and cultures both converge and chocar [clash/crash]. Within that framework, we will analyze themes of Indigenous cultural rights, resistance, and sovereignty; transnational migration and transculturation: globalization; education; climate change and environmental degradation; and border militarization. Questions explored in this course include: What role does the border play in conversations about race, citizenship, and belonging? How are border communities imagined, constructed, and exploited by individuals, governments, and corporations on both sides of la frontera? How does border infrastructure affect human-environmental interaction? How are communities on the border resisting injustice and violence?

Black Radical Traditions	CRS44027	4 CR

DESCRIPTION: Black Radical Traditions combines the study of Black resistance to oppression around the world with an exploration of what Robin Kelley calls 'the Black radical imagination' (Kelley, 2002) -- a sustaining force for Black survival and rebellion and a source of visionary purpose and inspiration for collective liberation struggles globally. Students will be introduced to a specific method for exploring Black radical

traditions, developed (or "rediscovered") by the sociologist, Cedric Robinson, who launched an expansive intellectual trajectory by defining Black radicalism as, 'the demands and visions created and enacted by Black activists, artists, and intellectuals on behalf of everyone's freedom.' (Johnson and Lubin, 2017) Reading across the fields of African American Studies, Sociology, Geography, History, Cultural Studies, and popular, cultural, and organic texts (including musical, literary, and visual arts), we will investigate key themes articulated within Black radical traditions, including, racial capitalism, Black internationalism, and visions of the future. Students will have opportunities to research topics of their own choosing, to reflect on their learning through both scholarly writing and creative expression, and to apply their learning in practice through collaborative organizing.

African American Literature	CRS44030	4 CR

SPECIAL NOTES: This course can be taken for Writing Emphasis Credit
This course responds to numerous requests from students for courses on African American history and culture. This course enables students to build their critical thinking and writing skills as well as expand their understanding of Modern US and world history through the lenses of culture, performance, and aesthetic production. This class will rotate with Chicano Lit and will help us offer students a more robust variety of ethic studies courses, as this will be our first ethnic studies course that focuses on African American history and culture.

ST:Central America's Northern Triangle	CRS44208	4 CR

SPECIAL NOTES: Prior study of globalization and/or social theory, and demonstrated ability to produce upper division work.
The surge in unaccompanied children migrating from Central America's northern triangle, the countries of El Salvador, Guatemala, and Honduras, over the past few years has created an interest in the region not seen since the armed internal conflicts that besieged the region in the 1970s and 1980s. This course will attempt to understand the roots of that phenomenon – not as a crisis in and of itself, but as just one symptom of a larger crisis of social and economic inequity, poor governance, and weak institutions. Through an exploration of some of the contemporary history of the region, and an analysis of the interplay between the three countries and their complicated relationship with the United States, we will consider how this resource rich region has emerged as one of the most violent and politically unstable in the western hemisphere. Some of the issues the course will examine include: indigenous rights struggles, popular movements, violence and security, the rise of military regimes, women's rights and femicide, and environmental degradation.

Maasailand I: Indigenous Lands, Colonial Legacies and the Kenyan State	CRS44300	4 CR

SPECIAL NOTES: <<<STUDENTS MUST HAVE VALID PASSPORT>>> Maasailand is a 16 credit summer program that take place at the Prescott College Dopoi Education Center in southern Kenya. Students will meet in Prescott between Monday, May 20 and Wednesday, May 29, and then travel to Kenya on Thursday, May 30. The class returns on Sunday, July 28. Contact instructor at mpoole@prescott.edu for questions and

information.
Estimated student personal expenses include $1300 for air travel, $200 for food, $300 for miscellaneous.
The course offers students the opportunity to explore global dynamics in a local African place through the experience of the people most affected, and to learn from their vision and work for social change, for cultural sovereignty and economic self-determination. The course begins with an introduction to the homeland of the Maasai people, the ecology, history and culture of the place, and current issues that the community is facing and addressing that include land privatization and management, animal-human conflict, pressures on pastoral economies and on communal cultures generally, and the opportunities and challenges that the local tourism economy create. It explores the history of Maasailand through colonialism and statehood, the larger contexts of Indigenous movements and the uncharted future of African states. Each summer the programs begins with that context and then moves into different focused areas of study that respond to current issues and projects that have invite our collaboration.
DESCRIPTION: This course will begin in Kenya's capitol city of Nairobi and explore Maasailand in the context of history and the challenges and opportunities faced in the current moment. The course engages with the current political situation in Kenya and its grounding in colonial and neocolonial history as a way to study larger questions about indigenous peoples and states in Africa today. We explore the issues faced in Maasailand today that are rooted in this larger context, including and especially land loss and privatization, the imposition of global markets and development agendas of the west. Looking closely at these dynamics in one rural African place is useful to understanding more general global dynamics of the post-colonial world.

Maasailand II: Ecology, Economy and Culture	CRS44301	4 CR

SPECIAL NOTES: This course is part of a 16 credit semester in Maasailand, Kenya. Please see Maasailand I for all fees and special notes.
DESCRIPTION:This course will orient students to Maasailand, the history and ecology of the region, Maasai culture and society, present day challenges to the community's sustainable use of land, and solutions the community is exploring to enable its survival into the future on its own terms. Students will learn about the wildlife of Maasailand and grassland ecosystems they share with Maasai people. The course models the integration of ways of knowing about these things, forms of western and indigenous knowledge that many agree is critical to conservation and human survival in this place. Students will also learn from Maasai teachers about Maasai language and culture: the consensus-based justice system; communal family and political structures; and shared economy. They will learn about ways that Maasai are facing challenges to their land and way of life, through human-wildlife conflict resolution, for example, local economic rights and empowerment, and tourism reform.

Maasailand III: Movement Building and the Power of Collaboration	CRS44302	4 CR

SPECIAL NOTES: This course is part of a 16 credit semester in Maasailand, Kenya. Please see Maasailand I for all fees and special notes. This course requires a VALID PASSPORT for international travel.

DESCRIPTION:The course explores the question of how to scale up social movements through collaboration of local efforts using two main sources: theories of movement building and the case study of the Maasai Land Rights movement.		
Critical Animal Studies & Non-Human Rights	CRS45001	4 CR
Based on existing scientific evidence, certain nonhuman animals – specifically great apes, dolphins, and elephants – should be entitled to such basic legal rights as bodily liberty and integrity. Despite scientific proof that they are self-aware autonomous beings with complex cognitive abilities equal to that of children, non-human animals are not protected or granted rights within our legal system. This has raised some complex questions about who should have these rights and how should these rights be determined and distributed along the continuum of species. In recent decades a new field has developed to study the role of animals in human societies. Human-Animal Studies, or Critical Animal Studies, draws on multidisciplinary research to develop new ways of thinking about animals and animal-human relationships. CAS examines animal-human relationships, the role of animals in human societies, the boundary between humans and animals, representation and images of animals, and our ethical imperatives concerning animals. Through a critical theoretical framework, we focus on the emancipation of those who have been historically marginalized and explore the meaning of social justice for non-human animals. We look at issues of non-human rights and animal exploitation as patterns of inequality connected to those related with age, ability, gender, sexuality, race, environment and social class. The course enables students to develop a rigorous engagement with some of the more complex questions of animal treatment and our role as humans in creating these inequalities. With an emphasis on the knowledge produced about humans and other animals from a cultural and environmental studies perspective, we will interrogate such issues as: the historical and philosophical scope of animal studies; animal agency, sociality and consciousness; animal representation in popular culture; animal advocacy, social movements and humane education; and animal questions in science and technology.		
Special Topics in CRS: Anti-Racist Organizing	CRS45119	4 CR
DESCRIPTION: This course will examine structural issues of inequality in modern society as it pertains to race. Students will interrogate the ways white supremacy manifests in our daily lives, and learn strategies for combating oppression. Focus will be placed on current issues and movements for racial justice. Students will have the opportunity to put theory into practice as we travel to the Bay Area and meet with organizations lead by people of color such as the Arab Resource and Organizing Center, groups involved in solidarity work, such as the Anne Braden Anti-Racist Training Program, and those that do both, such as the TJI Justice Project and the Trans In Prison Project. By the end, students will not only have a language to deconstruct injustice, but also skills that empower them to take action.		
Special Topics in CRS: Memory, Truth, and Transitional Justice in Guatemala	CRS45130	4 CR
SPECIAL NOTES: Instructor Permission Required. <<<VALID PASSPORT REQUIRED>>>		

Students interested in this course must complete and submit intention questions to the instructor, and commit to attending pre-course orientation meetings. Students will travel to Guatemala together on January 15, 2019 and will be in the field through February 6, 2019. Students must have a passport valid for at least six months beyond the departure date. Course fee covers room and board, ground transportation, and group activities. Airfare from Phoenix $650 - $850. Personal Expenses: Approximately $350
COURSE DESCRIPTION: In 1996, Guatemala emerged from thirty-six years of internal armed conflict. The conflict left an estimated 200,000 people dead, 40,000 disappeared, 654 rural villages burned to the ground, more than a million people internally displaced, and another 150,000 were refugees in Mexico. Recognized as genocide by the United Nations and human rights groups, it is estimated that 93% of the atrocities and human rights violations were committed by the Guatemalan military or other state sponsored forces and more than 83% of the victims were Indigenous civilians who were regarded as "internal enemies" of the State. Drawing on ethnography, history, genocide studies, critical theory, Mayan epistemology, and other disciplines, this field course explores how the past is constructed, commemorated and contested in post-conflict Guatemala, and how communities are make use of historical (collective) memory in their quest for justice. Through readings, discussions, and hands-on work, students will deconstruct how the Guatemalan conflict has been characterized nationally and at the local level; the relationship between trauma, memory, and forgetting; and the role of personal narrative and accounts in reconciliation efforts. Students will be based in Guatemala's Verapaz region and will sojourn with community and academic scholars, culture bearers, community based NGOs, students, and others, supporting individuals, families, and communities, affected by the conflict, find closure and justice.

Climate Justice	CRS45505	4 CR

SPECIAL NOTES: There will be an optional weekend field trip. This course can be taken for Writing Empasis Credit
One of the biggest injustices of climate change is that the hardest hit places and communities 'are the least responsible for contributing to the problem' (as the Bali Principles of Climate Justice affirm.) Climate Justice is both a political framework and a growing global social movement that seeks to broaden the constituency providing leadership on climate change. This course explores climate justice theory and practice emerging and expanding from the most heavily environmentally burdened communities and regions. Learning from cutting edge struggles around the world - from global cities to indigenous lands - we will examine strategies and visions for environmental and cultural survival, resiliency, cooperation, and transformation coming from the global grassroots. Through self-directed and collaborative research, hands-on experiential action, and close, active learning from organic and scholarly movement intellectuals, students will explore the international geography of climate justice activism, learn to identify key fronts and strategies for building the power and capacity to make systemic change, and engage with meaningful opportunities to get involved.

Urban Environmental Justice	CRS48060	4 CR

SPECIAL NOTES: This course is part of a 3 course Tucson Social Justice Semester. Please

see Barrio Pedagogy: Praxis Along the Border for fees, special notes and schedule.
PREREQUISITE: Any Cultural and Regional Studies or Environmental Studies Course.
COURSE DESCRIPTION: The course utilizes a critical analyses and social science research approach to deconstruct and help students develop an understanding of the contemporary issues related to Urbanization and the Environment. This course will be a combination of social science study and contemporary social issues of environmental justice, ecological legitimacy, environmental ethics, and environmental racism through the specific context of Urbanization in the United States. At the end of the course, students will be expected to articulately write, discuss and present comparisons between the varying environmental issues impacting urban populations throughout the United States. Students will have the opportunity to work on the K-20 Changemaker Campus which has several environmental justice projects being addressed on site.

Environmental Education, Fundamentals of	EDU21100	4 CR

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

Experiential Education Philosophy & Methods	EDU22610	4 CR

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

Critical Literacy for Social Justice	EDU22707	4 CR

SPECIAL NOTES: This course is part of a 3 course Tucson Social Justice Semester. Please see Barrio Pedagogy: Praxis Along the Border for fees, special notes and schedule.
COURSE DESCRIPTION: This course will apply a critical literacy lens to analyze literature and how it is situated in a much larger political context that impacts educational access for Latinx youth. Freire and Macedo's theories on "reading the world before reading the word" will be applied to the critical analysis of this literature. Students will have an

opportunity to hear firsthand from several of the authors of the Tucson "banned books" as they share their insights on this historical removal of acclaimed literature from the classroom. Teachers from the former Mexican-American Studies program will also offer insights into how this literature was formerly used in the classroom and the results of its removal.

ST: In EDU Expressive Ecopsychology at Watson Woods Riparian Reserve EDU22800 4CR

SPECIAL NOTES: To be held on location at Watson Woods Riparian Preserve (weather permitting)
Estimated student expense of $25.00
The purpose of this course is to engage the student on multiple levels (mind, body, and spirit) using education, conservation service work and expressive ecopsychology practices, in order to explore one's personal relationship with and connection to the natural world. The premise for this study being that the personal bond with place/nature is deepened through multi-modal and expressive arts experiences within that place over a period of time, leading to increased health, well-being, and feelings of deep connection to, and responsibility for the welfare of the Earth.

Culture, Power, and Societal Change EDU25100 4 CR

PREREQUISITES: Writing Certification I or concurrent enrollment in Writing Workshop.
SPECIAL NOTES: Writing Emphasis; this course is for new students only! one to two 2-day field trips will be required.
COURSE DESCRIPTION: This course explores ways in which social categories of difference – such as race, class, ethnicity, gender, sexuality, age, ability, and citizenship – are socially constructed through power struggles that take place under specific historical and current conditions. It is designed to provide students with the critical skills required to identify and analyze social forces shaping identity, power, and social inequality through the lenses of struggles for social justice. Through texts, films, current events, and participatory experiential learning, students will explore how cultural difference matters in issues such as social decision-making power, wealth distribution, community health, cultural and environmental sustainability, politics of representation, globalization, human and civil rights, education, opportunity and life chances.

Cultivating Learning through School Gardens EDU25102 4 CR

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

allow students to focus and apply their learning in an authentic setting.
The Art of Teaching: Community, Curriculum, & Cooperation EDU25103 4 CR
DESCRIPTION: This course is an overview of three crucial elements to the Art of Teaching: Community, Curriculum, and Cooperation. Students will investigate creating and managing communities, curriculum that is engaging, cooperation, and optimal learning. Through hands-on practical experience, research and analysis, students will learn to create and manage optimal learning environments designed to meet the needs of diverse learners as well as design and implement lessons and activities in a variety of subject areas in both outdoor settings and traditional classrooms. This course is ideal for adventure educators, alternative educators and students interested in learning how to teach with a balanced emphasis on course content and individual students in a variety of settings.
US Constitution EDU27010 1 CR
This class will examine: philosophy and the founding fathers; key events before, during and after the Constitutional Convention; the shaping of the new nation; and the establishment of the Supreme Court. The course also includes an overview of the document itself and the and the ongoing debate from the convention to today as to how much should government be involved in our lives.
Arizona History EDU27020 1 CR
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.
Sense of Place and Place-Based Education EDU27033 4 CR
SPECIAL NOTES: Fingerprint Clearance may be required for observation/practicum aspects. Student estimate exspense of $65.00 for a fingerprint card. COURSE DESCRIPTION: In this course, students will engage with a Sense of Place from a variety of cultural and theoretical viewpoints, examining the philosophies, benefits, and methods, while also critically reflecting on their personal past and present connections to place. These understandings will then expand to include the scholastic perspectives of Place-based Education: a pedagogy and methodology that utilizes local community and environment as a starting point to teach concepts in a variety of disciplines. Emphasizing experiential and interdisciplinary learning, Place-based Education has been shown to increase academic achievement, strengthen communities, enhances students' appreciation for the natural world, and foster a healthy commitment to serving as active, contributing citizens. Students in this course will critically examine these claims through research, discussion, and observation of initiatives in their community. In culmination, students will design and facilitate a lesson cultivating a sense of place through what they perceive to be the most efficacious place-based educational method.
Learning Theories EDU41055 3 CR
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.		
Critical Consciousness: Theory and Practice	EDU41056	4 CR
This advanced course is designed to provide an in-depth study of relationships among critical theory (including critical race theory and Latino critical race theory), critical pedagogy and critical consciousness. Social theory is emphasized as a critical tool for practical application in classrooms, community settings, and political arenas with an aim to understand the necessary links among these social domains of pedagogical practice and the lived experiences of students, teachers, parents, administrators, organizers and the community. This course takes the position that reading the word and the world is a dialectical process and that how one reads the world influences but does not necessarily determine the manner in which one chooses to live in the world. Critical pedagogy will be analyzed, not as a recipe or methodology to be implemented, but rather as a praxiological approach that enables the strategic application of theory to the context of groups and individuals in real world struggles. Critical consciousness will be studied as an end goal to be reached through liberatory education brought about by collective struggle and praxis.		
Environmental Education Methods	EDU41101	4 CR
SPECIAL NOTES: Concepts of Ecology or Natural History, or CC1 Concepts of Ecology and Fundamentals of Environmental Education are highly recommended courses. Previous experience working with children and other Education courses may be very beneficial. Attendance is critical on field days with elementary school visits on most Thursdays as well as a three-day camp two weeks prior to the end of the semester. The Thursday class will consist of meeting in the classroom from 8:00-10:15 prior to going out to the schools. Students will be expected to have finger print cards. No text is required. There will be a course reader for the class. COURSE DESCRIPTION: A capstone class for many ES and AE students, Environmental Education is the educational process which deals with humanity's relationship to the natural and human-made world. This course will review perspectives presented in Fundamentals of Environmental Education and focus on developing demographically appropriate methodologies including the conceptual approach to ecological principles, sensory awareness, values clarification, and general interpretation. These approaches will be presented in a way that demonstrates the interrelatedness of environmental education to diverse subject areas within a school curriculum as well as other relevant educational settings and populations. Students will gain experience designing and implementing activities in a "place-based" watershed and creeks education program with fifth grade students at a local elementary school.		
Environmental Education Certification Program	EDU41105	4 CR

SPECIAL NOTES: Students may be required to get Fingerprint Clearance in the State of Arizona to implement lesson plan with PUSD students as a program requirement.
PREREQUISITES: Fundamentals of Environmental Education
DESCRIPTION: The Arizona Environmental Education Certification Program sets specific standards of knowledge, skills, and experience that highly qualified Environmental Educators in Arizona should be able to demonstrate. It is a competency-based program – one where the student will demonstrate what they know and can do by building an online portfolio. The competencies for Certification are based on the NAAEE Guidelines for Excellence in Environmental Education, the Arizona Framework for Environment Concepts and Themes (AFECT), and the Arizona Core Competencies for Environmental Education.

Experiential Education Philosophies and Methods	EDU42610	4 CR

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

Critical Literacy for Social Justice	EDU42707	4 CR

SPECIAL NOTES: This course is part of a 3 course Tucson Social Justice Semester. Please see Barrio Pedagogy: Praxis Along the Border for fees, special notes and schedule.
COURSE DESCRIPTION: This course will apply a critical literacy lens to analyze literature and how it is situated in a much larger political context that impacts educational access for Latinx youth. Freire and Macedo's theories on "reading the world before reading the word" will be applied to the critical analysis of this literature. Students will have an opportunity to hear firsthand from several of the authors of the Tucson "banned books" as they share their insights on this historical removal of acclaimed literature from the classroom. Teachers from the former Mexican-American Studies program will also offer insights into how this literature was formerly used in the classroom and the results of its removal

ST: In EDU: Expressive Ecopsychology at Watson Woods Riparian Reserve	EDU42800	4 CR

SPECIAL NOTES: To be held on location at Watson Woods Riparian Preserve (weather permitting)
Estimated student expense of $25.00
The purpose of this course is to engage the student on multiple levels (mind, body, and spirit) using education, conservation service work and expressive ecopsychology practices, in order to explore one's personal relationship with and connection to the natural world. The premise for this study being that the personal bond with place/nature is deepened through multi-modal and expressive arts experiences within that place over

a period of time, leading to increased health, well-being, and feelings of deep connection to, and responsibility for the welfare of the Earth.		
Culture, Power, and Societal Change	EDU45100	4 CR
PREREQUISITES: Writing Certification I or concurrent enrollment in Writing Workshop. SPECIAL NOTES: Writing Emphasis COURSE DESCRIPTION: This course explores ways in which social categories of difference – such as race, class, ethnicity, gender, sexuality, age, ability, and citizenship – are socially constructed through power struggles that take place under specific historical and current conditions. It is designed to provide students with the critical skills required to identify and analyze social forces shaping identity, power, and social inequality through the lenses of struggles for social justice. Through texts, films, current events, and participatory experiential learning, students will explore how cultural difference matters in issues such as social decision-making power, wealth distribution, community health, cultural and environmental sustainability, politics of representation, globalization, human and civil rights, education, opportunity and life chances.		
Cultivating Learning through School Gardens	EDU45102	4 CR
Through research, knowledge sharing and hands-on experience, students will have the opportunity to design and possibly create a school garden that can be used as a learning tool and integral part of an inter-disciplinary school curriculum. The class will participate in a needs analysis with the partner schools as a starting point for the design and creation of the garden in accordance with the school's available resources, vision, and need. Students will also help plan for how the garden installation will be maintained by the school community after the course finishes. Topics covered will include and bridge environmental education, ecological gardening and curriculum design. Class time will be divided among seminars, community meetings, field work, and small group demonstrations/mini teaches of student developed lessons incorporating the school garden in content specific, age-appropriate lessons and activities, which will allow students to focus and apply their learning in an authentic setting.		
The Art of Teaching: Community, Curriculum, & Cooperation	EDU45103	4 CR
DESCRIPTION: This course is an overview of three crucial elements to the Art of Teaching: Community, Curriculum, and Cooperation. Students will investigate creating and managing communities, curriculum that is engaging, cooperation, and optimal learning. Through hands-on practical experience, research and analysis, students will learn to create and manage optimal learning environments designed to meet the needs of diverse learners as well as design and implement lessons and activities in a variety of subject areas in both outdoor settings and traditional classrooms. This course is ideal for adventure educators, alternative educators and students interested in learning how to teach with a balanced emphasis on course content and individual students in a variety of settings.		
Foundations of Education	EDU47001	3 CR
SPECIAL NOTES: This course is available to all Prescott College students. This course is a pre-requisite to a Professional Program pathway in Education. Writing Emphasis.		

COURSE DESCRIPTION: This course examines the historical and philosophical foundations of the American educational system as it engages with learners from birth through Grade 12. Current trends in education will be reviewed and evaluated. Issues affecting the role of the teacher, including school governance and finance, legal foundations, social influences, and educational reform will be explored. Attention will be given to the role of the federal government in public education especially as it applies to the Elementary and Secondary Education Act of 1965 and subsequent reauthorizations. Students will develop a basic understanding of the eligibility, and current placement for individuals with exceptional learning needs as determined by legal statutes. In addition, students will examine state, tribal, and national standards, including the Common Core State Standards Initiative.		
Structured English Immersion Complete	EDU47004	3 CR
COURSE DESCRIPTION: 'Structured English Immersion Methods (SEI) Complete has been designed to meet Arizona teacher and administrator licensure requirements effective July 1, 2015. SEI Complete provides a dynamic combination of Basic Language Acquisition and Language Learning Theory from leading ELA researchers Noam Chomsky, Stephen Krashen, Jim Cummings and expert practitioners Lilly Wong Fillmore, Deborah Short and Jo Gusman. SEI Complete students select ELA topics in which to conduct extended guided research and prepare three Dual Objective ESL/ SEI- SIOP Lessons addressing Madeline Hunter's (7) Elements of Effective Instruction.		
Learning Theories	EDU47005	3 CR
COURSE DESCRIPTION: 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.		
Curriculum Design	EDU47010	4 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: 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.
Core Curriculum: Educating for the Future EDU47015 4 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: 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 educational perspectives on cultural and environmental issues.
Core Curriculum: Educating for the Future: Multicultural and Environmental Issues EDU47015 0 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: 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 educational perspectives on cultural and environmental issues.
Nature and Place-Based Methods Integration: Mathematics and Science EDU47019 4 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course will explore curriculum design at a practical level with relevant applications through an experiential and interdisciplinary focused unit design. Students will design and implement an integrated unit that makes explicit connections across the subject areas of Mathematics, Science, and Reading, meeting specific state standards. Strategies for successful curricular implementation, effective use of technology to support curriculum, and accommodations for special situations and individual differences are required. The course will address the role that setting, time-frame, age, and culture play in the design of curriculum through authentic experience. Diverse assessment tools, strategies for using student assessment data to improve instruction, and appropriate ways to share the data will be required. Cultural and environmental impacts on assessment will be considered. Extended Description: Students will be expected to implement original lesson plans in their unit design that are grade and state standards appropriate for Mathematics, Science, and Reading integration: selecting one or more of the math standards appropriate to the unit and grade level; selecting one or more of the science standards appropriate to the unit and grade level, including STEAM content; and including effective reading and writing strategies in the content areas.

Reading: Methods and Practice	EDU47020	3 CR
SPECIAL NOTES: This course is part of the required curriculum for Elementary Education Teacher Preparation students. This is a teacher certification course. COURSE DESCRIPTION: The student will examine the Arizona K-12 Reading/Language Arts Academic Standards, in order to identify and understand the components of a comprehensive reading program designed to ensure student mastery in grade level skills. The student will understand legislative and state board of education mandates pertaining to the elementary reading program. The student will explore diagnostic and remedial strategies which can be incorporated as part of an effective classroom reading program. The student will investigate environmental and cultural factors that influence reading, as well as methods for teaching diverse learners.		
Arts and Place-Based Methods Integration: Language Arts & Social Studies	EDU47029	4 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course will explore curriculum design at a practical level with relevant applications through an experiential and interdisciplinary focused unit design. Students will design and implement an integrated unit that makes explicit connections across the subject areas of Language Arts, Social Studies and the Arts, meeting specific state standards. Strategies for successful curricular implementation, effective use of technology to support curriculum, and accommodations for special situations and individual differences are required. The course will address the role that setting, time-frame, age, and culture play in the design of curriculum through authentic experience. Diverse assessment tools, strategies for using student assessment data to improve instruction, and appropriate ways to share the data will be required. Cultural and environmental impacts on assessment will be considered. Extended Description Students will be expected to implement original lesson plans in their unit design that are grade and state standards appropriate for Language Arts, Social Studies, and Arts integration: addressing the relationship between reading and writing skills, language arts instruction; selecting one or more of the state standards in Social Studies relevant to individual grade levels; and including a naturally-aligned arts area.		
Assessment and Measurement	EDU47030	3 CR
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.		
Place-Based Pedagogy and its Connection	EDU47032	3 CR
This course will engage in a significant dialogue that explores the relationship of place to humans and various perspectives and approaches including deep ecology, ecopsychology, place-based pedagogy, and peace education. Place-based pedagogy		

comprises diverse perspectives related to a sense of place embracing a way of knowing through observation, exploration, personal reflection, and willingness to engage with the place. Students will fully explore the relationship between the land, culture, and its inhabitants. Students will reflect on their own and others' perceptions, discussions, writing, and mapping process for identifying the relationship between people and places. Students will examine contemporary attitudes toward place, reflect on the variables that affect the relationship between people and nature, and engage in reflective writing fostering critical inquiry and informed perspectives about environmental approaches. Special Notes: This is an elective course that will support students through the experiential engagement in their community and also cooperative Moddle contributions in areas of their own professional development toward ecological and peace literacy and progressive pedagogies.		
Place-based Education Theory	EDU47033	4 CR
SPECIAL NOTES: Fingerprint Clearance may be required for observation/practicum aspects. COURSE DESCRIPTION: In this course, students will engage with Place-based Education from a variety of cultural and theoretical viewpoints, examining philosophies, benefits, and methods, while also critically reflecting on their personal past and present connections to place. These understandings will then expand to include the scholastic perspectives of Place-based Education: a pedagogy and methodology that utilizes local community and environment as a starting point to teach concepts in a variety of disciplines. Emphasizing experiential and interdisciplinary learning, Place-based Education has been shown to increase academic achievement, strengthen communities, enhances students' appreciation for the natural world, and foster a healthy commitment to serving as active, contributing citizens. Students in this course will critically examine these claims through research, discussion, and observation of initiatives in their community. Additionally, students will have the opportunity to focus on an age group, such as early childhood, elementary, adolescents, or adult populations.		
Sense of Place and Place-Based Education Theory	EDU47033	4 CR
In this course, students will engage with a Sense of Place from a variety of cultural and theoretical viewpoints, examining the philosophies, benefits, and methods, while also critically reflecting on their personal past and present connections to place. These understandings will then expand to include the scholastic perspectives of Place-based Education: a pedagogy and methodology that utilizes local community and environment as a starting point to teach concepts in a variety of disciplines. Emphasizing experiential and interdisciplinary learning, Place-based Education has been shown to increase academic achievement, strengthen communities, enhances students' appreciation for the natural world, and foster a healthy commitment to serving as active, contributing citizens. Students in this course will critically examine these claims through research, discussion, and observation of initiatives in their community. In culmination, students will design and facilitate a lesson cultivating a sense of place through what they perceive to be the most efficacious place-based educational method.		

Introduction to Special Education	EDU47035	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: 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.		
Creating & Managing Learning Communities	EDU47040	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: 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.		
Working in Schools: Orientation	EDU47050	1 CR
SPECIAL NOTES: This course is available to all Prescott College students. This course is a pre-requisite to a Professional Program pathway in Education. COURSE DESCRIPTION: Students in this course are introduced to the profession of education as related to schooling from pre-kindergarten through 12th grade. Participants are orientated to the professional classroom, personnel, education resources, field guidelines, and school placements. School professionalism, law, safety clearance guidelines, school etiquette, conduct, and dispositional requirements while working in schools are also reviewed. This course meets the professional educator course requirement for all students seeking to volunteer, intern, student teach, or other fieldwork related to working with underage children in school settings from pre-kindergarten through high school.		
Student Teaching - Elementary Education	EDU47199	2 CR
The student teaching/practicum course 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/practicum 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 Supervision Practitioner within the		

specific teaching environment.		
Secondary Content Methods	EDU47208	4 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: 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. The student will develop 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. An additional area of emphasis will be placed on constructing assessment experiences which provide opportunities to analyze and interpret results for reporting strengths, areas of concern and interventions needed to ensure student learning outcomes.		
Reading Methods and Literacy in the Secondary Classroom	EDU47217	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: The student will review AZ (or home state) secondary Reading Standards and core English and Language Arts curricula, including the national common core standards, in order to support skills and include them into her/his specific content area(s). Topics such as phonemic awareness, phonics, vocabulary, reading fluency and comprehension are central components of this course, as well as comprehension in both literary and informational texts such as expository, functional, and persuasive writing. The student will consult with district reading/instructional specialists and other professional personnel to become informed of reading diagnostic tools used within the district and state as well as additional tools and technology available to assist the struggling reader. The student will review the Arizona Department of Education (or the state in which she/he is being certified) website to maintain a working knowledge of legislation and programs that address literacy issues. The student will engage in an in-depth study of systems involved in the reading process at the secondary level. After observing in public school classrooms, the student will design lessons suitable for middle and high school students in his/her subject area, emphasizing reading skills.		
Student Teaching - Secondary Education	EDU47299	2 CR
The student teaching/practicum course 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/practicum 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 Supervision Practitioner within the specific teaching environment. This course requires prior approval from core faculty/student teaching coordinator prior to enrollment.		
Classroom Management for Special Education Classrooms	EDU47315	3 CR

This course explores the theoretical and practical aspects of classroom and behavior management for individuals with exceptional learning needs, with emphasis on creating learning environments that foster safety, emotional well-being, positive social interactions
Diagnosis and Assessment of Mild to Moderate Learner Disabilities EDU47331 3 CR
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 give to informal assessment practices addressing learning and behavior of individuals with exceptional learning needs.
Collaborative Instructional Strategies for Students with Mild to Moderate Learning Disabilities EDU47380 3 CR
The focus of this course is to provide teacher candidates in mild-to-moderate special education with the knowledge in those instruction 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 the 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 K-12 learners with this exceptionality in special and regular education classrooms will be investigated. Particular attention will be given to the structure and details of lesson planning necessary to meet the individual needs of the learning disabled. Teacher candidates will teach lessons in mild-to-moderate special education classrooms with learning disabled learners as part of the student population.
Strategies for Teaching Math in Diverse and Inclusive Educational Settings EDU47384 3 CR
Course provides students with the background and resources for using a repertoire of evidence-based instructional strategies specific to promoting the numeracy and computational skills of individuals with exceptionalities. Students will use individualized mathematical tools and assistive technologies to enhance the capabilities of individuals with exceptionalities to develop critical thinking, problem solving, and self-management

skills.
Survey of the Exceptional Learners and Characteristics of the Specific Exceptionalities EDU47385 3 CR
SPECIAL NOTES: Writing Emphasis COURSE DESCRIPTION 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.
Student Teaching Practicum in Mild to Moderate Special Education EDU47395 8 CR
The student teaching/practicum course 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/practicum 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 Supervision Practitioner within the specific teaching environment.
Strat Tch Lang Arts to Yng Child w/Excep EDU47605 4 CR
This course provides ECSE students with the knowledge and skills to develop age- and developmentally-appropriate evidence-based strategies for promoting the language and literacy skills of children with exceptionalities ages birth to eight. Students will also become familiar with augmentative and alternative communication systems, and assistive technologies that will enhance their abilities to implement effective methodologies for promoting the children's progress to their highest potential.
Strat Tch Mth to Yng Child w/Exceptional EDU47606 4 CR
This course provides ECSE students with the knowledge and skills to develop evidence-based strategies for teaching age- and developmentally appropriate mathematical concepts to children with exceptionalities ages birth to eight. In addition, students will explore ways to promote the children's skills in the areas of critical thinking and creative problem solving.
Methods of Teaching Early Childhood Special Education EDU47607 3 CR
This course focuses on the methodologies involved in teaching early childhood individuals ages birth to eight with exceptionalities. Topics addressed include IEP development, classroom layout, appropriate assessment, working effectively with

parents, collaborating with other special education agencies and personnel, and alignment with local, state and national standards.
Observation and Participation, Field Experience Early Childhood Special Education Learners EDU47616 3 CR
This course provides students with extensive opportunity for observation and participation in a variety of early childhood settings serving children with exceptionalities who are ages birth to age eight. Students will compare curricula, diagnostic practices, implementation strategies for reaching IFSP and IEP goals through planning and delivery of instruction, environmental influences, behavior management and social interactions. Also considered are nature-based activities and issues pertaining to cultural and linguistic diversity.
Child Guidance and Behavior Management in Early Childhood Special Education EDU47621 3 CR
This course provides students with the opportunity to explore the theoretical and practical aspects of child guidance and behavior management as applied to working with children with exceptionalities ages birth to eight. Students will study ways to create learning environments that promote children's physical safety and emotional well-being. Also included are the use of observations and tools that help identify the causes and triggers for disruptive behaviors, and positive and appropriate methodologies for dealing with those behaviors.
Diagnosis and Evaluation of ECSE Learner EDU47630 3 CR
This course examines all aspects of assessment for early childhood special education learners ages birth to age eight. It includes exploring diagnostic instruments, identification and placement of individuals diagnosed with a disability, and services provided. Attention is also given to informal assessment practices addressing learning and behaviors that might identify children who might need to have referrals made for formal assessments to be conducted.
Early Childhood Special Education Practicum EDU47697 4 CR
Practicum in Early Childhood Education (birth through pre-K) is an opportunity for Early Childhood Education (ECE) teacher candidates to have a guided learning experience in a professional agency that provides services to children and families. Students will use their practicum experience to connect theory and practice as they develop professional behaviors and build a comprehensive understanding of the demographics of their community, the impact of early education in that community, and how to create a positive, supportive, and collaborative learning culture. The course uses the practicum experience to examine the developing child in a societal context and focuses on the importance of respectful, reciprocal relationships that support and empower families in a diverse society. It also examines culturally relevant and linguistically appropriate anti-bias approaches that support children in becoming competent members of society their communities and explores anti-bias strategies that can be utilized in parenting, classroom, or social settings to support families and children. Students develop skills and techniques in parent-teacher conferencing, home-school communication, parent

education, group contacts with parents, and parent involvement in early childhood education.		
Student Teaching -ECSE K-3	EDU47698	4 CR
Course Description: The practicum/student teaching course is the final capstone classroom experience that allows the student to practice the application of theoretical knowledge and demonstrate professional proficiency working with children with exceptionalities ages birth to age 8. Students participate in every facet of classroom teaching and receive constructive feedback from a cooperating teacher who is certified in early childhood special education. Please Note: This course requires prior approval from core faculty/student teaching coordinator prior to enrollment. Learning Targets (LT): Students will demonstrate mastery of student teaching competencies throughout their student teaching experience. As a result of their completion of this experience, students will also demonstrate mastery of the following learning targets: 1. Signature Assignments a. Unit and Lesson Plans - In collaboration with your cooperating teacher develop a unit plan that includes a minimum of 5 lessons. This unit plan should be age and subject appropriate to your student teaching. Within your lessons identify how you address diverse populations. At least one lesson should include the incorporation of technology. The unit plan should be based on the national common core standards. Your unit plan is due by the 5th week of the semester to your cooperating teacher. Lessons plans should be modeled from the Lesson Plan Template located on the PC Professional Preparation Resource Site on Moodle. The rubric for Unit and Lesson Plans will be used for evaluation purposes (located on the Moodle site and the Student Teaching webpage.		
Foundations of Early Childhood & Early Special Education	EDU47802	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This foundations course provides an overview of historical, philosophical, legal, and social domains of the early childhood teaching professions, including special education, and explores how these roots have influenced current educational theory, practice, and policy regarding access to early childhood and early childhood special education programs and services. Diverse models of early childhood education such as Montessori and Reggio Emilia, and Developmentally Appropriate Practice standards are introduced. Students study these models as well as current public policies on standards, access, and equity in schooling of all children and families in our diverse society. Students are introduced to teacher resources such as assessment data, professional member organizations, research studies, and technological tools to utilize in creative and informed teaching in all early education fields. The course challenges students to establish an individual sense of professionalism by articulating and defending their personal philosophies of, and advocacy for, early childhood and early		

childhood special education.		
The Whole Child	EDU47804	4 CR
SPECIAL NOTES: Writing Emphasis COURSE DESCRIPTION: In this course students engage in holistic study of typical and atypical early child development, address issues of health, safety, and nutrition, and research the impact of early experience on the young child's behavior and learning progress. Focus of study is on the multiple and interrelated physical, environmental, and social factors that impact child growth and development from pre-birth to 8 years of age and on methods of evaluation and assessment of development. Students study patterns and indicators of healthy development for each age and stage of growth and learn to recognize, document, and respond appropriately to signs of developmental delays or problems that can affect a child's growth and development. Nutritional and health guidelines for optimal physical and intellectual growth are examined, as well as the developmental processes that support healthy emotional and social relationships and successful learning. The importance of access to safe spaces and responsive adults to optimal growth and development is emphasized. Research data on the positive impact of meaningful times and places for inclusive experiential learning and outdoor play and exploration for all young children is also examined.		
Early Language and Literacy Development	EDU47807	3 CR
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 pre-writing 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. Special Notes: This course can benefit not only ECE educators, but anyone who works with young children; parents, librarians, counselors, psychologists, social workers, etc. The course requires 10 hours of field work and observation in a structured program for children so access to such a program must be feasible for the student.		
The Child in Context	EDU47810	3 CR
This course addresses how cultures and communities create frameworks for understanding, interpreting, and communicating collaboratively on typical and atypical		

child development issues with school staff, parents, and service providers. Strategies for increasing family involvement by giving children, families and school staff opportunities to expand their knowledge and sense of belonging in their own communities are examined, as well as research that supports place-based learning theory. Students are challenged to design and implement programs to increase participation of parents, elders, and community volunteers in classroom learning activities and to develop ideas for collaborative "beyond the classroom" exploration experiences for all children, families, and staff. Students also engage in independent field research and interviews with both school district and community services for exceptional children and to identify accessible locales for outdoor exploration and inclusive community programs for children and families.
Effective Assessment and Data Literacy EDU47818 2 CR
This course addresses current policy and requirements for accountability in early childhood and early childhood special education. Emphasis is on the need for effective monitoring, evaluation, and reporting of each child's progress, and how data literacy enables teachers to effectively use information from multiple sources to form a realistic appraisal of the young child's strengths, advance the child's learning, and determine intervention priorities. Students will research and analyze traditional and authentic assessment practices and use of technology in reporting and collecting of data from multiple courses and define appropriate methods of measurement and documentation for different age levels and differentiated learning styles.
Positive Child Guidance and Inclusive Classroom Management EDU47820 3 CR
COURSE DESCRIPTION: This course addresses the classroom management skills building needs of students in the ECE teacher prep program who are, or will soon be, teaching in an early childhood classroom. Students are introduced to best practices for day to day organization and creative management of an inclusive classroom as well as strategies for successful differentiation of pedagogy for children with typical and atypical behaviors and diverse social and emotional needs. Emphasis is on developmentally appropriate and positive guidance practices for supporting social and emotional growth and development to enhance self- regulation skills and optimize academic learning.
Early Art, Music, and Movement EDU47840 2 CR
SPECIAL NOTES: Core Faculty approval needed to take this course This course offers an exploration of inclusive instructional methods, curricula development, and developmentally appropriate materials for music, dance, visual arts, and dramatic play through process-oriented experiences. Emphasis is on discovering how the rich vocabulary and math elements of arts activities is supportive of learning standards across the curriculum and on design of a personal teaching repertoire of aesthetic exploration and discovery activities for use in indoor and outdoor environments.
Early Math and Science 2 EDU47850 2 CR
Building on the knowledge and skills gained in the STEAM 1 and 2 courses, students focus on concepts and inclusive instructional practices for supporting children's inquiry

and project -based processes of research and experimentation that support math and science learning objectives for children in K-3rd grade classrooms. Emphasis is on creative development and design of interdisciplinary activities and projects that incorporate technology and engineering and on innovative use of natural materials and outdoor research and project experiences
Early Social Studies and Literacy of Place EDU47855 2 CR
This course emphasizes the positive results that come from integrating literacy skills development and social studies curricula with experiential learning and story-telling activities. It introduces the concepts of place based early childhood education and its positive impact on young children's development of oral and written language expression, socio-cultural understanding, and self-awareness. Students will develop and annotate a virtual library of children's books and other materials that teach about nature, place, culture, and society while supporting early language and literacy development. They will research and develop ideas and create lesson plans for classroom projects, as well as exploration and adventure activities in their own communities that can inspire and support children's social studies knowledge and literacy development.
Pedagogy of Nature and Place-based Early Childhood Education and Ecological Literacy EDU47860 4 CR
This course begins with reading and study of current theory and research on nature and place-based learning and pedagogy, as articulated by leaders in the field such as David Orr, Richard Louv, David Sobel, Karen Malone, and David Gruenewald. Issues and methods of inclusion and differentiation in nature and place-based education are emphasized. This course strengthens the student's basic ecological literacy, knowledge of natural science, and understanding of place and community culture. Students gain skills in nature and place-based instructional methods and curricula development for typical and atypical children and examine safety issues for outdoor adventuring with young children. Field observation and research projects include in-depth visits to community nature centers, nature preschools, parks, gardens, museums, and cultural sites, and assess their resources and accessibility for children with disabilities.
Orientation to Exceptional Education EDU47870 2 CR
SPECIAL NOTES: NONE DESCRIPTION: Orientation to Exceptional Education is a course required for Early Childhood Special Education certification and/or degree with a prerequisite of EDU 47802/MAED 57802 Foundations of Early Childhood and Early Special Education. Building on the student's prior foundation in history and philosophy of special education this course focuses specifically on law, policy, and process in early childhood special education,including screening procedures, inclusive classroom organization, IEPs, and special services available for students, teachers, and parents of children with exceptional challenges.
EIDT: Strategies for Children with Learning, Behavioral & Emotional Challenges EDU47875 3 CR
SPECIAL NOTES: Must have Core Faculty approval

PREREQUISITES: Evaluation, Intervention, and Differentiated Teaching Strategies for Children with Learning, Behavioral and Emotional Challenges is the first of two methods in early special education courses required for certification and/or degree in early childhood special education. Students will take this advanced course course only after completing courses in Positive Guidance and Classroom Management, The Whole Child, Foundations of Early Childhood and Early Special Education courses and a series of four methods and curricula development courses focused on inclusive classroom teaching. COURSE DESCRIPITION: This course will give the student skills and knowledge in evaluating and assessing the special needs of children, in choosing options for intervention, in differentiated teaching strategies and practices, and in management and guidance specifically for children with learning, behavioral, and emotional challenges; characteristics which are often found to be inter-related.
EIDT: Strategies for Gifted, Twice Exceptional & Learners on the Autism Spectrum EDU47876 3 CR
PREREQUISITES: Evaluation, Intervention, and Differentiated Teaching Strategies for Gifted, Twice Exceptional & Learners on the Autism Spectrum is the second of two methods in early special education courses required for certification and/or degree in early childhood special education. Students will take this advanced course course only after completing courses in Positive Guidance and Classroom Management, The Whole Child, Foundations of Early Childhood and Early Special Education courses, a series of four methods and curricula development courses focused on inclusive classroom teaching, and the EDU47875 or MAED 57875 course. COURSE DESCRIPTION: This course will give the student skills and knowledge in evaluating and assessing the special needs of children, in choosing options for intervention, in differentiated teaching strategies and practices, and in management and guidance specifically for children who are identified as gifted, twice exceptional and/or learners on the autism spectrum;characteristics often found to be inter-related.
Early Experience and the Shaping of Brain Architecture EDU47877 2 CR
SPECIAL NOTES: NONE DESCRIPTION: Advanced study and guided analysis of current research on early brain development and the impact of early experiences on the young child's intellectual, social and emotional development, and resilience.
Collaborative Special Education Communities EDU47880 4 CR
SPECIAL NOTES: NONE COURSE DESCRIPTION: This course identifies the members of an Educational Team, the professionals who come together to advocate and educate students with exceptionalities. The team members include a psychologist, an Early Childhood Special Education (ECSE) teacher, and Occupational Therapist (OT), a Speech and Language Pathologist (SLP), and a Physical Therapist (PT) as well as the child's family members. Students will learn not only the roles each educational team member holds but how to work collaboratively with other adults within the special education setting. Students will learn professional expectations of working within an educational team, personality

styles, and ways to communicate with a colleague during pleasant and challenging moments. This course will examine the expectation of the ECSE teacher when teaching cooperatively with paraprofessionals, substitutes, other ECSE teachers, and potential elementary school level educational teams. Students will learn about the process of creating an Individualized Education Plan (IEP): who is responsible for each part of the document, legal timelines, and how to communicate information within the IEP with families as a cohesive team.

Advanced Special Education Methods	EDU47881	4 CR

SPECIAL NOTES: Requires instructor permission to register
COURSE DESCRIPTION: This course explores the practice, implementation, and individualization necessary to work with children with exceptionalities. Students will take this advanced course required for certification and/or degree in early childhood special education. The course will offer insight into exceptionalities common in the special education classroom, including children on the Autism Spectrum. Other exceptionalities to be explored include: Down Syndrome, children with communication disorders, children with visual impairments, children with low mobility due to physical disability, and children with social-emotional delays, among others. Students will learn strategies and educational supports necessary to work with students of all abilities and will research appropriate educational expectations for an inclusive classroom. The student will gain skills and knowledge in evaluating and assessing the special needs of children, in choosing options for intervention, in differentiated teaching strategies and practices, and in management and guidance specifically for children with exceptional learning, behavioral, and emotional challenges; characteristics are often found inter-related. This course will deepen the student's knowledge of evaluation, intervention, and differentiated teaching strategies with a focus on specific challenges presented by learners of all abilities and on current research that can enlighten and inform teachers on effective interventions, support, and guidance of young children in an inclusive classroom.

Content Area Reading and Writing for Elementary	EDU47893	0 CR

SPECIAL NOTES: NONE
DESCRIPTION: The student will examine the Arizona K-8 Reading/Language Arts Academic Standards, including associated national common core standards, in order to identify and understand the components of a comprehensive reading and writing program integrating all curricular areas. Students will focus on methods and materials for teaching diverse elementary children to read and write well in various content areas. Students will examine current critical issues affecting content area reading and writing, including Arizona and national assessments. Effective reading and writing strategies, classroom management techniques, technology tools, media and print materials which enhance children's reading and writing in content areas will also be examined. Students will explore Best Practices, with a strong focus on vocabulary, fluency and comprehension as well as diagnostic and remedial strategies that can be incorporated to enhance reading instruction through the content areas especially for English Language

Learners and students with identified learning needs. The student will understand legislative and state board of education mandates pertaining to the elementary reading and writing program and how this can be integrated to all curricular areas. Students will also examine the standards for content area literacy in the IRA standards (reading, writing), the NCTM Standards (mathematics), NSTA standards (science), and the NCSS Standards (social studies). Special Notes: This course is part of a group of courses to meet the requirements for an Arizona Department of Education Reading Endorsement (K-8). Pre-requisites: N/A		
ECE Practicum	EDU47898	4 CR
COURSE DESCRIPTION: Practicum in Early Childhood Education (birth through pre-K) is an opportunity for Early Childhood Education (ECE) teacher candidates to have a guided learning experience in a professional agency that provides services to children and families. Students will use their practicum experience to connect theory and practice as they develop professional behaviors and build a comprehensive understanding of the demographics of their community, the impact of early education in that community, and how to create a positive, supportive, and collaborative learning culture. The course uses the practicum experience to examine the developing child in a societal context and focuses on the importance of respectful, reciprocal relationships that support and empower families in a diverse society. It also examines culturally relevant and linguistically appropriate anti-bias approaches that support children in becoming competent members of society their communities and explores anti-bias strategies that can be utilized in parenting, classroom, or social settings to support families and children. Students develop skills and techniques in parent-teacher conferencing, home-school communication, parent education, group contacts with parents, and parent involvement in early childhood education.]		
Student Teaching Early Childhood Education	EDU47899	4 CR
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 the special education classroom for early learners, 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 an ECSE classroom.		
Decoding Strategies and Techniques for Best Practices	EDU48005	3 CR
SPECIAL NOTES: NONE DESCRIPTION: Through this course, students will gain additional knowledge of, and skills related to, research-based "best practices" for teaching beginning and remedial learners reading decoding strategies for independent application and emergent writing. Current		

research on phonics and phonics instruction will be reviewed, as will the five research-based elements of a sound reading program - phonemic awareness, phonics, fluency, comprehension, and vocabulary. Students will investigate in the literature the most common obstructions to reading mastery in the classroom, will learn to recognize those obstructions in authentic teaching-learning settings, and will learn how to plan instruction to maximize learner reading potential while avoiding common pitfalls in both reading and writing instructional techniques. Students will acquire information and reflect on national, Arizona, and local P-12 reading content standards and performance objectives. The student will understand legislative K-8 State board of education mandates pertaining to the reading program. The student will explore diagnostic and remedial tools and strategies utilized within Arizona schools which can be incorporated as part of an effective classroom reading and writing program. The student will investigate environmental and cultural factors that influence reading and writing, as well as methods for teaching to diverse learners.
Special Notes: This course is part of a group of courses to meet the requirements for an Arizona Department of Education Reading Endorsement (K-8).
Pre-requisites: N/A

Reading Instruction for Diverse Learners	EDU48010	3 CR

This course builds directly on classroom teacher/teacher candidate functional knowledge regarding the teaching of reading/language arts through the use of quality literature. From a solid research base yielding "best practice" approaches for organizing and delivering reading/language arts instruction, this course guides the student through the application and integration of the language arts into curriculum. Reading/language arts curricular integration will be modeled through the identification and production of authentic classroom learner artifacts, case studies, and direct observation of master teachers in their reading/language arts classrooms paying particular attention to English Language Learners. Students will work to gain course knowledge and skills 1) leading to successful clinical practice as assessed by the course mentor or supervisor, and 2) leading to reading/ language arts instruction in the classroom judged as successful through documented authentic learner academic progress.
Three major themes will frame this course: balanced literacy with quality literature to enhance instruction for English Language Learners, reading/language arts assessment, and meeting the needs of diverse learners. Balanced literacy with each of the components associated with a balanced literacy program - will be a pervasive theme as the student identifies and designs a personal researched-based manageable model of reading/language arts instruction. Study of patterns of practice found in today 's schools, including literature circles, literature focus units, reading and writing workshops and thematic units will contribute to the students comprehension and implementation of a balanced literacy program in their own classrooms. Students will identify and practice use of formal and informal, criterion and norm-referenced reading/language arts assessment instruments to guide and inform planning, instructional delivery, and the provision of learner feedback. Finally, a sharp focus on diversity in the classroom

learners, settings, resources, approaches, techniques, and programs ñ in support of and before, during, and after reading/language arts instruction will be a major theme throughout the course as students construct an ever growing and efficacious repertoire of reading/language arts teaching strategies, enhancing their competence as teachers and contributing to documentable learner academic progress.
Special Notes: This course is part of a group of courses to meet the requirements for an Arizona Department of Education Reading Endorsement (K-8).
Pre-requisites: N/A

Diagnosis & Remediation of Reading Difficulties	EDU48015	3 CR

SPECIAL NOTE: NONE
DESCRIPTION: Material for this course has been organized according to the Reading First categories of reading development and instruction, as presented in the report of the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students will investigate instructional reading strategies for children at-risk as reflected in the federal No Child left Behind Act, including children of poverty, children for whom English is not the primary language, and children with learning and behavioral disabilities. It is important that this course result for the student in more than just a documented litany of reading teaching strategies that are scientifically-validated. The scientifically-validated practices should be integrated by the student into a systematic teaching process that stresses the use of learner outcome data within authentic classroom contexts to guide practice. Students will investigate and learn how to use DIBELS and other curriculum-based assessment results for early identification of children at risk of reading failure and to monitor student progress. Students should gain and demonstrate in their own classrooms increased mastery of reading instruction for letter sound recognition, regular word decoding, sight words, multi-syllable word reading, passage reading, vocabulary, and comprehension, as they reflect on how to utilize knowledge available to maximize academic progress for all learners.
Special Notes: This course is part of a group of courses to meet the requirements for an Arizona Department of Education Reading Endorsement (K-8).
Pre-requisites: N/A

Clinical Practice in Reading: Reading Practicum	EDU48020	3 CR

Clinical Practice in Reading: Reading Practicum provides students with an opportunity to engage in supervised practice of the research-based knowledge and skills necessary to plan, manage, and assess a successful reading instructional program. The overall goal of the practicum experience is to raise the teacher's level of effective classroom practice as measured in terms of assessed P-12 student academic achievement, particularly through this course in the area of reading/language arts, and should be viewed as an opportunity to try new, different, and innovative strategies, models, and techniques. Students should expect to be held accountable for demonstrating mastery of reading/literacy knowledge, skills, strategies, models, and functions as they engage in instruction with learners. Each student will be expected to design, implement, and evaluate a Comprehensive Plan for a Balanced Literacy Program. This practicum experience requires 45 hours of instructional

applications in authentic teaching-learning settings. Special Notes: This course is part of a group of courses to meet the requirements for an Arizona Department of Education Reading Endorsement (K-8). Pre-requisites: N/A Required Texts: None at time of publication.		
Instructional Supervision for Reading Specialists	EDU48025	3 CR
SPECIAL NOTES: NONE DESCRIPTION: During this course, candidates examine the responsibilities of the reading specialist within the context of an individual school building. Topics include models for the delivery of reading services; observation and evaluation techniques; collaboration and consultation with teachers; providing professional development; evaluating existing reading programs and planning for change; and communicating with staff, administration and community.		
Foundations of Language and Literacy	EDU48750	3 CR
SPECIAL NOTES: This course is part of a group of courses to meet the requirements for an Arizona Department of Education Reading Endoresement (K-8). DESCRIPTION: This course is a comprehensive overview of the foundations of language and literacy designed for ALL educators who teach reading in either inclusion or self-contained settings K-12. Current research and best practice methods are provided in an interactive course format designed to meet the needs of a variety of staff including classroom teachers, special education resource and self contained teachers who are responsible for literacy assessment and instruction. Participants will learn the principles and components of scientifically based reading instruction and also focus on basic principles of writing instruction.		
Environmental Education Internship/Practicum	EDU51020	4 CR
Environmental educators will apply their program knowledge and experience in a practical context: internship or practicum. This experience is designed to integrate professional practice, theory, and ethical standards within a supervised educational setting using the field as a classroom. Educators work closely in their site approved setting under a qualified Practicum Supervisor. Settings can be formal, non-formal, and informal. During this experience educators will develop and present activities and curricula or other related environmental education projects.		
Foundations of Environmental Education	EDU51100	3 CR
This course covers the history, philosophy, and theory and evolution of environmental education. Students will explore the theoretical and philosophical framework of environmental education and seek to understand the relationship to disciplines which inform the field: environmental studies, education, psychology, political science, fine arts, language arts, history, performance studies, etc. Educators will also explore problems and emerging trends in environmental education and relationships of environmental education in formal, non-formal, and informal contexts. The North American Association for Environmental Education's Guidelines for Excellence (NAAEE) six key characteristics that are used to guide the development or selection of comprehensive, high-quality		

environmental education curricula will be studied.
Designing the Educational Program: Curriculum, Instruction and Assessment EDU57000 3 CR
In this course educational leaders will study the design, implementation, monitoring and evaluation of a comprehensive education program. This course will explore the means to work collaboratively with students, colleagues, support personnel, organization and community partners. Educators will gain skills in designing, developing and implementing a program, as well as determining outcomes and conducting program evaluations that guide practice.
Pedagogical-Andragogical Methods in Teaching & Learning EDU57100 3 CR
This course is designed to provide environmental, experiential and outdoor educators with current and emerging research, skills and strategies in meeting the learning needs of children, adolescents, and adults. Environmental, experiential and outdoor educators will learn and understand how children, adolescents, and adults develop over time and how emerging research on learning affects instruction, assessment, and the decisions made by educators. Effective educators understand the holistic nature of learning and attend to the collective and individual cognitive, emotional, physical, and social needs of their students. To facilitate deep learning, effective educators understand the role of prior knowledge and experiences, language, human development, self-efficacy, creativity, motivation, and influence of culture and community in the learning process.
Regenerative Design EDU57512 4 CR
SPECIAL NOTES: None Course Description: 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.
Philosophies and Trends of Environmental Education EDU57514 3 CR
COURSE DESCRIPTION: During this course, students will explore the theoretical and philosophical frameworks supporting environmental education (EE). Consideration will be given to EE both past and present, how it is practiced, challenges it faces as a field, and current/future trends. Additionally, this course will help to prepare the graduate EE student to become a certified EE practitioner at the state or national level as dictated by the North American Association for Environmental Education. Through readings, writings, experiential activities, online group discussions and individual projects, students will gain a better understanding of EE as well as the importance of exploring EE within their own unique academic and professional interests.
Indigenous Peoples, Knowledge, and the Environment EDU57519 4 CR
SPECIAL NOTES: Course is offered in both Master's and Doctoral programs.

COURSE DESCRIPTION: In this course, students will consider how to sustain and nurture Indigenous and other local methods of generating new knowledge. Resource planning and resilience management programs often call for mutual, social learning exchanges between local participants and government scientists and policymakers, but in practice, scientific managers and bureaucrats often dominate the discourse. Our critical reviews of case studies and class discussions will focus on how urban and other land planners might begin to learn more from local inhabitants and practitioners.		
Connected Learning	EDU57521	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: The course is interdisciplinary. This 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.		
Environmental Education Thesis	EDU59900	4 CR
Based on the advanced research methodology and practicum/ internship experience selection, environmental educators will develop, write and present their thesis project. The thesis intent is to contribute to the knowledge of the educator's area of specialization, embodying original, independent, applied scholarship. A strong supportive Literature Review will be included.		
Sustainability Theory and Practice in Education	EDU71001	4 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: 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	EDU71002	4 CR

SPECIAL NOTES: N/A

COURSE DESCRIPTION: 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 social, spiritual, physical, emotional, and mental 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.

Modes of Inquiry I: Interdisciplinary Graduate Research Design	EDU71003	4 CR

SPECIAL NOTES: N/A

COURSE DESCRIPTON: This course is the first of two courses designed to provide an overview of scholarly thinking, research, and writing. The first semester addresses the following areas within graduate scholarship: who we are as scholars; what motivates us to seek answers/change; what it means to do scholarship and inquiry; and what we are looking for in [choose your adjective: superior, essential, objective, informed, etc.] research. The first semester course introduces the practical elements of planning, implementing, and documenting a research project. The class focuses on specific skills, including how to select a research project; how to conduct a literature review; how to

design/refine a research question or statement and limit research parameters; how to formulate an appropriate/meaningful research design; how to incorporate existing theory and methodologies; and finally (because it must be the final step before embarking on the project) how to decide on the appropriate research method(s). We focus explorations on the interdisciplinary conceptual and methodological approaches necessary to understand sustainability as it relates to complex social and natural systems. We consider the notion that before it is possible to design effective research projects with appropriate methods in the context of sustainability, we must first consider our own ontological perspectives (who we are and what we bring), epistemology (how we know what we know), and methodological lenses that address the role of power and social reproduction in knowledge production, problem solving, and action directed at change.
Modes of Inquiry II: Interdisciplinary Graduate Research Design EDU71113 3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: 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.
Climate Change, Social, Cultural, Economical and Political Dimensions EDU71121 3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: Students taking this course will study the political, social, and economic dimensions of sustainability. An important part of the course will be to examine the implications of climate change, and how it influences human and natural systems, and as well as the connections between climate change and a multitude of contemporary issues in the 21st Century. Topics include the impact of climate change on culture and economics; the economic impact of both sustainable and non-sustainable practices; the nature of scientific knowledge; relationships between scientific knowledge and political, social and cultural values; and the contributions that the social sciences and humanities can make to public debates on sustainability. This course will help students improve their skills in critical thinking, their ability to analyze complex arguments, and develop knowledge to decide what actions the individuals, corporations, and government could take to reduce environmental impact.
Culturally Responsive and Sustaining Pedagogy EDU71122 3 CR

SPECIAL NOTES: N/A
COURSE DESCRIPTION: Students taking this course will explore fundamental challenges and contradictions in educational practice and theory as a means to work toward a shared vision of a more sustainable—socially just and ecologically responsible—world. An aim of this course is to model critical pedagogy and culturally responsive teaching that is intellectual and experiential, individual and collective, and theoretical and practical. Students taking this course will study effective praxis, theoretical foundations of critical pedagogy and culturally responsive teaching. Students will also study practical aspects of the classroom that include lesson planning, teaching techniques, reflections on student learning, and politics of knowledge. Through the process of inquiry, this course will operate as a learning community where all students, as both educator and learner, will be encouraged to imagine new ways of seeing and acting in the field of education and the role it plays in problem solving for a multitude of social and environmental challenges. The course will culminate in the implementation of student-designed Critical Pedagogy Action Projects.

Art-Based Research Methods	EDU76000	3 CR

COURSE DESCRIPTION: In this course, students will explore alternative forms of inquiry and research methods that fall outside the framework of science-based research. Similarities and differences between art-based research methods and scientific research will be explored. Theoretical and methodological foundations of art-based research will be examined, with a focus on art-based research (ABR), arts-based educational research (ABER) and art-based autoethnography (ABAE). Each of these research methods will be brought to life with actual examples including the development of research questions, data collection, analysis, and representation. Research is a process committed to the creation of new knowledge. Some scholars call art-based research a new vision of research. Arts educator Ed Eisner, a proponent for pluralistic methodologies in the field of educational research says, “Alternative forms of representation acknowledges the variety of ways through which our experiences are coded.” Some of these forms could include painting, narrative, video/film, poetry, performative play, graphic novels, music, and dance. Alternative research methods such as art-based research come with strong criteria that includes rigor, validity, and reliability. Other criteria includes, substantive contribution, aesthetic merit, reflexivity, and impact. And still other ABR researchers include in their rubric that methods must be ethically, politically and culturally responsive. Shifting boundaries of traditional perspectives of inquiry and knowledge creation, promoting alternative forms of research methods to include pluralistic and transgressive modes of inquiry, expression, representation, and discourse are needed in the 21st century because the language and system of discourse we choose mediates and defines the very experience we attempt to describe.

Climate Change II: Advocacy and Praxis	EDU77506	3 CR

COURSE DESCRIPTION: Climate Change II: Advocacy and Praxis is an application-based course designed to integrate theoretical concepts from Climate Change and other core doctoral offerings. The course will utilize principles from adult learning theory to provide

the space for students to actualize an interest-driven community-based experiential learning (CBEL) project, oriented around climate change and climate justice in their community. Students can further develop projects such as EPICC or CITE projects or initiate new meaningful engagements in their community.		
Quantitative Methods: Concepts and Applications	EDU78000	3 CR
COURSE DESCRIPTION: This course examines the basic concepts of statistics in order to build a functional understanding of quantitative and mixed methods. While statistical concepts form the backbone of quantitative methods, the focus of this course will remain on the interpretation of statistics in the literature, and the application of quantitative methods in research. Best and worst practices in the use of quantitative methods will be discussed. From this course, students will develop their statistical literacy, and work on incorporating quantitative and mixed methods into their research.		
Naked-eye Astronomy	ENV21002	4 CR
SPECIAL NOTES: This course will be a combination of in class and field components. Additionally, there will be an extended field trip. COURSE DESCRIPTION: A broad introduction to the bodies of the solar system and beyond, this interdisciplinary course integrates elements of history, mythology, science, mathematics, and observation. Movements and configurations of the earth, moon, and stars will be studied along with their ancient and modern explanations and cultural significance. Classes will consist of naked-eye observation, lecture/discussion, projects, and problem-solving.		
Philosophies of Interpretive Naturalists	ENV21015	4 CR
SPECIAL NOTES: Writing Emphasis. Thursday afternoons in the field. COURSE DESCRIPTION: Wilderness has had a profound effect on art, literature, and political thought in America. This course will consider the historical influences wilderness and nature have had in shaping our contemporary philosophies and attitudes. Beginning with an overview of definitions of nature from the roots of western civilization, we will gain a historical context for considering the writings of interpretive naturalists such as Henry David Thoreau, John Muir, Aldo Leopold, and Rachel Carson. Selected essays will be read and discussed with respect to their influence on political and philosophical perspectives in America.		
Ecological Economics, Principles of	ENV21350	4 CR
SPECIAL NOTE: NONE DESCRIPTON: Traditional economics focuses on perpetually increasing goods and services produced by human society — as measured by the gross domestic product — regardless of the consequences to the environment or disempowered societies around the world. In contrast, ecological economics offers a new, transdisciplinary approach to economics that integrates in its foundation the limits of the natural world so that ecological systems and human well-being is prioritized over economic growth. This course will critically examine the basic theories and practices of traditional economics used by society today, and then delve into the principles of ecological economics. We will consider the failures of traditional markets to address environmental “externalities” such		

as pollution and resource depletion. The course will use recent case studies including the Green New Deal, industrial food production, population growth and environmental justice to explore the theories of ecological economics.		
Geographic Information Science, Introduction to	ENV21400	4 CR
SPECIAL NOTES: This course will meet for the first 3 days in the GIS Lab. This course will take place in Kino Bay, Mexico and VALID PASSPORT REQUIRED TO CROSS THE BORDER!! $200.00 estimated student expense for food, supplies, misc. Geographic information science involves the integration of geography, cartography, geographic information systems (GIS), global positioning systems (GPS), and remote sensing (RS). The purpose of this introductory course is to familiarize participants with computerized systems for the capture, processing, analysis, and display of all kinds of geographical (spatial) data. The principles and concepts of cartographic modeling, GIS, GPS, and remote sensing will be explored through lectures, discussions, and laboratory exercises. Emphasis will be placed on learning the basic tools and methods for application to "real world" environmental, natural resource management, and socioeconomic questions. Data are drawn from global and local examples and situations.		
Energy & the Environment	ENV21500	4 CR
SPECIAL NOTES: All day field trips most Friday's. $50 estimated student expense for food in the field. COURSE DESCRIPTION: he 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 warming the planet and 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 individual research, individualized research projects as well as participate in class and short field trips.		
Water in the West	ENV21550	4 CR
SPECIAL NOTES: Occasional long field trip days required. COURSE DESCRIPTION: This course is a comprehensive survey of the role of water resources in the development and life of the western United States. Topics include basic hydrology, the quantity and quality of water sources, water uses and distribution, water supply management and development, water politics and laws, history, and current status of water supply problems. Arid regions in other parts of the world will be reviewed, as will proposals for the future.		
Foundations of General Chemistry	ENV21601	4 CR
SPECIAL NOTES: Due to the amount of mathematical calculations being done in this class successful completion of Algebra II is highly recommended		

DESCRIPTION: This course provides an introduction to chemical sciences, focusing on inorganic chemistry. Topics include the nature of matter and energy, atomic structure, chemical bonds, chemical measurement, classification and stoichiometry, chemical reactions, acid/base equilibrium and topics in thermodynamics. Organic chemistry and biochemistry will be introduced. The course will serve as a useful basis for students who will continue to study chemistry and to those interested in biological systems, environmental chemistry, soil science, geology, phytochemistry and many other areas within environmental studies. Classes consist of lectures, discussions, and lab exercises.		
Physics, Foundations of	ENV21610	4 CR
SPECIAL NOTES: College Algebra is strongly recommended, or, at the least, ability to perform basic algebraic manipulation. COURSE DESCRIPTION: This course is an introduction to various themes in physics including motion, energy, waves, electricity and magnetism, and modern physics. We will discuss the social context and philosophical implications of developments in physics, from its inception in ancient times to modern particle physics. A solid foundation in high school algebra is required for entry into this course although the emphasis will be on concepts and not mathematics.		
Explorations in Sustainable Community Development	ENV21700	4 CR
SPECIAL NOTES: Estimated student expense of $50.00 for material for independent project. COURSE DESCRIPTION: This course explores elements of creating a sustainable personal lifestyle, household, placed community, and genuine connection with the natural world. We will explore how aspects of your daily life can help to sustain the quality of your life, the life of your community and the natural world that surrounds it. We explore four realms of the sustainable community (also known as The Butterfly Curriculum): re-growing ancestral bonds between people and local nature; shrinking the human footprint through alternative practices and appropriate technology that support more sustaining pathways for securing water, food, shelter, energy, transportation, and waste; harmonizing our inner landscape/ psyche with the living dynamics of the biophysical environment; sharing, educating, and celebrating across the generations collective practices to live more sustainably in human communities and natural systems. Students will forage for seed ideas during community walkabouts, course work, and classroom activities to grow one idea into a complete design for a community-based sustainable project they intend to implement in their home community.		
Human Biology	ENV22005	4 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: Human Biology addresses essential knowledge about the human body from an animal biology and evolutionary perspective, delivered through hands-on lab activities, lectures, readings, and discussion. The course will focus on the anatomy and physiology (“form and function”) of the major human organ systems: skeletal, muscular, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive, endocrine, and nervous systems. All of this will be based on an understanding of the		

underlying tissues and cell types. Special attention will be given to relevant vital topics such as birth control, neurotransmitters and medications, genetics, diseases, and evolutionary psychology.

Animal Biology	ENV22010	4 CR

SPECIAL NOTES: Additional Lab Time Required. Also, there is a Required All-day Field Trip to a Zoological Park and Aquarium November 21, 2020.
COURSE DESCRIPTION: This course offers a survey of the major groups of invertebrate and vertebrate animals. Topics include classification, anatomy, physiology, behavior, and ecology within an evolutionary context. The course consists of readings, lectures and discussions, laboratory exercises, web assignments, projects, and field trips to zoological parks and an aquarium.

Behavior & Conservation: East African Wildlife	ENV22013	4 CR

SPECIAL NOTES: <<<STUDENTS MUST HAVE VALID PASSPORT>>> This course part of a 12 credit suit that take place at the Prescott College Dopoi Education Center in southern Kenya. Student must take all 3 courses to receive credit. The 3 courses are Maasai Lands and Colonial Legacies. Special Topics in Adventure Education: Ways of Being in Wilderness, & Behavior and Conservations: East African Wildlife. Students will begin class in Prescott then fly to the field during Spring Break. Contact instructor at mpoole@prescott.edu for questions and information.
COURSE DESCRIPTION: This course focuses on the following themes, supported by lectures, readings, discussions, and field trips: diversity, behavior, and ecology of East African vertebrates, with emphasis on mammals but also including birds and reptiles; field methods in behavioral ecology; and conservation strategies. Each student will conduct literature research on two species, write summary papers and, during field outings, give oral presentations describing behavior and ecology, population status in the wild, and conservation focus. The field portion of the course entails periodically visiting Maasai Mara National Reserve, where students will observe wildlife and collect data on behavior, especially on social interactions. Students will compare their findings with published information on the species in question. We will also meet with field specialists to learn about various conservation initiatives that are being undertaken for selected species in East Africa. Students will practice writing and speaking skills, as well as learn how to prepare a professional scientific poster.

Biological Principles: Life on Earth	ENV22015	4 CR

SPECIAL NOTES: Additional lab time required - instructor will advise. $100.00 estimated student expense for supplies, misc.
COURSE DESCRIPTION: 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.		
Insect Ecology	ENV22020	4 CR
This course offers an introduction to insect biology and includes a survey of diversity, an examination of anatomical, physiological, and behavioral adaptations, an exploration of ecological relationships, and an appreciation of the economic importance of insects, including the role of insects as agricultural pests as well as providers of critical ecosystem services. Besides classroom and lab activities, there will be a significant field and research component, much of it based at Prescott College's Jenner Farm. Students will be able to identify common insects that occur in the Prescott area as well as understand the interactions and influences of these arthropods in local ecosystems.		
Conservation Biology	ENV22022	4 CR
COURSE DESCRIPTION: This course focuses on the nature and importance of biological diversity, modern threats to its integrity, and the emergence of conservation biology as a crisis-oriented, applied, scientific discipline. Biological, political, and managerial considerations are given to a broad range of topics, including: biodiversity, island biogeography, extinction, minimum viable population size, endangered species, design of nature reserves, and ecosystem management. Students gain a broad overview of conservation biology, as well as focus on a specific topic of their choice through completion of a personal project. Extensive readings of original literature are required.		
Form & Pattern in Nature	ENV22100	4 CR
SPECIAL NOTES: $20.00 estimated student expense for misc. COURSE DESCRIPTION: 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.		
Plant Explorations	ENV22115	4 CR
SPECIAL NOTES: Many local field trips DESCRIPTION: Plants are one of the most successful, diverse, and important groups of organisms in the world. In this course we will learn how plants survive and reproduce, why there are so many different types of plants, and how they adapt to different ecological roles. We'll explore foundations of botany and adaptations of plants that allow		

physiological and reproductive success in the Plant Kingdom. Students will study the prominent families of Arizona plants, the unique structures of plant cells and tissues, physiological processes, such as photosynthesis and photorespiration, and basic plant chemistry, while also learning skills of plant identification. These foundations will allow upper division work in ethnobotany, herbology, and plant systematics. Plant identification and systematic studies will take place at the Natural History Institute Herbarium.

Ornithology: The Life of Birds	ENV22201	4 CR

SPECIAL NOTES: Frequent field trips on Fridays 10:30-12:45. $100.00 estimated student expense for food in the field, supplies, misc. Binoculars and Field Guide required.
This course introduces students to the biology of birds. Topics include diversity, evolution, anatomy, physiology, behavior, ecology, and conservation. The course consists of lectures, discussions, and extensive readings, including a selection from the primary scientific literature. Local outings supplement the material covered in class and offer students the opportunity to learn field identification. Students are required to keep a field journal and to prepare several class presentations.

Human Ecology, Introduction to	ENV22700	4 CR

SPECIAL NOTES: NONE
COURSE DESCRIPTION: In this course, we will examine the interrelationship between the environment and our human species from the complementary perspectives of anthropology and ecology. We will examine case studies of human groups from prehistory to the present and across a variety of the world's major environmental zones, addressing key questions such as: How have different human groups adapted, both biologically and culturally and across time, to the environments they have inhabited? Are small-scale groups better adapted to their environments than large-scale groups? How did the fossil fuel revolution transform human ecology? What are the ecological dimensions of human fertility, infectious disease, and nutrition? How should human cultural values, ideologies, and differences in power be incorporated into studies of human ecology? How can policy-makers draw on these lessons to formulate effective strategies for the simultaneous conservation of biological and cultural diversity? Students will develop their answers to these questions through lecture, reading, writing, and discussion.

Restoration Ecology: Watersheds of the Southwest	ENV22724	4 CR

SPECIAL NOTES: Writing Emphasis; This course will have 1 overnight camping trip with the Arizona Wilderness Coalition. Date TBD (Estimate $20 food cost) Students will bring there own food.
This course focuses on watershed-scale restoration. Striking a balance between theory (restoration ecology) and practice (ecological restoration), we will begin by exploring watershed and riparian restoration from philosophical, psychological, political, and economic perspectives. Understanding the structure and function of aridland watersheds and assessing how human activities have affected and shaped their health will set the foundation for the rest of the course. Some of the paradigms and principles

relevant to ecological restoration such as succession, disturbance, space-time sacles, evolution, historical ecology, ecosystem health, and traditional knowledge will also be examined. Finally, students will learn practical methods of planning, implementing, and evaluating watershed and riparian restoration projects through case study, research, field trips to restoration sites, and hands-on restoration work.		
Ecology, Concepts of	ENV22725	4 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This introductory, field-oriented course grounded in Southwest ecosystems focuses on how the world works, how things in nature are interconnected, and how we can apply our understanding in order to live more sustainably. Students learn ecological concepts by observing and inquiring into interactions among biotic and abiotic components at various scales (individual organism, population and species, community and ecosystem, greater landscape). Field activities involve descriptive and quantitative methods of analysis and interpretation. Students gain critical thinking skills, learn basic field methods, develop an ecological mode of reasoning, and form stronger personal connections with nature. This course is designed to help students from all curricular areas build a solid foundation of ecological literacy within a good liberal arts education.		
Natural History & Ecology of the Southwest, Phase I	ENV22730	4 CR
SPECIAL NOTES: Typically, two class days per week, 8-5 though some field days may start earlier or last later; please avoid scheduling conflicts. We usually begin in the classroom and head to the field later in the day, though some days will be entirely in the field. Two weekend field trips required (dates TBD). Estimated field trip expenses for group food (dinners) $50.00. Binoculars REQUIRED (up to $150.00 if not already owned). COURSE DESCRIPTION: This intensive course will provide both descriptive and quantitative tools of analysis as applied to ecosystems within the state of Arizona. Students will learn natural history skills such as field identification of organisms, use of dichotomous keys, record-keeping, basic sampling techniques, and the fundamentals of writing a scientific paper. These skills will be developed within the context of ecological principles such as natural selection and evolution, homeostasis, population dynamics and life-history patterns, community organization and structure, ecosystem functioning, and biogeographic concepts. Students will practice the art of thinking ecologically and will consider how ecological principles can be applied.		
Natural History & Ecology of the Southwest, Phase II	ENV22731	4 CR
SPECIAL NOTES: See phase 1 for all required details. COURSE DESCRIPTION: This intensive course will provide both descriptive and quantitative tools of analysis as applied to ecosystems within the state of Arizona. Students will learn natural history skills such as field identification of organisms, use of dichotomous keys, record-keeping, basic sampling techniques, and the fundamentals of writing a scientific paper. These skills will be developed within the context of ecological principles such as natural selection and evolution, homeostasis, population dynamics and life-history patterns, community organization and structure, ecosystem functioning,		

and biogeographic concepts. Students will practice the art of thinking ecologically and will consider how ecological principles can be applied.		
Environmental Studies: Root Causes, Innovative Solutions	ENV22850	4 CR
SPECIAL NOTES: Students will participate in local field trips during class time. Dates TBD. This course will study the most pressing issues of global, ecological, and sociological relevance within the environmental fields and explore the root causes of our current state of the world. We will question how and why the diversity of environmental philosophies have simultaneously broadened and weakened the collaborative capacity of the environmental movement. Topics include the life-giving services that nature provides and how and why the field of economics fails to account for those services in their decision making. The course will cover international legislative actions from the 1970s to the present to explain why the US lost its standing as environmental leader. The successes and failures of international response to global environmental issues will be contrasted. The course will analyze controversial solutions in the international mainstream (e.g., globalization, sustainable development, and industrialized agriculture) and consider alternatives. A study of ancient civilizations will focus on choices that led to collapse. Naturally, discussion will focus on involvement of the U.S. both domestically and internationally, and how our unique culture may be our undoing... or our salvation.		
Ecology of Human Evolution	ENV23000	4 CR
SPECIAL NOTES: NONE DESCRIPTION: It is not possible to completely understand the reciprocal character of the human/nature relationship without looking closely at the very long history of that relationship. Furthermore, evolutionary trends need to be evaluated from an ecological perspective. The seeds of hominid ecology that were sown millions of years ago bear fruit even today in human populations. This course identifies those seeds and follows their development through the course of hominid evolution. We will ask hard questions about the past and seek answers that have meaning for today's world. How did physical adaptations to natural conditions over the last few million years affect our ability to adapt to the present day environments? How did adaptive behaviors and values forged in the face of inhospitable environments hundreds of thousands of years ago help create the predicaments in which we find ourselves today? Does the past limit our future? The mechanisms of biological and cultural evolution will guide our investigations of these and other critical questions. This course is designed for students who already understand the basic concepts in ecology and evolutionary theory.		
Marine Studies I: Natural History of the Gulf of California	ENV23321	4 CR
SPECIAL NOTES: <<A VALID US PASSPORT IS REQUIRED for travel to Kino Bay, Mexico>> Course will take place the first week and the last week at 10:30-3:15 in Crossroads 204 then in Kino Bay, Mexico. Estimated Student expense of $575.00 for Tourist Visa, food, spending money and Dorm space for 1st and Last week of the term. The Gulf of California is one of the most productive marine environments on earth. Its islands, biological diversity, and geologic and cultural history make it a remarkable place for students to learn about marine and coastal natural history. Students will develop		

skills in eld observation, species identication, and eld journaling, as well as an understanding and appreciation for this amazing region and its people. This class gives students unparalleled opportunities to experience and learn about the diversity of marine life in the Gulf of California, including invertebrates, birds, marine turtles and marine mammals.

Marine Studies III: Society & Environment: Case Studies	ENV23322	4 CR

SPECIAL NOTES: See Marine Studies I for all special notes and fees
This course explores the rich bio-cultural landscape of the Midri- Island Region of the Gulf of California. Through rst-hand eld observation and participation, students will gain an understanding of the dynamic and complex relationships between human communities and marine ecosystems in the Gulf of California. For example, students will engage in dialog and eld activities with shermen, indigenous elders, school teachers, resource managers and families to gain insight into the di-erent economic, physical, spiritual, and social relationships that people have with the ocean.

Marine Biology I: Diversity of Marine Life	ENV23325	4 CR

SPECIAL NOTES: Meets 1st 2 weeks and last week, 10:30-3:15, Monday - Friday in Crossroads 204; then leaves for the field. Must enroll in all three phases of Marine Biology concurrently; $400.00 estimated student expense for food, supplies, misc. VALID PASSPORT REQUIRED TO CROSS THE BORDER!!
DESCRIPTION: This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase II - Oceanography, and Phase III - Field Methods for Marine Ecology, Diversity of Marine Life is a survey of the common groups of marine organisms. We will explore the evolution, diversity, morphology, field identification, and ecology of marine algae, halophyte plants (such as mangroves), plankton, invertebrates, fishes, reptiles, birds and marine mammals of the Gulf of California midriff region.

Marine Biology III: Field Methods for Marine Ecology	ENV23327	4 CR

SPECIAL NOTES: SEE MARINE BIOLOGY I FOR ALL SPECIAL NOTES, FEES AND SCHEDULE. Student are required to have a VALID PASSPORT to cross the border.
DESCRIPTION: This quarter long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I - Diversity of Marine Life and Phase II - Oceanography, Field Methods for Marine Ecology will focus on design and execution of student research projects. Students will design field research projects, collect field data, analyze results and write up scientific papers on some aspect of marine ecology. Projects will be based primarily on the ecology of intertidal habitats or on islands of the Gulf of California.

Marine Biology II: Oceanography	ENV23328	4 CR

SPECIAL NOTES: SEE MARINE BIOLOGY I FOR ALL SPECIAL NOTES, FEES AND SCHEDULE. Students must have a VALID PASSPORT to cross the border.
This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken

concurrently with Phase I - Diversity of Marine Life and Phase III - Field Methods for Marine Ecology, Oceanography will provide an introductory glimpse of the Earth's oceans from physical and marine geologic perspectives. Through class presentations, lectures, discussions, lab exercises and field trips we will ponder the geologic origin of the oceans and familiarize ourselves with their geography. With an eye towards understanding the oceanic realm and the dominant role it plays in regulating global climate, we will study the physical and chemical properties of sea water and the techniques for measuring these properties. We will examine global oceanic circulation patterns and the causes of currents, waves, tides and upwelling. The preceding topics will be examined globally but examples from the Gulf of California will be used extensively to provide students with an introduction to this area.		
Oceanography	ENV23329	4 CR
SPECIAL NOTES: This block class is based in Prescott with extended field trips to the ocean. DESCRIPTION: This course will provide and introductory glimpse of the Earth's oceans from physical and marine geologic perspectives. Through class presentations, lectures, discussions, lab exercises and field trips we will ponder the geologic origin of the oceans and familiarize ourselves with their geography. With an eye towards understanding the oceanic realm and the dominant role it plays in regulating global climate, we will study the physical and chemical properties of sea water and the techniques for measuring these properties. We will examine global oceanic circulation patterns and the causes of currents, waves, tides and upwelling. The preceding topics will be examined globally but examples from the Gulf of California will be used extensively to provide students with an introduction to this area.		
Environmental Law and Policy	ENV23701	4 CR
SPECIAL NOTES: Writing Emphasis DESCRIPTION: This course will introduce students to the United States' approaches to (1) protecting clean air and clean water, (2) conserving endangered species, migratory birds and marine mammals, (3) the management of our public lands, and (4) the extraction of fossil fuels and other natural resources. Students will learn about the basic frameworks of the judicial, legislative, regulatory systems, and the interplays of the three branches of government, and assess the effectiveness of different approaches to influence public policy to address environmental, economic, and social problems. The course will provide students with an understanding of how members of the public can comment and engage on current policy issues and advocate for their point of view. Specific focus will be placed on analyzing public policy issues in the current era of environmental-rollbacks in the Trump administration. Students will choose a current U.S. policy issue to explore in depth for their writing intensive assignment. Field trips to meet with federal employees at the EPA, policy advocates, observe current environmental lawsuits in the courts, and meets with politicians will occur when feasible.		
Ethnographic Field Methods	ENV23800	4 CR
SPECIAL NOTES: NONE		

DESCRIPTION: This is a hands-on methodology course for students interested in conducting community-based ethnographic fieldwork, or the first-hand study of people in their everyday settings. We will explore critically the purposes, issues, ethics, and techniques of ethnographic fieldwork methodology through readings on fieldwork methods and by "doing ethnography." Students will learn about research design, gathering data, analyzing data, and how to write up their conclusions. Throughout the course students will conduct a series of fieldwork exercises as they work toward completion of an ethnographic research proposal.

Soil Science: Fertile Ground for Growth	ENV23810	4 CR

SPECIAL NOTES: NONE
Soil is one of the ultimate factors that determine the productivity of natural and agricultural ecosystems. What factors determine how soils form and what makes them fertile or infertile? Students in this course will study why soils vary in texture, chemical properties, organic matter content and water-holding capacity. In the field, a range of soil profiles will be examined and the appropriate Soil Survey will be interpreted. In the lab, students will learn some basic soil analyses, including determination of pH, cation exchange capacity, available phosphorus, texture, bulk density, and soil organic matter content. In addition, soil samples will be submitted to a state soils lab, and students will learn how to interpret the results from the laboratory analyses.

Small-scale Agriculture Production	ENV23812	4 CR

SPECIAL NOTES: This course will be based on the Prescott College campus, but uses a flipped classroom model. In a flipped classroom, students will have online assignments and readings, but class meetings are project-based and activity-focused. Some portion of each day will be in a campus classroom for group instruction, discussion and reflection, but most of the time will be experiential, with students engaged in a combination of seasonal projects and work sessions in Prescott College campus gardens, or on field trips to a range of small-scale agricultural operations in the region. Field trips will include one Farmers' Market visit on the first Saturday morning of the block.
COURSE DESCRIPTION: Small-scale farms account for nearly a third of global food production. The number of farms with fewer than 50 acres is increasing. This course aims to introduce students to practical small scale growing methods while also engaging with the question: How do we fashion a more sustainable agriculture for the Central Arizona Highlands? Various approaches to small scale agriculture-including community gardening, urban homesteading, and market farming-will be explored through readings, discussions, and site visits. Farm and garden work sessions will demonstrate such techniques as propagation, transplanting, direct seeding, weed and insect management, irrigation, and harvesting.

The Art & Science of Food Preservation	ENV23814	4 CR

SPECIAL NOTES: This course will include Saturday day field trip 10/02/20 and activities. $80.00 estimated student expense for supplies, misc.
COURSE DESCRIPTION: Refrigeration and freezing are relatively new phenomena in our modern food system. How then, have humans preserved their harvest throughout the

10,0000-year history of agriculture? What can we learn from these traditional techniques and what benefits do these practices offer to modern regional food system sustainability? This course will focus on the principles and practices of food preservation techniques including solar dehydration, canning, lactic acid fermentation and storage. Students will gain an understanding of the safe handling of food and explore basic food microbiology. Students will harvest the fruits and vegetables used in this class at local farms and gardens including Prescott College Jenner Farm.

Special Topics in ES: Regenerative Design: Architecture, Permaculture and Resilience ENV24005 4 CR

SPECIAL NOTES: This course will have open studio time to work on design projects.
COURSE DESCRIPTION: This class will create an awareness of the importance of design in shaping both the natural and human environments. Every product we use, every space we inhabit, every city we live in has been designed by humans with little consideration of nature. Ill-considered design has led to the global climate crisis, one of the most serious challenges we face, however regenerative design is a means to intentionally design the world so that human communities and nature can be sustained and thrive. Understanding regenerative design is essential in planning for a resilient future. Through readings, class discussions, field trips and practical examples we will explore the ways we can redesign for human needs while preserving the natural world.

Special Topic in ES: Design Thinking - Visualizing & Building Change ENV24006 4 CR

SPECIAL NOTES: Drawing ability is not a prerequisite of this class, students will develop all the skills needed to complete the design exercises in the class. Estimated student expense of $85.00 for art supplies.
COURSE DESCRIPTION: A quote from Milton Glaser, a famous designer, suggests that design “moves things from an existing condition to a preferred one.” By using design as a problem-solving tool, we can create a preferred world where both humans and nature can thrive. Design thinking can be applied to any problem that has multi-facetted challenges. In this class students will be guided though a visualization process for developing concepts using design thinking. Students aesthetic and materials choices will be explored through the creation of a functional, appealing design. Using preliminary sketches, delineated drawings, models, building plans and sections students will design of a small house based on regenerative principles.

Permaculture for Systemic Change ENV24130 4 CR

SPECIAL NOTES: Several field trips including multi-day trips are included in this course. $118.00 estimated student expense for personal equipment.
COURSE DESCRIPTION: Permaculture is a design methodology for creating sustainable human environments from the home garden to the large acre farm, from landscape planning to sustainable human settlements, organizations, and society. Permaculture uses an ethically-based whole-systems design approach, incorporating concepts, principles, and methods derived from natural ecosystems as well as from cultural and indigenous systems. Although rooted in horticulture and agriculture, Permaculture design is interdisciplinary, touching on a wide range of subjects including regional

planning, ecology, animal husbandry, appropriate technology, architecture, and international development. Through classroom lectures, field trips, hands-on activities, experiential learning exercises, group discussions, readings, and student design projects and presentations this course will cover topics including: Permaculture theory and practice, leadership capacity building for collective impact, and strategic sustainability toward systemic change.

Park & Wilderness Management	ENV24700	4 CR

SPECIAL NOTES: Several day long field trips, one weekend field trip to the Colorado Plateau. You must be able to attend all field trips and be cabable of moderate hiking. $150.00 estimated student expense for food in the field, misc.
COURSE DESCRIPTION: National Parks and Wilderness are the jewels of our Public Lands. Their value extends beyond the anthropocentric values of resource extraction, recreation and management to include ecological values that for most people are not understood or appreciated. Without protection, these lands would have been valued only for the commodities they could yield including mining, grazing, timber, recreation, and tourism. Beginning with an overview of the history of National Parks and Wilderness, we will explore the historical and contemporary debate between conservation and preservation in America. Along with extensive readings, field trips to Wilderness areas and National Parks, including meetings with agency personnel, will complement classroom lectures, videos, and discussions.
Text: The Great New Wilderness Debate. Ed. J. Baird Callicot, and Michael P. Nelson

Global Environmental Change: An Earth Science Perspective	ENV24749	4 CR

SPECIAL NOTE; NONE
Geological archives in oceans, lakes, glaciers, and elsewhere on the continents provide evidence of both ancient and recent changes in global systems. This class will discuss past major shifts in climate and the roles played by the oceans, atmosphere, and biological processes based on evidence from the geologic record. The focus will then shift to changes that have taken place during the past 100,000 years to put the climate changes of the past few centuries and decades in perspective. Specific geologic case studies will be used to provide examples of scientific paleoclimate research. Students will perform a variety of lab and field-based activities and numerical modeling exercises to explore a broad range of climate processes. The goals of this course are for students to build an understanding of the interactions within the coupled Earth systems that control climate, become familiar with evidence of recent climate change, and to be able to make basic predictions of future climate change and sea-level rise. Students taking the course for upper division credit will be expected to build on previous coursework and undertake a series of numerical global climate model experiments as part of an in-depth examination of one part of the Earth's climate system.

Earth Science: An Introduction to the Home Planet	ENV24752	4 CR

SPECIAL NOTES: Class meets half day Wednesday; One multi-day field trip required; $75.00 estimated student expense for camping, misc.
This is an introductory geology course in which we explore the fundamental components

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

Geologic Evolution of the Southwest	ENV24753	4 CR

The stunning and diverse landscapes of the Southwest are the product of more than four billion years of geologic activity. In this course, we take a journey through deep geologic time and beyond, exploring briefly the formation of the Universe, our solar system, the birth of our planet, and then spend the bulk of the semester concentrating on the evolution of the Southwest specifically. The rock record that surrounds us tells of the appearance and demise of past oceans, mountain ranges being uplifted and worn away, intense episodes of canyon carving, continents colliding and drifting apart, and much, much more. We will spend time in the classroom learning about the Southwest's geological evolution through readings, lectures, discussions, presentations, and lab exercises. But the evidence from which we have unraveled the history of this region is locked within the rocks. Thus, we will take a closer look at these geologic archives with a series of local one-day field trips on Fridays and one longer excursion to the spectacular cliffs of the Grand Canyon and southern Utah. The goal of this course is to develop an understanding of the geologic history of the region and how that story is recorded in the rocks

Geology of Arizona	ENV25020	4 CR

SPECIAL NOTES:This course will include several multi-day field trips with numerous day hikes, but all camping will be van-based. Students must have reasonable hiking fitness. $100.00 estimated student for equipment, materials, and food in the field.
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.

Community-based Conservation in Costa Rica	ENV25114	4 CR

SPECIAL NOTES: This course requires a <<<<<VALID PASSPORT>>>>> for INTERNATIONAL TRAVEL. Pre-meeting to be held <<<<<<TBD>>>>>. If you are unable to attend the meeting please contact instructors to arrange individual meeting. This course requires Instructor permission. Students will be required to do the online portion before departure. Students will arrange their own travel to San Jose' Costa Rica and meet faculty there on May 25th.

This course explores the environmental, social, and economic aspects of the conservation of biodiversity and culture including a variety of approaches, from community-based efforts, to private, and top-down governmental projects and parks. The course visits and analyses select examples of eco-tourism, rural tourism, sustainable development, community organizations, and national parks. Our travels take us throughout Costa Rica for three weeks exploring six different sites that represent different ecosystems, cultures, and conservation strategies. Among these sites, we will visit the subalpine paramo—a tropical tundra at the highest elevation in Central America, cloud forests, lowland rainforests, and the Pacific beaches where sea turtles nest. Students will analyze each one of the projects that we visit from diverse angles that together create a nuanced narrative of the root problems encountered and innovative solutions crafted. Graduate students can contract this course to fit their academic needs and interests.

Science Explorations	ENV27100	4 CR

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Nothing has done more than science to shape the dominant worldview of modern civilization; therefore, a liberal arts education is not complete without understanding how science defines our reality through its unique method of inquiry. In this course we explore the beauty and power of the natural sciences through an historical overview of major scientific discoveries, we have the opportunity to investigate a specific self-chosen science topic of personal interest, we practice doing science in a meaningful self-chosen experiential project, and we consider the limits of science both in the context of science's inability to address nonphysical areas of inquiry and in the context of the very limits science itself has encountered in the mind-blowing implications of quantum theory and cosmology.

Statistics	ENV28063	4 CR

PREREQUISITES: Algebra II

The purpose of this statistics course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Explorations of Norway: Nature & Culture	ENV41010	4 CR

SPECIAL NOTES: << A VALID PASSPORT GOOD UNTIL APRIL 2020 IS REQUIRED!!>>Students must be able to arrive in Bergen, at the Bergen Youth Hostel by noon on August 27th, the first day of class, and we strongly recommend arriving at least one day early. Students are expected to book their own flights, however, I would like to coordinate our travel plans to insure that we will all be in Bergen on August 27 or earlier. The course will end on September 20 and students will be free to fly out that evening.

Application deadline is March 27th at 5pm. If you are on campus and have not met with Doug, and have applied or are planning to apply, you must set up a meeting. Doug will provide an application. Written approval from Doug is required prior to registering for this class. $250.00 non-refundable deposit will be due upon registration and is credited toward course fee. An estimated student expenses OF $1,550.00-$1,750.00 for gear, airline tickets, food in the field, misc.

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

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

Philosophies of Interpretive Naturalists ENV41015 4 CR

SPECIAL NOTES: Writing Emphasis. Additional class time may be needed on Fridays

COURSE DESCRIPTION: Wilderness has had a profound effect on art, literature, and political thought in America. This course will consider the historical influences wilderness and nature have had in shaping our contemporary philosophies and attitudes. Beginning with an overview of definitions of nature from the roots of western civilization, we will gain a historical context for considering the writings of interpretive naturalists such as Henry David Thoreau, John Muir, Aldo Leopold, and Rachel Carson. Selected essays will be read and discussed with respect to their influence on political and philosophical perspectives in America.

Statistics for Research ENV41025 4 CR

SPECIAL NOTES: NONE

Statistics for Research teaches the research skills needed to seek answers to complex ecological, biological, and social questions. This course focuses on hypothesis testing and the design of experiments and surveys. Experience will be given in acquiring large data sets and the statistical manipulation of quantitative data. Subjects include data distributions, descriptive statistics, analysis of variance and t-test, regression and correlation, and non-parametric alternative tests. Exposure will be given to multi-variate testing. Students will gain hands-on experience with SPSS.

Grand Canyon Semester II: Interdisciplinary Landscape Ecology ENV41027 4 CR

SPECIAL NOTES: See Grand Canyon I for all fees and speical notes.

In this course, students adopt an interdisciplinary approach to studies in landscape

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

Grand Canyon Semester III: Teaching, Research, & Resource Stewardship on Public Lands ENV41028 4 CR

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

Environmental Education Methods ENV41101 4 CR

SPECIAL NOTES: Concepts of Ecology or Natural History, or CC1 Concepts of Ecology and Fundamentals of Environmental Education are highly recommended courses. Previous experience working with children and other Education courses may be very beneficial. Attendance is critical on field days with elementary school visits on most Thursdays as well as a three-day camp
two weeks prior to the end of the semester. The Thursday class will consist of meeting in the classroom from 8:00-10:15 prior to going out to the schools. Students will be expected to have finger print cards. No text is required. There will be a course reader

for the class.
A capstone class for many ES and AE students, Environmental Education is the educational process which deals with humanity's relationship to the natural and human-made world. This course will review perspectives presented in Fundamentals of Environmental Education and focus on developing demographically appropriate methodologies including the conceptual approach to ecological principles, sensory awareness, values clarification, and general interpretation. These approaches will be presented in a way that demonstrates the interrelatedness of environmental education to diverse subject areas within a school curriculum as well as other relevant educational settings and populations. Students will gain experience designing and implementing activities in a "place-based" watershed and creeks education program with fifth grade students at a local elementary school.

Geographic Information Science, Advanced	ENV41401	4 CR

SPECIAL NOTES: This course will meet for the first 3 days in the GIS Lab. This course will take place in Kino Bay, Mexico and VALID PASSPORT REQUIRED TO CROSS THE BORDER!! $200.00 estimated student expense for food, supplies, misc.
REQUIRED: Students must supply a minimum of 32GB of personal external memory (e.g. thumb drive.)
The intent of this course is to provide students with advanced experience in Geographic Information Systems applications. Students will develop their skills with the GIS software ArcGIS. The course will be project-based and focus on analyzing a particular problem using GIS technology. This will allow students to gain a deeper understanding of the technology's potential as an analytic tool in today's society. They will gain a clearer recognition of the interdisciplinary uses of this powerful tool. Projects will be student-generated and based on a real-world environmental or social research problem or question. Advanced GIS topics might include, but are not restricted to, remote-sensed imagery analysis, GPS mapping as a tool for GIS, advanced spatial modeling and multi-criteria, multi-objective decision making in GIS. Students should come away from this course with the confidence to apply GIS technology to their future academic and professional endeavors.

Gulf of CA: Semester: Geographic Information Science, Advanced	ENV41401	4 CR

SPECIAL NOTES: Students must have VALID PASSPORT to travel to Kino Bay, Mexico This course is part of a 12 credit Gulf of CA suite of courses that takes place in Kino Bay, Mexico. This course is an option for student who have taken Intro to Geographic Information Science and may be taken in place of that course. Please see ENV42025 for detailed Special Notes.
The intent of this course is to provide students with advanced experience in Geographic Information Systems applications. Students will develop their skills with the GIS software ArcGIS. The course will be project-based and focus on analyzing a particular problem using GIS technology. This will allow students to gain a deeper understanding of the technology's potential as an analytic tool in today's society. They will gain a clearer recognition of the interdisciplinary uses of this powerful tool. Projects will be student-

generated and based on a real-world environmental or social research problem or question. Advanced GIS topics might include, but are not restricted to, remote-sensed imagery analysis, GPS mapping as a tool for GIS, advanced spatial modeling and multi-criteria, multi-objective decision making in GIS. Students should come away from this course with the confidence to apply GIS technology to their future academic and professional endeavors.

Water in the West	ENV41550	4 CR

SPECIAL NOTES: For upper division credit, students must have completed college-level coursework in environmental policy, ecology, and/or earth science (or have acquired the equivalent knowledge, skills and abilities through life experience). Occasional long field trip days required.

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

Organic Evolution	ENV41701	4 CR

SPECIAL NOTES: A required field trip will visit the paleontology and history of life exhibit at the Arizona Museum of Natural History; Writing Emphasis.

This course focuses on the genetic basis of organic evolution. Topics include the study of diversity and the history of evolutionary thought; Darwin's evidence for evolution and common descent; the nature of inheritance, adaptation, and speciation; the history of life; and evolutionary developmental biology. The course consists of lectures, discussions, web site explorations, extensive readings, and a field trip to the Arizona Museum of Natural History. Students will develop the ability to evaluate the various theories regarding the processes of organic evolution as well as gain a broad overview of evolution as a unifying theme in biology. In addition, students will focus on specific topics of their choice by completing personal projects.

Behavior & Conservation of Mammals	ENV42013	4 CR

SPECIAL NOTES: Writing Emphasis; $60.00 estimated student expense for food in the field, etc.

This course focuses on the following themes, supported by lectures, readings, and discussions: diversity, behavior, and ecology of mammals; field methods in behavioral ecology; and conservation strategies. Each student will conduct literature research on two species, write summary papers, and, during our field trip, give oral presentations describing behavior and ecology, population status in the wild, and conservation focus. The field portion of the course entails a three-day visit to several zoological parks in Arizona, where students will observe mammals and collect data on behavior, especially on social interactions. Students will compare their findings with published information on the species in question. We will also meet with staff specialists to learn about the various conservation initiatives that are being undertaken for selected species.

Conservation Biology	ENV42020	4 CR

SPECIAL NOTES: NONE
COURSE DESCRIPTION: This course focuses on the nature and importance of biological diversity, modern threats to its integrity, and the emergence of conservation biology as a crisis-oriented, applied, scientific discipline. Biological, political, and managerial considerations are given to a broad range of topics, including: biodiversity, island biogeography, extinction, minimum viable population size, endangered species, design of nature reserves, and ecosystem management. Students gain a broad overview of conservation biology, as well as focus on a specific topic of their choice through completion of a personal project. Extensive readings of original literature are required.

Wildlife Management: Applied Conservation Biology	ENV42022	4 CR

SPECIAL NOTES: Several weekend or overnight field trips (with lodging or camping) required; Binoculars recommended for each field trip; $100.00 estimated student expense for Binoculars and food in the field.
Today, preservation of biodiversity is supplanting old notions of wildlife management. This intensive course, a sequel to Conservation Biology, will expose students to the wildlife management field -- past, present, projected future. We will examine aspects of population biology and demography and visit wildlife refuges and other managed lands, meeting with administrators, biologists, researchers, and conservation activists. Likely subjects to explore include captive breeding and reintroduction, waterfowl biology, carnivore management, and community-based conservation.

Gulf of California Semester: Island Biogeography: Seabirds & Plants	ENV42025	4 CR

SPECIAL NOTES: Aside from the first week and final classroom meetings, Kino semester courses are based at the Prescott College Kino Bay Center in Mexico; STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! Students will need binoculars for the Island Biogeography portion
Ever since the work of seminal natural historians such as Humboldt, Wallace, and Darwin, islands have held special fascination for biogeographers, as they have attempted to sort out patterns of distribution of plants and animals. Moreover, island biogeography theory has become a key foundation for modern conservation biology. In recent years, the Gulf of California has received particularly focused attention from biogeographers, due to the relatively pristine state of its several dozen islands. Seabirds and terrestrial plants comprise the most conspicuous and abundant lifeforms on these islands. In this intensive field course, students will carefully study the primary literature on seabird and plant ecology, and natural history and biogeography in the Gulf, and then compare perspectives from literature with field observations during extensive fieldwork in the Midriff Islands region.

Plant Explorations	ENV42115	4 CR

SPECIAL NOTES: Many local field trips
DESCRIPTION: Plants are one of the most successful, diverse, and important groups of organisms in the world. In this course we will learn how plants survive and reproduce, why there are so many different types of plants, and how they adapt to different

ecological roles. We'll explore foundations of botany and adaptations of plants that allow physiological and reproductive success in the Plant Kingdom. Students will study the prominent families of Arizona plants, the unique structures of plant cells and tissues, physiological processes, such as photosynthesis and photorespiration, and basic plant chemistry, while also learning skills of plant identification. These foundations will allow upper division work in ethnobotany, herbology, and plant systematics. Plant identification and systematic studies will take place at the Natural History Institute Herbarium.		
Field Methods for Plant Ecology	ENV42712	4 CR
DESCRIPTION: This course will equip students with the skills needed to carry out field-based research concerning plant population biology (involving one plant species), community ecology (involving many plant species), and plant-animal interactions (such as pollination). It includes hypothesis testing, use of GPS and some GIS technology, and many of the field methods used to test specific hypotheses. The course will investigate vegetation patterns in the southwest USA. The field methods will include plot and plotless sampling, such as point-centered quarter, releve, density and dominance, and other analyses		
Gulf of California Semester: Field Methods for Plant Ecology	ENV42712	4 CR
SPECIAL NOTES: Please see ENV42025 for all fees and requirements This course will equip students with the skills needed to carry out field-based research concerning plant population biology (involving one plant species), community ecology (involving many plant species), and plant-animal interactions (such as pollination). It includes hypothesis testing, use of GPS and some GIS technology, and many of the field methods used to test specific hypotheses. The course will investigate vegetation patterns near Kino Bay in the Sonoran desert, mangroves, and other coastal habitats. The field methods will include plot and plotless sampling, such as point-centered quarter, releve, density and dominance, and other analyses.		
Restoration Ecology: Watersheds of the Southwest	ENV42724	4 CR
SPECIAL NOTES: Writing Emphasis; This course will have 1 overnight camping trip with the Arizona Wilderness Coalition. Date TBD (Estimate $20 food cost) Students will bring there own food. This course focuses on watershed-scale restoration. Striking a balance between theory (restoration ecology) and practice (ecological restoration), we will begin by exploring watershed and riparian restoration from philosophical, psychological, political, and economic perspectives. Understanding the structure and function of aridland watersheds and assessing how human activities have affected and shaped their health will set the foundation for the rest of the course. Some of the paradigms and principles relevant to ecological restoration such as succession, disturbance, space-time sacles, evolution, historical ecology, ecosystem health, and traditional knowledge will also be examined. Finally, students will learn practical methods of planning, implementing, and evaluating watershed and riparian restoration projects through case study, research, field trips to restoration sites, and hands-on restoration work.		

Coastal Ecology of the Gulf of California	ENV42741	4 CR
SPECIAL NOTES: Field experience recommended. Aside from initial and final classroom meetings, course takes place at Kino Bay Center in Mexico. STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! $300.00 estimated student expense for binoculars, visa to cross border, food in the field, misc. The Gulf of California is a biological treasure of global significance. In this intensive field course, we take an in-depth look at the ecology and biota of this diverse region. Prime study subjects are marine and coastal birds, especially their behavior and feeding ecology. Also covered are intertidal and estuarine ecology with a focus on rocky, sandy, and mudflat habitats; ecology of the Sonoran Desert; and natural history of marine mammals. Specific organisms are studied as examples for understanding the complex ecological interactions of the Gulf Coast. Students are required to undertake an independent field project.		
Ecology of Human Evolution	ENV43000	4 CR
SPECIAL NOTES: NONE DESCRIPTION: It is not possible to completely understand the reciprocal character of the human/nature relationship without looking closely at the very long history of that relationship. Furthermore, evolutionary trends need to be evaluated from an ecological perspective. The seeds of hominid ecology that were sown millions of years ago bear fruit even today in human populations. This course identifies those seeds and follows their development through the course of hominid evolution. We will ask hard questions about the past and seek answers that have meaning for today's world. How did physical adaptations to natural conditions over the last few million years affect our ability to adapt to the present day environments? How did adaptive behaviors and values forged in the face of inhospitable environments hundreds of thousands of years ago help create the predicaments in which we find ourselves today? Does the past limit our future? The mechanisms of biological and cultural evolution will guide our investigations of these and other critical questions. This course is designed for students who already understand the basic concepts in ecology and evolutionary theory.		
Marine Conservation I: Global Marine Issues	ENV43310	4 CR
SPECIAL NOTES: THIS COURSE TAKES PLACE IN KINO BAY. There is a mandatory information session on Tuesday April 1st at 5pm in the library for all students interested in enrolling in the class. Students who miss the information session can plan an individual session with the instructor lmeltzer@prescott.edu. This course meets 1st 2 weeks, 10:30-3:15 M-F and last 2 weeks of the semester in Ironwood A. The rest of the semester in the Field. Experience in the following areas: ecology, conservation biology or policy and/or marine studies; Spanish Intermediate II or equivalent is highly recommended. Writing Emphasis, Phase I only; STUDENTS MUST HAVE VALID PASSPORT TO CROSS BORDER! $450.00 estimated student expense for food, texts, supplies, misc. PREREQUISITES: Previous ecological and conservation coursework and a basic familiarity with Spanish. Instructor Permission required. Please contact Lorayne Meltzer. COURSE DESCRIPTION: This course examines global marine issues from interdisciplinary		

perspectives including social justice, ecology, community participation, economic drivers and sustainability. We begin by developing a general background in maritime cultures, laws of the sea, and the ecological, economic, and social importance of the marine environment. Issues studied in depth include fisheries, climate change, pollution, tourism, habitat alteration, island and coastal management, protected areas, and endangered species. An understanding of resource ecology, human/environment relationships and conservation biology forms and conservation biology forms the foundation of learning in the class. The international nature of marine issues is emphasized, leading to the study of international policy, culture, globalization and trade. Traditional and alternative strategies for meeting marine conservation challenges are examined and analyzed. Readings, discussions and lectures are complemented with field trips and guest speakers. This course is offered at the Kino Bay Center and must be taken concurrently with Marine Conservation: Phases II and III.

Marine Conservation II: Gulf of CA Conservation Case Studies	ENV43311	4 CR

SPECIAL NOTES: SEE PHASE I FOR ALL PREREQUISITES, COREQUISITES, SPECIAL NOTES, AND FEES.

COURSE DESCRIPTION: Concepts introduced in Phase I are illustrated through regional case studies in the Gulf of California. Through first hand field observation and participation students gain an understanding for the complexity of many conservation challenges in the Gulf. The focus of the class is community-based. For example, case studies in fisheries provide students with the opportunity to observe a variety of fishing techniques, speak with fishers, and learn through on-board observations. Case studies in traditional ecological knowledge provide students first-hand experience considering indigenous realities in conservation and territorial defense. Field observations are complimented by discussions with resource users, community members, researchers and managers. This course is offered at the Kino Bay Center and must be taken concurrently with Marine Conservation: Phases I and III.

Marine Conservation III: Applied Conservation Practicum	ENV43312	4 CR

SPECIAL NOTES: SEE PHASE I FOR ALL PREREQUISITES, COREQUISITES, SPECIAL NOTES, AND FEES.

COURSE DESCRIPTION: Theoretical and field-based knowledge gained in Phase I and Phase II leads the student to a better understanding of current and potential management strategies for protecting marine and coastal resources. In Phase III students will demonstrate a thorough familiarity with specific conservation projects and collective conservation efforts in the Gulf of California. Students analyze the effectiveness, strengths and shortcomings of marine and coastal conservation in the region. Each student has the opportunity to work alongside Conservation Fellows working at the Kino Bay Center to contribute to an ongoing conservation project. Project work provides students with experience in applied conservation science, community outreach and science communication. Projects might include monitoring and inventorying resources, education and interpretation, work with exotic species, or introduction and evaluation of alternative resource use. Students meet with

management agency representatives, scientists, educators, and local resource users. Each student's work is part of ongoing conservation efforts in the region. This course is offered at the Kino Bay Center and must be taken concurrently with Marine Conservation: Phases II and III.
Marine Studies III: Society and Environment: Case Studies ENV43322 4 CR
SPECIAL NOTES: See Marine Studies I for all special notes and fees This course explores the rich bio-cultural landscape of the Midri- Island Region of the Gulf of California. Through rst-hand eld observation and participation, students will gain an understanding of the dynamic and complex relationships between human communities and marine ecosystems in the Gulf of California. For example, students will engage in dialog and eld activities with shermen, indigenous elders, school teachers, resource managers and families to gain insight into the di-erent economic, physical, spiritual, and social relationships that people have with the ocean.
Marine Biology I: Diversity of Marine Life ENV43325 4 CR
SPECIAL NOTES: Meets 1st 2 weeks and last week, 10:30-3:15, Monday - Friday in Crossroads 204; then leaves for the field. Must enroll in all three phases of Marine Biology concurrently; $400.00 estimated student expense for food, supplies, misc. VALID PASSPORT REQUIRED TO CROSS THE BORDER!! DESCRIPTION: This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase II - Oceanography, and Phase III - Field Methods for Marine Ecology, Diversity of Marine Life is a survey of the common groups of marine organisms. We will explore the evolution, diversity, morphology, field identification, and ecology of marine algae, halophyte plants (such as mangroves), plankton, invertebrates, fishes, reptiles, birds and marine mammals of the Gulf of California midriff region.
Marine Biology III: Field Methods for Marine Ecology ENV43327 4 CR
SPECIAL NOTES: SEE MARINE BIOLOGY I FOR ALL SPECIAL NOTES, FEES AND SCHEDULE. Student are required to have a VALID PASSPORT to cross the border. DESCRIPTION: This quarter long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I - Diversity of Marine Life and Phase II - Oceanography, Field Methods for Marine Ecology will focus on design and execution of student research projects. Students will design field research projects, collect field data, analyze results and write up scientific papers on some aspect of marine ecology. Projects will be based primarily on the ecology of intertidal habitats or on islands of the Gulf of California.
Environmental Photojournalism ENV43600 4 CR
SPECIAL NOTES: Special Notes: Access to a camera with the ability to change shutter speed, aperture, and ISO independently is required. (Learning Technologies has a limited number of cameras available for check out first come first come first serve) We will have regular local field trips during our Friday afternoon sessions and a few overnights. Dates TBD. Estimated student expense of $500 for the required type of camera. Pre-requisite of

a beginning photo course is required.
COURSE DESCRIPTION: As threats to our environment worsen, our response to save our planet and its inhabitants must be accessible and persuasive. Photography represents one of our most powerful tools for educating others and persuading them to care. Now, with cameras in everyone's pockets, we are awash with images but only a tiny fraction catches our nation's attention or imagination. Far fewer images change our views, open our minds, or, ultimately make a difference. In Environmental Photojournalism, we will learn how to identify and then tell authentic photo-documentary stories about topics of local environmental interest. Using field trips, assigned and chosen photo shoots, technical workshops, editorial discussions, image sharing, and more, we will collaboratively work to improve our world through our developing photographic images and essays. Environmental topics will vary by student interest but in previous versions of this course students illustrated diverse topics such as environmental contamination, forest fires and urban sprawl, community gardens and industrial agriculture, change makers and society's invisible people, resource waste and consumerism, environmental justice and racism, public health concerns, immigration.

Environmental Law and Policy	ENV43701	4 CR

SPECIAL NOTES: Writing Emphasis
DESCRIPTION: This course will introduce students to the United States' approaches to (1) protecting clean air and clean water, (2) conserving endangered species, migratory birds and marine mammals, (3) the management of our public lands, and (4) the extraction of fossil fuels and other natural resources. Students will learn about the basic frameworks of the judicial, legislative, regulatory systems, and the interplays of the three branches of government, and assess the effectiveness of different approaches to influence public policy to address environmental, economic, and social problems. The course will provide students with an understanding of how members of the public can comment and engage on current policy issues and advocate for their point of view. Specific focus will be placed on analyzing public policy issues in the current era of environmental-rollbacks in the Trump administration. Students will choose a current U.S. policy issue to explore in depth for their writing intensive assignment. Field trips to meet with federal employees at the EPA, policy advocates, observe current environmental lawsuits in the courts, and meets with politicians will occur when feasible.

Small-scale Agriculture Production	ENV43812	4 CR

SPECIAL NOTES: This course will be based on the Prescott College campus, but uses a flipped classroom model. In a flipped classroom, students will have online assignments and readings, but class meetings are project-based and activity-focused. Some portion of each day will be in a campus classroom for group instruction, discussion and reflection, but most of the time will be experiential, with students engaged in a combination of seasonal projects and work sessions in Prescott College campus gardens, or on field trips to a range of small-scale agricultural operations in the region. Field trips will include one Farmers' Market visit on the first Saturday morning of the block.
COURSE DESCRIPTION: Small-scale farms account for nearly a third of global food

production. The number of farms with fewer than 50 acres is increasing. This course aims to introduce students to practical small scale growing methods while also engaging with the question: How do we fashion a more sustainable agriculture for the Central Arizona Highlands? Various approaches to small scale agriculture-including community gardening, urban homesteading, and market farming-will be explored through readings, discussions, and site visits. Farm and garden work sessions will demonstrate such techniques as propagation, transplanting, direct seeding, weed and insect management, irrigation, and harvesting.

Agroecology	ENV43815	4 CR

SPECIAL NOTES: This course will use a "flipped classroom" approach and be project-based. Students will work in the on-line environment of MyClassroom outside of meeting times to enable more experiential education opportunities during meeting times. Tuesdays will be discussion-based, and Thursdays are primarily dedicated to field site visits to area farms, and applied agroecology activities for campus gardens. These include production planning, garden infrastructure installation, plant propagation, composting, soil preparation and amendment work, and even some microgreen production, harvest and marketing.

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

Transforming Community Food Systems	ENV43819	4 CR

SPECIAL NOTES: There will be occasional Saturday field trips to local Farmers Markets.

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.		
Ecosa 1: Ecological Literacy	ENV44001	4 CR
SPECIAL NOTES: To register, students must first submit the ECOSA application form found at www.ecosa.org and receive notice of acceptance from ECOSA. The registrar will also be notified of the student's acceptance. Students may then go to MyAcademicServices.com and register for the ECOSA suite of courses: ENV #44001, #44002, #44003, #44004. The ECOSA Studio is located at 212 W. Gurley St., Prescott, AZ 86301. Class times are 9:00 a.m.-4:00 p.m. daily. Estimated student expenses of $75.00 for art supplies and $30.00 for food in the field. COURSE DESCRIPTION: With 2.8 billion years of research and development, nature's evolutionary processes have much to teach us about intelligent design. Understanding what constitutes integrity within an ecosystem and the pressures placed on ecosystem in the name of global development. The design challenge becomes, how human intervention and the built environment no longer be in conflict with ecosystem health and prosperity. Many of our students have a love of nature but often a very romantic view of it with little rigor. This course is intended to familiarize the students with philosophies and theories behind our relationship to the natural world. Additionally, the resilience and delicate interdependence of all things on this planet. Subjects covered include; local ecology, evolution and natural selection as a model for design, Species loss, Human impacts, ecological economics, ecosystem services, Ecological ethics, systems thinking, and whole systems design.		
Ecosa 2: Regenerative Ecological Design Studio	ENV44002	4 CR
SPECIAL NOTES: This course is one of four classes that must be taken consecutively in the term. Please see ENV #44001 for the registration process required, and all fees, schedule and special notes. Throughout the term design projects are the vehicle for delivering learning. The students work both individually and collectively on design challenges and projects. Through the process of developing these projects students are tasked with presenting their design decisions before and audience for critique, this informs the next iteration of their designs. Students gain the insight into designing complex adaptive systems by learning about; the design process (research > ideate > prototype > test), design theory, ethics and aesthetics, urban history, architecture & landscape architecture, interior design, color theory, graphic design, product design, passive and active solar design, water harvesting, permaculture design, master planning, and the city as an organism. There are two levels of skills in our student body, those with no or limited technical skills and those with the technical skills to complete a drawing or rendering of the assigned projects. Those with little or no skills will be taught the basics of technical drawing. Those with advanced abilities need to be engaged in activities that enhance their skills. Skills developed in this course include mastering the drafting tools, architectural drawings		

(plan, section, elevation and line weight), landscape drawing, still life drawing, and sketching. To enhance the ability to capture fluid design concepts building confidence in students' ability to sketch out an idea is paramount. Digital and analog design tools are used in tandem throughout this course.
Digital design tools include Adobe Creative suite (Photoshop, InDesign, Premier Pro, Light room, Spark, Portfolio...). Rendering platforms include Google Sketch up, Google Earth Pro.
Design Studio is taught through lesson plans, reviews and critiques of the student's work

Ecosa 3: Sustainable Community Development	ENV44003	4 CR

SPECIAL NOTES: This course is one of four classes that must be taken consecutively in the term. Please see ENV #44001 for the required registration process and all fees, schedule and special notes.
Throughout the term design projects are the vehicle for delivering learning. The students work both individually and collectively on design challenges and projects. Through the process of developing these projects students are tasked with presenting their design decisions before and audience for critique, this informs the next iteration of their designs. Students gain the insight into designing complex adaptive systems by learning about; the design process (research > ideate > prototype > test), design theory, ethics and aesthetics, urban history, architecture & landscape architecture, interior design, color theory, graphic design, product design, passive and active solar design, water harvesting, permaculture design, master planning, and the city as an organism.
There are two levels of skills in our student body, those with no or limited technical skills and those with the technical skills to complete a drawing or rendering of the assigned projects. Those with little or no skills will be taught the basics of technical drawing. Those with advanced abilities need to be engaged in activities that enhance their skills. Skills developed in this course include mastering the drafting tools, architectural drawings (plan, section, elevation and line weight), landscape drawing, still life drawing, and sketching. To enhance the ability to capture fluid design concepts building confidence in students' ability to sketch out an idea is paramount. Digital and analog design tools are used in tandem throughout this course.
Digital design tools include Adobe Creative suite (Photoshop, InDesign, Premier Pro, Light room, Spark, Portfolio...). Rendering platforms include Google Sketch up, Google Earth Pro.
Design Studio is taught through lesson plans, reviews and critiques of the student's work

Ecosa 4: Become a Regenerative Ecological Designer	ENV44004	4 CR

SPECIAL NOTES: This course is one of four classes that must be taken consecutively during the term. Please see ENV #44991 for the required registration process and all fees, schedule and special notes.
Everywhere we look—upstream or downstream—in our cities, companies and institutions, our production and distribution sectors, our healthcare providers and even our economies—we find design flaws that lead to unhealthful communities and an impoverished natural environment. This course prepares and inspires students to

challenge the fundamental assumptions that underlie conventional designs of human systems. Working individually or in small multi-disciplinary groups, students will choose actual systems within society to evaluate and redesign. Students will develop, through their projects and presentations, the skills and competencies to effectively lead others towards the successful implementation of their proposed design innovations. Importantly, students will be skilled both intellectually and creatively in the art of innovating and implementing sustainable systems design and leading others in this pursuit. This course is centered around individual design challenges and a client-based design project. The evaluation of project development, design charrettes and presentations constitute the assessment of this course work. Important elements of becoming an effective Regenerative Ecological Designer is how you communicate and get a project realized.
Special Topics in ES: Regenerative Design: Architecture, Permaculture and Resilience ENV44005 4 CR
SPECIAL NOTES: This course will have open studio time to work on design projects. COURSE DESCRIPTION: This class will create an awareness of the importance of design in shaping both the natural and human environments. Every product we use, every space we inhabit, every city we live in has been designed by humans with little consideration of nature. Ill-considered design has led to the global climate crisis, one of the most serious challenges we face, however regenerative design is a means to intentionally design the world so that human communities and nature can be sustained and thrive. Understanding regenerative design is essential in planning for a resilient future. Through readings, class discussions, field trips and practical examples we will explore the ways we can redesign for human needs while preserving the natural world.
Park & Wilderness Management ENV44700 4 CR
SPECIAL NOTES: Several day long field trips, one 10 day field trip to the Colorado Plateau. You must be able to attend all field trips and be cabable of moderate hiking. $150.00 estimated student expense for food in the field, misc. COURSE DESCRIPTION: National Parks and Wilderness are the jewels of our Public Lands. Their value extends beyond the anthropocentric values of resource extraction, recreation and management to include ecological values that for most people are not understood or appreciated. Without protection, these lands would have been valued only for the commodities they could yield including mining, grazing, timber, recreation, and tourism. Beginning with an overview of the history of National Parks and Wilderness, we will explore the historical and contemporary debate between conservation and preservation in America. Along with extensive readings, field trips to Wilderness areas and National Parks, including meetings with agency personnel, will complement classroom lectures, videos, and discussions. Text: The Great New Wilderness Debate. Ed. J. Baird Callicot, and Michael P. Nelson
Global Environmental Change: An Earth Science Perspective ENV44749 4 CR
SPECIAL NOTE; NONE

Geological archives in oceans, lakes, glaciers, and elsewhere on the continents provide evidence of both ancient and recent changes in global systems. This class will discuss past major shifts in climate and the roles played by the oceans, atmosphere, and biological processes based on evidence from the geologic record. The focus will then shift to changes that have taken place during the past 100,000 years to put the climate changes of the past few centuries and decades in perspective. Specific geologic case studies will be used to provide examples of scientific paleoclimate research. Students will perform a variety of lab and field-based activities and numerical modeling exercises to explore a broad range of climate processes. The goals of this course are for students to build an understanding of the interactions within the coupled Earth systems that control climate, become familiar with evidence of recent climate change, and to be able to make basic predictions of future climate change and sea-level rise. Students taking the course for upper division credit will be expected to build on previous coursework and undertake a series of numerical global climate model experiments as part of an in-depth examination of one part of the Earth's climate system.		
Geomorphology, Topics in	ENV44754	4 CR
SPECIAL NOTES: This course takes place at the Kino Bay Field Station located in Sonora, Mexico *** A VALID PASSPORT IS REQUIRED TO TAKE THIS COURSE*** A student expense of $150.00 for special equipment and $100 for food while in the food. DESCRIPTION: The nature of geologic processes and landscape evolution are elegantly displayed in the landforms and topography that surround us. Every landscape is unique, created by the intersection of the local geology, climate, and biology. We will explore a broad range of topics related to how these landscapes form, stretching from mountain range to mineral grain in scale, in response to wind, water, ice, gravity, tectonic, and biological processes. Depending on class interest and field area accessibility, specific topics may vary from year to year. The course format will include readings, presentations, lectures, discussions, lab experiments, and homework exercises. We will take advantage of the natural laboratory around Prescott to observe and investigate landforms and geomorphic processes. Students should leave the class with the ability to confidently unravel the basic evolution of a typical Southwestern landscape and predict what it might look like in the future as geomorphic processes continue on indefinitely.		
Field Methods in Geology	ENV44755	4 CR
SPECIAL NOTES: Initial and final meetings will be in the Prescott area and will mostly be all day field trips. Meet in the Earth Science Lab on the first day of class. The remainder of the course will be taught elsewhere in the Southwest. The course fee includes housing costs when we are not in Prescott. Food expenses are not included. $70 estimated student expense for miscellaneous supplies. Cool weather field clothing may be required. This advanced course is designed to provide experience using fundamental geologic field techniques. We will learn map and compass work; geologic field mapping, methods of rock description and stratigraphic correlation, and other specialized techniques appropriate to the field area in which we are working.		

Environmental Ethics	ENV44800	4 CR
SPECIAL NOTES: Students interested in enrolling in this course should have successfully completed basic courses in environmental studies and have knowledge of environmental issues. Writing Emphasis; 2 - 3 required local field trips TBD DESCRIPTION: Environmental ethics is the study of values by which human beings relate to the natural environment. This course will address the question of underlying values and beliefs driving how people choose to live and think we should live on the earth. To help ethical theory come alive, students will read and discuss primary literature and case studies, and address the moral and ethical dilemmas in current environmental issues.		
Geology of Arizona	ENV45020	4 CR
SPECIAL NOTES: This course will include several multi-day field trips with numerous day hikes, but all camping will be van-based. Students must have reasonable hiking fitness. $100.00 estimated student for equipment, materials, and food in the field. 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.		
Community-based Conservation in Costa Rica	ENV45114	4 CR
SPECIAL NOTES: This course requires a <<<<<VALID PASSPORT>>>>> for INTERNATIONAL TRAVEL. Pre-meeting to be held <<<<<<TBD>>>>>. If you are unable to attend the meeting please contact instructors to arrange individual meeting. This course requires Instructor permission. Students will be required to do the online portion before departure. Students will arrange their own travel to San Jose' Costa Rica and meet faculty there on May 25th. This course explores the environmental, social, and economic aspects of the conservation of biodiversity and culture including a variety of approaches, from community-based efforts, to private, and top-down governmental projects and parks. The course visits and analyses select examples of eco-tourism, rural tourism, sustainable development, community organizations, and national parks. Our travels take us throughout Costa Rica for three weeks exploring six different sites that represent different ecosystems, cultures, and conservation strategies. Among these sites, we will visit the subalpine paramo—a tropical tundra at the highest elevation in Central America, cloud forests, lowland rainforests, and the Pacific beaches where sea turtles nest. Students will analyze each one of the projects that we visit from diverse angles that together create a nuanced narrative of the root problems encountered and innovative solutions crafted. Graduate students can contract this course to fit their academic needs and interests.		

Core Curriculum: Sustainability, Environmental Studies, and the Arts	ENV47001	4 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: Students pursuing degrees in sustainable community development, environmental studies, or the arts participate in this seminar to deepen understanding of how the natural world sustains itself and how we can sustain ourselves and our communities in ways that imaginatively conserve nature even as we enrich our lives through compassionate relationships in the community of all beings. Living in greater harmony with other people of diverse circumstances and backgrounds and with local nature invites our exploration of science, the arts, ecological mysteries and truths, social and psychological dynamics within ourselves and among our neighbors and citizen associates, and the ever-unfolding expressiveness of our psyches through our creative capacities. Students will engage in personal and traditional inquiry that informs and supports their respective degree tracks. This includes exploration of their sphere of interest, and discovering community-based options for livelihood, identification of key players to enrich their personal and professional networks, and scouting emerging trends in sustainability, environmental studies, and the arts--and the fusion of the three. The fulfillment of the final, community-based project design will support students' understanding and prospective (or continuing) productivity as successful practitioners of their chosen livelihood path to more authentically sustain themselves even as they help to sustain our natural systems and communities.		
Science Explorations	ENV47100	4 CR
SPECIAL NOTES: For upper division credit students need a capable background in research writing. COURSE DESCRIPTION: Nothing has done more than science to shape the dominant worldview of modern civilization; therefore, a liberal arts education is not complete without understanding how science defines our reality through its unique method of inquiry. In this course we explore the beauty and power of the natural sciences through an historical overview of major scientific discoveries, we have the opportunity to investigate a specific self-chosen science topic of personal interest, we practice doing science in a meaningful self-chosen experiential project, and we consider the limits of science both in the context of science's inability to address nonphysical areas of inquiry and in the context of the very limits science itself has encountered in the mind-blowing implications of quantum theory and cosmology.		
Backyard Ecology: Exploration and Engagement of a Local Ecosystem	ENV47725	4 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: Ecology is a study of the relationships among organisms and their environments. This includes human beings and how we live in the landscape in built communities nested within natural systems. Because of the many effects we produce through our ways of living, it is helpful to better understand how nature healthfully functions so we can create opportunities and practices to live in greater harmony with local nature and our planetary life-support system. Learners engage		

elements of ecology through exploring their local ecosystem(s) ranging from watersheds to soil profiles, plant communities to human presence on the land through the ages. Understanding ecological structure and function is reinforced through background readings and on-the-ground walkabouts to help make theory more tangible and connected to everyday life. Students keep an ongoing journal of their observations and reflections on local ecosystem(s) to inform a final project which invites a small-scale action to be designed and, as soon as possible, enacted that in some way conserves or restores an aspect of healthful function of a place within the student's local ecosystem.

Children and Nature	ENV47730	4 CR

COURSE DESCRIPTION: 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.

Food Systems	ENV47900	4 CR

SPECIAL NOTES: This course uses a flipped-classroom model. In a flipped classroom, students will have online assignments and readings and class time is project-based and activity-focused. This course will be running concurrently with a graduate-level version. Any students intending to begin accelerated master's coursework, should take the ENV57900 version. Taking ENV57900 will also satisfy credits for the undergraduate degree regardless of eventual completion of a master's degree.
COURSE DESCRIPTION: Food systems are complex systems and the tools for understanding and influencing food system sustainability are interdisciplinary. This exploration of local, regional, national, and international food systems supports students' understanding of how to analyze individual elements of the systems, their interrelationships and how to begin assessing the "sustainability" of those food systems at different scales and in different bioregions.

Food Justice and Sustainable Food System	ENV47902	4 CR

SPECIAL NOTES: N/A
COURSE DESCRIPTION: Food justice is a growing movement that seeks to shift global, industrial food systems towards more equitable, just, and sustainable foodways. Food justice can be measured through a community's ability to acquire healthy food (food access), and it's right to define its own food systems (food sovereignty). Using this framework, students will uncover how institutional racism and classism prevent certain communities from accessing healthy and culturally appropriate food. By the end of the

course, students will have gained a comprehensive understanding of the historical, conceptual, and theoretical underpinnings of grassroots movements and the wider social, political, and economic systems that impact foodways.		
Environmental History & Philosophy	ENV50505	3 CR
COURSE DESCRIPTION: This course provides a systematic historical and philosophical analysis of prevailing Western perspectives of the environment. Drawing on the work of historians such as Max Oelschlaeger, Carolyn Merchant, and Donald Worster, students will begin by exploring the Classical and Judeo-Christian roots of Western thought, after which they will consider how attitudes toward the nonhuman world have evolved since the collapse of the hierarchically structured Medieval world and in the wake of modern science. Students will trace current debates in environmental ethics and history through journals of record in these fields, honing their skills in research and argumentation before defending their own solutions to environmental problems in their local bioregions.		
Forest Ecology	ENV51100	3 CR
Course Description: This course explores the primary ways in which organisms interact with abiotic components of North America's various forest communities, from northern hardwood forests to temperate rainforests. Of particular interest are the processes—both natural and anthropogenic—that determine how organisms are distributed throughout a forest community. By gathering data and applying generalized patterns in their local ecosystems, students will develop a hands-on knowledge of ecosystem processes that provides a fundamental context for understanding modern ecosystem management. Students will read a body of current literature in the field and produce a significant paper focused on issues pertaining to forests in their bioregion. Prerequisite: Natural Systems Ecology.		
Land Use Planning and Policy	ENV51250	3 CR
COURSE DESCRIPTION: This course explores the institutional frameworks and interaction of different modes of energy, infrastructure, and transportation in a carbon-constrained world. Beginning with an examination of past and present energy sources, including the environmental and social impacts of conventional energy production and distribution, the course will lead students to consider the local questions of electricity generation siting for the 21st century, to deal with questions of grid security, and to evaluate the possibilities of various future modes of energy production and distribution.		
Ecological Design	ENV51950	3 CR
COURSE DESCRIPTION: Rotating through a series of special topics, this course provides students an opportunity to explore a variety of approaches to ecological design. Some topics might include, but are not limited to, permaculture, sustainable architecture, design and build projects, and creating comprehensive plans for communities.		
Conservation Biology	ENV54400	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: Students will study the history and application of conservation		

biology, a new field in the life sciences. Specific topics will include how has the field emerged and changed, the specific areas of study that made this field possible (biogeography, for example), historical and legal landmarks, current challenges, common lab and field techniques, design of study, and limitation of certain techniques. Students will read a significant body of current literature in the field and produce a paper that applies their knowledge of conservation biology to a problem in their local bioregion.		
Environmental Administrative Law	ENV54505	3 CR
SPECIAL NOTES: Prerequisite: Environmental Law and Policy. COURSE DESCRIPTION: This class examines how administrative agencies at the federal and state levels make environmental policy decisions, and how other agencies, corporations, nonprofits, and private individuals can influence those decisions. The class analyzes the administrative process, rule-making and adjudicative procedures, official notice-and-comment standards, and judicial review of agency decisions. Students will also study how legislative directives are translated into regulations, and the limitations on agency action.		
Community Health	ENV55505	3 CR
COURSE DESCRIPTION: After becoming familiar with existing health systems and agencies at the local, state, and national levels, students will produce an inventory of environmental, social, and behavioral health-related issues in their own communities, and investigate the possibilities for collaboration between agencies, health advocacy groups, and relevant community organizations.		
Science Writing	ENV56500	4 CR
This course focuses on reporting and writing science articles for technical and general-interest publications. After study of general writing principles based on the work of such science writers as Rachel Carson, Loren Eiseley, Stephen Jay Gould, and Jared Diamond, students will identify a range of science articles in a specific field and summarize topic selection, writing style, structure, and use of explanatory and inquiry techniques. Based on their own expertise and interest, students will select a specific topic or topics, arrange interviews with researchers and policy experts, and write a series of articles for a variety of audiences. Articles will integrate research abstracts, field reporting, interviewing, and analysis of science and technology in the context of social and natural systems.		
Ecology, Culture, and Community	ENV57100	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides students with the experience and direction necessary to understand their own communities within a bioregional context. This requires students to identify and map where they live in terms of geology, biology, and climate, rather than relying on political borders, and to research and interpret the natural and cultural histories of their regions in order to understand how their own bioregions enable some possibilities of human community development while limiting others. In addition to researching and writing a Deep History of their bioregions, students will compile an annotated list of resources that provide an expanded temporal representation of the region's geology, botany, wildlife biology, human population		

dynamics, cultural practices, and environmental impacts.		
Ecology	ENV57101	3 CR
COURSE DESCRIPTION: This course provides a rigorous overview of six major organizing areas for study of ecology: physiological ecology, dynamics of energy and element cycles, population ecology, population interactions, community ecology, and evolutionary ecology—the latter especially as it relates to conservation issues. Each major section of the course begins with one or more case studies, then proceeds to the theoretical underpinnings that allow us to understand the ecological processes in question. Students will read a body of current literature and produce a significant paper centered on ecological issues of their bioregion.		
Biogeography	ENV57130	3 CR
COURSE DESCRIPTION: Biogeography is an advanced course in the study of historic and current organism distributions. It treats both the patterns of these distributions and the possible causes suggested by these patterns. The course examines questions of distribution in historic, evolutionary, ecological, and geological perspectives. The last segment of the course will be devoted to the role biogeography plays in conservation of species and systems. Students will research regional problems and bring their expertise to bear by proposing a potential solution based on their understanding of biogeographic process. Prerequisite: ENV57101 Ecology or permission of the instructor and program director.		
Field Botany	ENV57135	3 CR
COURSE DESCRIPTION: A review of topics in plant anatomy, morphology, physiology, evolution, systematics, and field methods to provide students with the botanical knowledge and skills they need to support work in ecological research, plant conservation, forestry, range management, sustainable agriculture, ecological landscape design, land use planning, education, and related fields. Prerequisite: Ecology.		
Ecological Restoration	ENV57150	3 CR
COURSE DESCRIPTION: This course is designed to provide students with a description of the principles and practice of ecological restoration. The historical context of the field and foundational definitions will be examined as well as the recommended best practices to design and implement an ecological restoration project. The social and human dimensions of restoration will be explored within the context of resolving common conflicts and tradeoffs that occur between the science and practice of ecological restoration. The direction of the field of ecological restoration for the future will be discussed in the face of global climate change and the Anthropocene. Several case studies will be introduced throughout the course and the course will culminate in a final assignment that asks students to critically examine a restoration project or study within their bioregion.		
Social Equity and Community Engagement	ENV57700	3 CR
Course Description: Students in this course will identify social and cultural barriers to community involvement, considering how issues of race, class, ethnicity and gender		

affect community decision-making. Students will research local laws, policies, and customs that may contribute to—or inhibit—equitable access to community resources, while learning to engage with multiple stakeholders in order to assess community health and needs, build and manage effective coalitions, evaluate methods for community development according to scale, and measure community participation and success in achieving sustainability.

Understanding Climate Change	ENV57876	3 CR

SPECIAL NOTES: N/A
COURSE DESCRIPTION: This course will provide students with an overview of the major drivers of global environmental change, such as climate change, resource scarcity, loss of habitat and agricultural land, population growth, increasing consumption patterns in globalized economy, and water issues. Students will learn how to create and interpret predictive models, apply existing models to their own bioregions, and create an inventory of water and other resources with specific bioregional relevance as a way of planning adaptively for resilience in preparation for disruptions.

Food Systems	ENV57900	3 CR

SPECIAL NOTES: N/A
COURSE DESCRIPTION: Food systems are complex systems and the tools for understanding and influencing food system sustainability are interdisciplinary. This exploration of local, regional, national, and international food systems supports students' understanding of how to analyze individual elements of the systems, their interrelationships and how to begin assessing the sustainability of those food systems at different scales and in different bioregions.

Place, Sustainability and Diets: Eco-nutrition	ENV57901	3 CR

SPECIAL NOTES: N/A
COURSE DESCRIPTION: This course encourages critical engagement with the concept of eco-nutrition, a systems-based approach to nutrition and wellbeing that recognizes complex relationships between diet, health, political economy, ethics, and the environment. Bioregional theories of place inform an exploration of eco-nutrition as it relates to supporting diets that are ethical, sustainable, and nourishing to the body. Students' understandings of their own places and their food systems will inform the entire program of study for this master's program. Methods of analysis for studying will be honed and students will broaden their understandings of distant and larger food systems through the cross comparisons made with the peers in their course.

Food Justice and Sustainable Food Systems	ENV57902	3 CR

SPECIAL NOTES: N/A
COURSE DESCRIPTION: Food justice is a growing movement that seeks to shift global, industrial food systems towards more equitable, just, and sustainable foodways. Food justice can be measured through a community's ability to acquire healthy food (food access), and it's right to define its own food systems (food sovereignty). Using this framework, students will uncover how institutional racism and classism prevent certain communities from accessing healthy and culturally appropriate food. By the end of the

course, students will have gained a comprehensive understanding of the historical, conceptual, and theoretical underpinnings of grassroots movements and the wider social, political, and economic systems that impact foodways.		
Food System Biodiversity: The Marketplace	ENV57903	3 CR
Course Description: This course will provide overviews of the history of industrial food production and theories of sustainable agriculture before asking students to assess the "sustainability" of current food systems at different scales and in different bioregions, to become familiar with laws and policies determining food production and distribution, and to evaluate diverse models of more sustainable food production. As an applied way of understanding local issues of food security and sovereignty, students will identify the range of resources relevant to regional food production and analyze local foodsheds in a bioregional context.		
Food System Biodiversity: Sustainable Diets	ENV57904	3 CR
COURSE DESCRIPTION: Sustainable Diets are "...those diets with low environmental impacts which contribute to food and nutrition security and to healthy life for present and future generations (Food and Agriculture Organization of the United Nations)." Students will examine dietary traditions from across the world while gaining knowledge and skills about diverse diets with low environmental impacts. The exploration of the linkages between agricultural diversity and dietary diversity and the environmental impacts of different diets (vegetarian; vegan; etc.) is the foundation of the course. The important role that sustainable diets can play in ensuring food and nutrition security for all will be examined.		
Food Traditions and Markets: Kyrgyzstan	ENV57905	3 CR
SPECIAL NOTES: Course participants will travel to Kyrgyzstan, Central Asia, A VALID PASSPORT is required to participate. Travel Dates are August 28 – September 13, 2020 (arrive in country on August 30 and leave on September 13). Graduate students from any Prescott College program and undergraduates with junior/senior standing are welcome to participate with permission of the instructor. Please contact Robin Currey at robin.currey@prescott.edu. Estimated student expense of $2,500 for airfare. There is a $1000 deposit due 07 Mayl, 2020. COURSE DESCRIPTION: Imbedding themselves in food systems in international contexts, students in this travel course examine how food entrepreneurs link food traditions to markets. Food entrepreneurs, from small-holder farmers to agri-tourism operators to medicinal plant collectors, for example, all negotiate government policies, infrastructure realities and consumer preferences but seek to remain rooted in cultural history and local landscape ecologies. Students study the history, cultures and tastes of place with a critical eye on how emergent policies may impact traditional practices and markets. International locations can include Kyrgyzstan, a global hotspot for agricultural biodiversity with wild-fruit forests, home gardens and nomadic-pastoralist lifeways; Kenya, where Prescott's Dopoi Center borders the world-famous Maasai Mara Game Reserve; or Mexico, where the sustainable use and conservation of marine resources is studied at Prescott's Kino Bay Center.		

Theory and Practice in Agroecological Systems	ENV57950	3 CR
COURSE DESCRIPTION: This course is designed to help students understand sustainable agricultural systems from an integrated agroecosystem perspective and relate this perspective to their bioregion, the food system and agriculture. This course will provide the foundational theory and practice of agroecology with an emphasis on a systems approach to ecosystem processes, soil health, crop management, energy use, integration of animals into systems, complex agroecological landscape level system interactions, and indicators of sustainability. Various sustainable agricultural systems are examined.		
Social Values and Value Chains: Farm to	ENV57955	3 CR
COURSE DESCRIPTION: Beginning with the differing challenges of growing annuals versus perennials and the integration of animals in agroecosystems, this course will explore current trends and production methods for growing and raising before moving into the often-hidden methods and difficulties in processing, storing, distributing, preparing, and consuming these foods. Various business models and management systems will be explored, with a careful eye toward "sustainable value chains" that focus on environmental, nutritional, economic and cultural sustainability.		
Food and Agriculture: Advanced Policy	ENV57960	3 CR
COURSE DESCRIPTION: This course addresses primarily federal government food and agriculture policy. It addresses policies intended to influence crop prices and farm income; to reduce risk due to crop losses or price declines; to regulate environmental impacts of agriculture; to assure food safety; to enhance both voluntary and compulsory collective action among farmers; to protect competition in food manufacturing; to inform consumer choices; and to shape the global markets for agricultural products and farm labor. The course will focus on intended and unintended effects of policies, who benefits at whose expense, the impact of these policies on the development, adoption, and practice of sustainable agriculture and local food systems, and the interest groups whose influence helps shape these policies.		
Limnology	ENV58285	3 CR
COURSE DESCRIPTION: Limnology is the study of the interrelationships of the ecological functions and trophic structures of the organisms of fresh and saline inland waters as they are affected by their dynamic physical, chemical, and biotic environments. It encompasses the integration of drainage basin, movements of water through the basins, and biogeochemical changes that occur as water moves and as waters remain standing. Thus, limnology includes study of the ecological systems of streams, rivers, reservoirs, ponds, and lakes of incredible size and compositional variation. Students will apply the major theories, concepts and practices upon which limnology relies, including aspects of biology, chemistry, physics and geology, to a bioregional or case study, and be able to articulate the differences and commonalities among the components of limnological systems and how some techniques of limnology might be applied to practical conservation problems.		
Sustainable Solutions: Impact Measurement and Program Design	ENV58500	3 CR
Course Description: Agents of change develop programs and projects with stakeholders that translate theories of change into concrete action plans that are implementable and measure impact. The design of high-quality programs, their efficient and effective implementation and the measurement of outcomes and impacts are critical to finding solutions and being accountable to stakeholders. Project design, monitoring and evaluation tools and techniques		

will be introduced in this course. Impact measurement indicators and their association with theories of change and program activities are explored. Students will come to understand the links among them through course assignments, culminating in the design of a project with its implementation and impact measurement plan.
Sustainability and Resilience: From Theory to Practice ENV58750 3 CR
COURSE DESCRIPTION: Beginning with the history of theories of sustainability and resilience, as well as their standard applications in policy and practice, this course will examine critiques of these theories as paradigms and goals of community development, and evaluate responses to these critiques from within the sustainability movement. Students will experiment with ways of measuring sustainability and resilience, and consider how the language associated with these theories can be used in setting community goals and motivating stakeholder action.
Emergency Management and Communication ENV58800 3 CR
Course Description: Students in this course will develop a bioregional risk analysis examining floods, wildfires, earthquakes, climate change impacts, public health crises, and food and social inequities. Students will gain knowledge and skills required of emergency managers and communicators by staffing virtual scenarios that apply principles of the National Incident Management System (NIMS), and by developing resiliency-based pre-plans and responses for immediate and long-term impacts of emergencies.
Food System Biodiversity: Conservation in the Marketplace ENV58903 3 CR
Course Description: This course is designed to help students understand biodiversity conservation from farm fields to the world's marketplace with policy level implications. It contextualizes these issues in the framework of farm livelihoods. This course will provide the foundational material on farm biodiversity conservation and its role in agroecosystems. It examines world treaties that conserve biodiversity, food security issues, marketplace certifications, payment for ecological services, and market-based instruments to conserve biodiversity in the marketplace and effective policy measures to promote biodiversity.
Food Systems Biodiversity: Ecosystem Services ENV58910 3 CR
COURSE DESCRIPTION: Biodiversity, in all its manifestations, is the fundamental basis for all life, including food and agricultural production. Biodiversity is comprised not just of organisms but also the natural processes, such as pollination and soil fertility, generated by the interactions between organisms. Increasingly these "ecosystem services" are understood to include those at large scale, such as watershed services, and those created by people, such as cultural services. This course will support students' understanding of ecosystem services across agricultural landscapes, and how current production systems impact these, both positively and negatively. Students will learn to assess key leverage points across food value chains to harness the benefits of nature, for people and the planet. Students will develop skills to appraise the current governance systems over biodiversity and ecosystem services, both internationally and more locally, for strengths and gaps.
Capstone Eportfolio Lab EPF47001 1 CR
COURSE DESCRIPTION: This lab provides students with the skills to polish and refine their graduation eportfolios. Instructor input will guide students to enhance their reflective writing, enhance and/or add new content, organize content, incorporate multi-media, and present their senior project or student teaching work. Teacher preparation students will ensure the

inclusion of all required signature artifacts for standards documentation. Special Notes: Liberal arts students must be taking the Senior Project or LED Practicum as a co-requisite, and ECE and ED students must be enrolled in Student Teaching. Pre-requisites: EPF47000 Eportfolio Development Lab or EIS47004 Exploration in Interdisciplinary Studies w/ Eportfolio Required Texts: None at time of publication
Funding Change: Grant Writing & Nonprofit Essentials GRA51102 4 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: Social and environmental change projects require funding. In 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.
Special Topics: Digital Storytelling: The Art of Collecting Stories in Film GRA52000 3 CR
SPECIAL NOTES: NONE COURSE DESCRIPTION: Digital stories join the arts of writing and filmmaking to create 3- to 5-minute movies. Students will craft and record short first-person narratives and combine these with original images, film clips, and music to create their projects. They will follow a process through peer response and instructor support to edit and revise their films. Students will create two digital stories during our online time together, one of which will be a personal narrative. The second film will be an opportunity to collect someone else's story, and could grow even into a very short documentary. The course will end with an online screening of student work. Our computer work will be Mac based (with iMovie as an editing platform), but we also have access to Adobe Premiere through Prescott or the online WeVideo to use as editing platforms.
Special Topics: Traditional Ecological Knowledge and Wisdom GRA52100 3 CR
COURSE DESCRIPTION: Indigenous "ways of knowing" have much to teach about being in good relationship with the natural world, with the self, and with other human beings. Traditional ecological knowledge and wisdom (TEKW) emerges from the experiences of Indigenous Peoples' keen observation of and participation with their internal and external environments. TEKW represents place-based and holistic ways of knowing and being that access the mental, physical, emotional, spiritual, and social dimensions of the individual and the collective. In this course, students will be introduced to how Indigenous cultures value(d) and utilize(d) oral narratives and histories, experience, observation, participation, creativity, movement, stillness, patience, intuition, social and spiritual activities, and kincentric ways of knowing and being in the world to connect to, and engage with, their shared environment in ways that encourage(d) holistic health, balance, and thrivability for all the living beings of that community.
Fundamentals of Teaching and Learning Online GRA53150 3 CR
COURSE DESCRIPTION: Online education is one of the largest and fastest-growing segments of

higher education. The opportunities for Master's and Doctorate graduates to teach online are tremendous. Discover how to plan, develop, and teach an online course. Obtain and use a ten-step model for developing an online course. Experience an online classroom as a learner in order to more fully understand students who will take your online courses. Learn how to create online audio and video lectures with slide shows. Engage in online discussions with other teachers and prospective teachers.		
Advanced Research Methods: Action Research	GRA73112	2 CR
COURSE DESCRIPTION: This course introduces students to principles of action research methodology, a reflective and cyclical approach to research. Action research is meant to improve practice, support learning from practice, and lead to change within that practice. Students will discuss the theory and use of action research within a research design. Topics include identifying the research focus, collecting and analyzing data, drawing conclusions, and describing a subsequent cycle of action research. Requirements: completed human subjects training and IRB approval if gathering data.		
Advanced Research Methods: Phenomenology	GRA73115	2 CR
COURSE DESCRIPTION: Phenomenology is the study of human experience and of the way things present themselves to us in and through experience. It was meant to remind philosophers and scientists not to get lost in abstract thought models and technical language; instead, to keep going back to the experiences themselves and check whether one's concepts and models grasp the phenomena being explained. The German mathematician and philosopher Edmund Husserl (1859-1938) thus coined the motto of the phenomenological movement: "To the matters themselves!" - "Zu den Sachen selbst!" While touching on the philosophy of phenomenological method This course focuses more on the practice and application of phenomenological methodology within the applied domains of the human sciences such as education, clinical psychology, nursing, medicine, and specializations such as psychiatry or midwifery.		
Opening the Creative Mind	HDP21001	4 CR
SPECIAL NOTES: None. This course offers the student an exploration into creativity and personal development through a variety of processes and media. Our emphasis will be on breaking out of conditioned ways of thought and perception in order to generate new creative ideas, original solutions to problems, and inner skills of self-directedness. Theoretical models and experiential exercises are used to foster flexibility of awareness, move through creative blocks, and align with the dynamic stages of the creative process itself. Methods may include image-making, writing, games, stories, movement, rhythm meditation, and creative life actions. An excellent preparation for any area of study or life endeavor in which original, creative thought and action are a necessity.		
Opening the Creative Person: An Applied Approach to Creativity	HDP21005	4 CR
DESCRIPTION: This course offers the student an exploration into creativity and personal and professional development through a variety of processes and media. One goal will be to learn to interrupt conditioned ways of thought and perception in order to generate original solutions to problems as well as to cultivate experiential integrative thinking. Another goal will be to foster flexibility of awareness, move through creative blocks in order to increase and expand creative options for students' specific areas of study by especially using embodied		

awareness and nature-based activities. Methods may include image-making, writing, games, stories, movement, and embodied meditation. This course provides an excellent preparation for any area of study or life endeavor in which original, creative thought and action are a necessity.		
Painting from the Source	HDP21016	4 CR
SPECIAL NOTES: $30.00 estimated student personal expense for art supplies. COURSE DESCRIPTION: Painting and Drawing from the Source responds to the question, why bother to make art when there is enough stuff in the world? That said, purposeful visual, creative practice is a critical aspect of identity formation, community building and culture. The impulse to communicate visually dates back to our most ancient ancestors. Cave paintings as old as 40,000 years tell stories that express the life and values of early humans. Based on location and content, it is likely that the images were created in ceremony and endowed with sacred agency. In the modern world, art is no longer integral to living and exists in museums, and galleries. It is made by certain people and acquired by certain people. This separation of art from life has left a creative deficit and has cutoff access to inner personal and collective visions and wisdom. Through painting and drawing, students will engage strategies to mine personal narratives and archetypes while working toward developing a shared class community narrative. This arts-based research course will demonstrate how this approach can apply to and enrich various disciplinary fields. Students pursuing competences and breadths in human development, the arts, holistic health & wellness, education or studies in leadership will be able to utilize the range of practices presented in this course.		
Human Nutrition & Food Choice	HDP21145	4 CR
SPECIAL NOTES: $100.00 estimated student expense for supplies, misc. COURSE DESCRIPTION: Concern for the environment at large should go hand-in-hand with a concern for one's most immediate environment - the self. Optimal nutrition contributes to a healthy physical and mental state. This course helps students understand the fundamental principles of nutrition bioscience and explore a variety of controversies including nutrition and disease, supplements, dieting, refined foods, and additives. Students analyze their own dietary choices and develop their own holistic perspective on nutrition and wellness.		
Holistic Health & Wellness	HDP21150	4 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course will take a personal and planetary perspective on health and well-being. Topics addressed will include: breathing, eating, exercise, communications, thinking, sexuality, finding meaning in life, and spirituality. The material will build upon a foundation based on self-responsibility, increased awareness, and compassionate self-acceptance as the bases for health.		
Yoga: Philosophy & Practice	HDP21155	4 CR
SPECIAL NOTES: $50.00 estimated student expense for yoga mat and block. DESCRIPTION: This course introduces the theory and practice of Hatha Yoga and Meditation. It is appropriate for any student who is seeking to expand his or her consciousness and self-awareness through a regular practice of yoga. It will be predominantly experiential, but will include relevant readings and discussions of theory. Students will keep learning journals to document their experiences and assist them with the integration of the material.		
Life Centering: Mindfulness & Meditative Practices	HDP21180	4 CR

SPECIAL NOTES: NONE
DESCRIPTION: This course provides the student with a theoretical and experiential foundation and overview of mindful and meditative practices from an array of philosophical and spiritual traditions. Students will have an opportunity to immerse themselves significantly in pertinent practices, as well as didactic study. The course is designed to encourage grounding, self reflection, compassion, stress reduction, insight, and life enhancement. This course will include a body-centered approach, emphasizing mindfulness practices, Yoga, and creative and movement meditation.

Lifespan Development	HDP21200/41200	4 CR

This course is designed to familiarize students with developmental themes and tasks of children from birth through adolescence through the works of major theorists. To better understand and appreciate human development, this course also views development and growth as a lifelong process. Theories of adult development are explored, the corresponding ages, the nature of transition periods, unique and shared changes, and death and dying. The course encourages students to examine their own developmental histories. The students' exploration of their family-of-origin serves as a point of departure for organizing and understanding developmental theory.

Interpersonal Communication	HDP21300	4 CR

SPECIAL NOTES: This course is a prerequisite for many Psychology & Human Development and Adventure Education courses, and it is recommended for all competence areas across all of these programs.
COURSE DESCRIPTION: The ability to communicate effectively with others is an essential life skill. Whether a student is interested in a career working with people, maintaining healthy personal relationships, or using communication to effect social and political change, interpersonal communication skills are crucial. This course employs a critical lens in the exploration of theories and practices of interpersonal communication. Students develop an awareness of communication styles and the importance of style (or voice), purpose, and audience in effective communication. Additionally, students develop an understanding of the role of language in social construction, issues of power and privilege in language and communication, and the use of communication as a tool for civic engagement and public advocacy. An emphasis is placed on practicing communication skills, including “speaking,” listening, and critically analyzing texts/discourses. Topics covered include compassionate communication, deep listening, giving/receiving feedback, non-verbal communication, conflict resolution, relationship building, cultural sensitivity, communicating under pressure, principled negotiation, communication as social action, and more.

Dreamwork	HDP21400	4 CR

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

Expressive Arts Therapies	HDP21401	4 CR

SPECIAL NOTES: $45.00 estimated student expense for art supplies
COURSE DESCRIPTION: This advanced course combines psychology with the arts and integrates the study of the theoretical foundations of expressive arts therapies with experiential immersion in and reflection on specific practices in this innovative field. Students explore both traditional arts therapies and emerging modalities in the expressive arts, such as painting and drawing, journal methods, mask making, movement and dance therapies, and poetry. Students work intensively with their own life stories and internal processes, documenting their learning in journal form. The theory and practice of expressive arts may serve a vital role for students pursuing work in human services, counseling, wilderness leadership, and education.

Addiction & Recovery in Teens & Adults	HDP21900	4 CR

SPECIAL NOTES: NONE
This course utilizes lecture and experiential exercises to explore the dynamics of alcohol, drug, and other addictive processes. Students explore how addiction may impact their own lives, their families, and modern cultures. Foundation themes in this field are covered, including the dominant medical-disease model, physiological processes, family dynamics, psychological perspectives, assessment, interventions, relapse, and recovery. Addiction is also considered in relation to similar processes involved in other kinds of obsessional and compulsive suffering. Spiritual perspectives on the challenges of addiction and recovery are considered in the context of individuals' lives. A variety of emerging alternative treatment modalities are also critiqued. Community and global implications are evaluated.

Counseling Skills	HDP22050	4 CR

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

Adolescent Psychology	HDP22200	4 CR

SPECIAL NOTES: NONE
This course is designed for advanced undergraduate students seeking a broad comprehensive view of adolescent development including issues of autonomy, ego identity, socialization, and sexuality. Its focus is on the application of theory in applied areas such as classrooms, hospitals, treatment facilities, recreation, and wilderness programs.

New Psychology, Introduction to a	HDP22210	4 CR

SPECIAL NOTES: None.
This course will provide an overview of the major areas of study in psychology. Topics will include the biological basis of behavior, sensation and perception, consciousness, personality,

motivation and emotion, learning and memory, cognition, abnormal behavior, and social psychology. Although the course is essentially an introduction to psychology, we will extend traditional conceptions of psychology by continually asking how our knowledge of human behavior -our own and others- and human nature is relevant to the contemporary world. More specifically, the course is concerned with how basic psychological principles can inform our environmental and social change efforts. Students will also develop their skills of generative and critical thinking about human behavior. Throughout the course, we will consider the influences of genetics, culture and society, our personal histories and brain function interactions to influence our own and others' behavior.

Concepts in Critical Psychology	HDP22212	4 CR

SPECIAL NOTES: Writing emphasis optional

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

Psychology of Consumerism	HDP22230	4 CR

SPECIAL NOTES: NONE

There is growing awareness around the negative impacts of our consumer society, not only for the environment but also for our psychological wellbeing. Whether we want to modify our own consumer behaviors or work toward larger social and environmental change relating to mass consumption, we first need to better understand the myriad conditions contributing to the human relationship with stuff. In this course we will take an interdisciplinary approach. While we will focus on psychological factors we will also consider social, economic, environmental, and political elements contributing to and resulting from modern materialism and consumerism. Our explorations will include mindfully observing and reflecting on our own consumer behaviors throughout the semester and further reflecting on the various impacts of our choices.

Ecopsychology: Paradigms & Perspectives	HDP22280	4 CR

SPECIAL NOTES: NONE

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

Ecopsychology: Choices for a Sustainable World	HDP22281	4 CR

SPECIAL NOTES: NONE
By many accounts we have entered an ecological era within which a primary concern is our relationship with natural systems. Understanding the psychology of this relationship is still in its infancy. This course is for students wishing to explore selected psychological phenomena that contribute to our environmental crisis, the evolution of consciousness, and emerging world views. Our experience together establishes the ground for developing a shared ecological worldview and articulating an ecologically conscientious code of behavior.

Sexuality and Sexual Outlaws	HDP22400/42400	4 CR

Sexuality is a social experience grounded in interpersonal relations, social scripts, and cultural norms and values. Far from being our "natural" programming as human beings, sexuality is a social act that is shaped and affected by social forces and is learned through interaction with others. What is viewed as "natural," "normal," and invariant is socially produced, reproduced, and contested. A critical examination of sex and the sexual reveals much about the distribution of power and privilege within society. This course will focus on the many ways that social forces and interaction construct and situate our understanding and experiences of sex and sexuality.

Men & Masculinity	HDP22410	4 CR

SPECIAL NOTES: NONE
What does it mean to be a man? Outdated models of manhood have led to masculine identities bound to power, contempt and fear of women, aggression and violence, sexuality detached from emotional intimacy, thinking without the integration of feelings, and an ecological imbalance that threatens the planet in every manner: environmentally, nationally, culturally, and familially. This course will examine the social/psychological dynamics that shape the current masculine identity and will also discuss solutions and models to replace outdated definitions of masculinity. What can we take from the old to carry forward to the new? What must we transition out of to usher in a new paradigm that fosters a productive sense of masculinity?

The "F Word": Feminism, Women & Social Change	HDP22412	4 CR

SPECIAL NOTES: Writing Emphasis.
COURSE DESCRIPTION: What does it mean to be a woman? What is feminism? Is it outdated? Have women achieved equality? How have changes in women's and men's roles affected the sociopolitical landscape in America? Over the past two decades, many have come to believe that feminism is dead or should be. However, when large groups of people are surveyed as to their beliefs about gender roles, by and large those polled strongly agree with feminist principles and values, although balk at being referred to as "feminists." Feminist scholars have now deliberately coined the term "The F Word" when referring to this backlash against feminist terminology. This course explores these questions and examines the interaction between gender and other social stratifiers such as race, culture, class, age, sexual orientation, and ability. We will address the role of systems of social injustice; explore avenues for creating both individual and collective change through social action; examine global issues; and study women from other cultures.

Identity & Culture in Film	HDP22414	4 CR

SPECIAL NOTES: This class will meet one evening every week for screening select films which will be open to the public.

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.
Community Mediation & Principled Negotiation HDP23100 4 CR
SPECIAL NOTES: NONE DESCRIPTION: 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.
The Psychology of Spaces: How the Places we Inhabit Affect our Lives HDP23200 4 CR
SPECIAL NOTES: There will be 2 all day field trips on Fridays. COURSE DESCRIPTION: This class will extend the definition of ecopsychology to one that includes the environments we build for ourselves. For millennia we have co-evolved with the natural environment but since the agricultural revolution and more recently the industrial revolution we have removed ourselves from this environment and created our own. Currently humans spend between 80% – 90% of their time inside buildings. The spaces we inhabit have a profound effect on our well-being. Whether it is a teacher setting up a classroom or a designer creating an office or hospital interior, understanding the psychological impact of design is essential. This class will examine the latest research and ideas in psychogeography and what this means for human health and well-being. It will consist of class time, readings, field trips and experiential projects. On completion of this class students will be able to judge the psychological impact of design on healthy living, work, and public spaces.
Gestalt Therapy: Theory & Practice HDP25100 4 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: Gestalt Therapy is a method of psychology that honors each human being as a unique expression of life, while living in a culture that may not always allow that uniqueness to be expressed. Gestalt Therapy is a creative process that challenges those involved to be authentic, spontaneous, and present. The Gestalt process is an invitation to actualize one's possibilities and resolve internal and external conflicts. Students will learn and experience the basic principles, concepts, and techniques relevant to the practice of Gestalt Therapy. This is a highly experiential class during which students will experience first-hand the techniques used in Gestalt therapy.
Fat Bodies- Stories of Oppression & Resistance HDP27165 4 CR

SPECIAL NOTES: NONE
DESCRIPTION: This course introduces a new topic to our HDP program that represents a burgeoning area of scholarship in the field of feminist studies. Fat studies, as it is referred to, addresses the unique forms of prejudice directed at fat people, especially fat "women", and examines how this culture privileges thinness and enables weight-based oppression which is often expressed as fat phobia, and fat bullying. Fat pedagogy's primary purpose is to bring awareness to the damaging cultural messages about "obesity" to educators, activists, and scholars, and connect this messaging to the larger conversation related to controlling and disciplining fat bodies.

Special Topics in Counseling-Relationships HDP40000 4 CR

This course will address the theme of relationships in the realm of counseling. Through individual research and discussions with their mentor, this student will explore topics such as romance and mental illness, family systems theory, marriage and family therapy as it may be viewed through a feminist framework, and the importance of boundaries in a therapeutic relationship.

Nature & Psyche HDP41003 4 CR

SPECIAL NOTES: NONE
COURSE DESCRIPTION: This interdisciplinary course explores the complex relationship between human consciousness and non-human nature. Course exploration revolves around four major themes:
1) the nature of our identities and psychological responses to the non-human world, historically, currently, and ideally;
2) the relationship between the wounding, or well-being, of the psyche and the degradation, or care, of the earth;
3) the guidance which non-human nature provides for human behavior; and
4) the role of natural history, perception and attention in healing the human-nature relationship.
Within the context of these themes, we explore the evolution and conditioning of the psyche; culture and colonization; and adaptation and resilience. Throughout, our fundamental question is how humans might become more adapted and responsive to current ecological conditions.

Opening the Creative Person: An Applied Approach to Creativity HDP41005 4 CR

SPECIAL NOTES: NONE
DESCRIPTION: This course offers the student an exploration into creativity and personal development through a variety of processes and media. Our emphasis will be on breaking out of conditioned ways of thought and perception in order to generate new creative ideas, original solutions to problems, and inner skills of self-directedness. Theoretical models and experiential exercises are used to foster flexibility of awareness, move through creative blocks, and align with the dynamic stages of the creative process itself. Methods may include image-making, writing, games, stories, movement, rhythm meditation, and creative life actions. An excellent preparation for any area of study or life endeavor in which original, creative thought and action are a necessity.

Therapeutic Use of Adventure Education HDP41050 4 CR

SPECIAL NOTES: There willbe a 1 week backpacking trip (9/1-9/8/2018).

DESCRIPTION: This is an advanced-level course for students seeking a combination of skills in both Adventure Education and Human Development. It will be highly experiential, as well as being based on a strong theoretical foundation. The course will start with some time on campus exploring wilderness therapy models and theory. During the campus phase of the course, students will choose from a range of special populations and begin research for a paper on this population. An extended field component of the course will allow students to explore what it is about a nature setting that is therapeutic for most people and will add to the study of designing wilderness/adventure experiences for special populations. Time will be spent examining how adventure and wilderness programming provides a unique intervention as an adjunct to traditional treatment programs.

Group Process for Adventure Educators	HDP41100	4 CR

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

Human Nutrition & Food Choice	HDP41145	4 CR

SPECIAL NOTES: : $100.00 estimated student expense for supplies, misc.
COURSE DESCRIPTION: Concern for the environment at large should go hand-in-hand with a concern for one's most immediate environment - the self. Optimal nutrition contributes to a healthy physical and mental state. This course helps students understand the fundamental principles of nutrition bioscience and explore a variety of controversies including nutrition and disease, supplements, dieting, refined foods, and additives. Students analyze their own dietary choices and develop their own holistic perspective on nutrition and wellness.

Yoga: Philosophy & Practice	HDP41155	4 CR

SPECIAL NOTES: Students who want upper division credit should have successfully completed college-level coursework or have equivalent training. $50.00 estimated student expense for yoga mat and block.
DESCRIPTION: This course introduces the theory and practice of Hatha Yoga and Meditation. It is appropriate for any student who is seeking to expand his or her consciousness and self-awareness through a regular practice of yoga. It will be predominantly experiential, but will include relevant readings and discussions of theory. Students will keep learning journals to document their experiences and assist them with the integration of the material.

ST in HU: The Deeper Dimensions of Yoga	HDP41156	4 CR

SPECIAL NOTES: NONE
This course is designed for the student with previous experience in yoga and an interest in deepening their studies in both yoga philosophy and techniques. It is a course of both academic study and experiential, physical practice. Students will have the opportunity to advance their yoga asana and breathing practices, as well as learn therapeutic applications and adaptations for each. There will be an emphasis on developing and maintaining a

meditation practice. This course looks at a number of ancient spiritual texts including the Yoga Sutras of Patanjali, the Bhagavad Gita, and Hatha Yoga Pradipika and how they relate to modern daily life. Other topics to be studied and discussed will include kriya yoga, the identified 'schools of yoga', energetic anatomy and current trends in the field.

Yoga Teacher Training & Certification	HDP41160	4 CR

SPECIAL NOTES: Training will take place Monday through Friday from 8-5 with one required weekend retreat date, Saturday, January 25, 2020; To complete the certification, students will be required to teach yoga classes for the community on February 7 & 8, 2020; $85.00 estimated student expense for practice materials and food in the field; Successful completion of this course will result in a Certificate of Completion from Prescott College, as well as enabling students to register with Yoga Alliance as a Registered Yoga Teacher (RYT).
COURSE DESCRIPTION: This course is designed for students who would like to deepen their personal yoga practice and receive foundational training in the art of teaching yoga. Extensive training and practice in the techniques of asana, pranayama, meditation, and chanting will be a central part of this class. We will also explore teaching methods and such topics as sequencing, details of alignment, variations for different populations, verbal and hands-on adjustments, and verbiage for safely leading others in and out of postures. The course will also include academic work in yoga philosophy focusing on yoga history, lifestyle and ethical issues, anatomy (western and esoteric), and teachings from the Yoga Sutras. This course provides the contact time and content needed for a 200 hour Teacher's Certificate.

Doing Good: Compassion and Sustainable Caring	HDP41170	4 CR

SPECIAL NOTES: Writing Emphasis
COURSE DESCRIPTION: How can we face the challenges of the world without losing our hearts or minds? Recent research and ancient wisdom suggest that compassion may be key. Compassion practices benefit both individuals and society by facilitating prosocial attitudes, environmental responsibility, personal wellbeing, and more. Whereas empathy alone has been associated with anxiety, fatigue, avoidance, and burnout, compassion appears to operate as wellspring of courage, energy, joy, and love. This course surveys psychological and neuroscientific research on compassion practices as well as material from philosophy and wisdom traditions. In addition to this knowledge, students gain skills and understanding through experiential compassion practices, self-care practices, and mindful reflection. This course can be particularly beneficial for those planning to work in fields such counseling, human services, social/environmental justice, education, and more.

Dreamwork	HDP41400	4 CR

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

Expressive Arts Therapies	HDP41401	4 CR

SPECIAL NOTES: $45.00 estimated student expense for art supplies
COURSE DESCRIPTION: This advanced course combines psychology with the arts and

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

Expressive Arts Practicum	HDP41402	4 CR

SPECIAL NOTES: Estimated student expense of $100 for art materials.
DESCRIPTION: This advanced course combines psychology with the arts and integrates the study of the theoretical foundations of expressive arts therapies with experiential immersion in and reflection on specific practices in this innovative field. In this practicum students will explore both the traditional arts therapies and the emerging modalities in the expressive arts, such as painting and drawing, journal methods, mask making, movement and dance therapies, and poetry. Students will work intensively with their own life stories and internal processes while documenting their learning in journal form. Students are not required to have artistic abilities to use or benefit from this expressive arts practicum.

Narrative Therapy: Theory & Practice	HDP41501	4 CR

SPECIAL NOTES: This course meets the Writing Emphasis credit.
Narrative therapy is a collaborative and non-pathologizing approach to counseling and community work which views people as the experts of their own lives. A narrative approach assumes that people have the abilities to overcome the problems influencing their lives, while considering the broader context of people's lives particularly in the various dimensions of diversity including class, race, gender, sexual orientation and ability. Narrative therapy separates people from their problems, understanding that people's lives are "multi-storied", and as such, people are highly resilient and capable of overcoming problem-saturated, pathologizing accounts of their lives and communities.
Throughout this course, students will learn the foundational and theoretical concepts on which Narrative Therapy is based and will be encouraged to apply the theory and skills used by narrative practitioners within their in-class practice sessions.

Addiction & Recovery in Teens & Adults	HDP41900	4 CR

SPECIAL NOTES: NONE
This course utilizes lecture and experiential exercises to explore the dynamics of alcohol, drug, and other addictive processes. Students explore how addiction may impact their own lives, their families, and modern cultures. Foundation themes in this field are covered, including the dominant medical-disease model, physiological processes, family dynamics, psychological perspectives, assessment, interventions, relapse, and recovery. Addiction is also considered in relation to similar processes involved in other kinds of obsessional and compulsive suffering. Spiritual perspectives on the challenges of addiction and recovery are considered in the context of individuals' lives. A variety of emerging alternative treatment modalities are also critiqued. Community and global implications are evaluated.

Counseling Skills: Advanced Practicum	HDP42051	4 CR

SPECIAL NOTES: Writing Emphasis.

Through intensive one-on-one and group supervision, this advanced course assists students to expand and refine their counseling skills, with specific focus on the influence of the helper, self-knowledge and the counseling relationship. Students will study and practice techniques and strategies from major counseling theories while exploring the need for self and cultural awareness in the application of these approaches. As the primary learning/teaching methodology in this course involves supervised practice, students will be required to interact in a client-counselor training mode in an effort to expand their technical and conceptual skills as helpers.		
Ethical, Legal, & Professional Issues in Counseling	HDP42100	4 CR
SPECIAL NOTES: NONE COURSE DESCRIPTION: This course helps students prepare for work in the helping professions. Students are oriented in core domains of practice, especially social and cultural foundations and legal and ethical standards. The premise of this course is that growth in our personal lives is not only inseparable from our professional development, it is also our most effective technical tool in the helping relationship. Students take responsibility for their own motivations of becoming a helping professional. Students are introduced to various career tracks, training resources, credentialing paths, and internship sites in the field. In theoretical reviews and practice sessions, the course provides opportunities to develop a deeper understanding of the core competencies of a well rounded helping professional, including: screening, intake, assessment, treatment planning, case management, crisis intervention, referral, report-writing, and consultation.		
Adolescent Psychology	HDP42200	4 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course is designed for undergraduate students seeking a broad comprehensive view of adolescent development including issues of autonomy, ego identity, socialization, and sexuality. Its focus will be on the application of theory in applied areas such as classrooms, hospitals, treatment facilities, recreation, and wilderness programs.		
Transpersonal Psychology	HDP42207	4 CR
SPECIAL NOTES: This course can be taken for Writing Emphasis with Instructors permission. This course explores the foundations of transpersonal psychology, often referred to as the "fourth force," and the most recent development in the field. Students discover how this modern force reaches back to the Greek derivation of "psychology," the study of the "psyche," a term that originally signified the "soul." Thus the course is a psychological exploration concerned with ultimate motivations and questions of purpose. Topics and themes include: the nature and evolution of consciousness; altered states; eastern theories and practices; "peak" experiences; the confluence of modern western science and mystical traditions; and the co-mingling of psychology and religion. The course is designed with both theory and practice in the interest of developing a form of psychology that is responsive to the emerging perils and promises we face in the 21st century.		
Concepts in Critical Psychology	HDP42212	4 CR
SPECIAL NOTES: This course is designed for Jr or Sr who have received credit for most of their psychology requirements. This course is cross listed with Graduate Students. COURSE DESCRIPTION: Critical psychology is committed to promulgating social justice, the welfare of communities (particularly oppressed communities), and the eradication of injustices		

and inequities proffered by current social, economic and political systems. Toward this end, students in this course will critique the foundational underpinnings on which the field of psychology is based, using critical theory as our primary lens. Students will be asked to question valued assumptions embedded in western psychological discourse, and apply the concepts of critical psychology to situate psychological inquiry, research methods, and clinical practice within a broader social context.		
Psychology of Consumerism	HDP42230	4 CR
SPECIAL NOTES: This course will be running concurrently with a graduate-level version. Any students intending to begin accelerated master's coursework, should take the HDP52230 version. Taking HDP52230 will also satisfy credits for the undergraduate degree regardless of eventual completion of a master's degree. COURSE DESCRIPTION: There is growing awareness around the negative impacts of our consumer society, not only for the environment but also for our psychological wellbeing. Whether we want to modify our own consumer behaviors or work toward larger social and environmental change relating to mass consumption, we first need to better understand the myriad conditions contributing to the human relationship with stuff. In this course we will take an interdisciplinary approach. While we will focus on psychological factors we will also consider social, economic, environmental, and political elements contributing to and resulting from modern materialism and consumerism. Our explorations will include mindfully observing and reflecting on our own consumer behaviors throughout the semester and further reflecting on the various impacts of our choices		
Family Systems Theory	HDP42250	4 CR
SPECIAL NOTES: NONE DESCRIPTION: This course explores the family system. Using Bowen family systems theory (Bowen theory) as a guide, we investigate the human family as an example of applying nature systems to humans. Concepts examined include: the family's multigenerational emotional field; the concept of differentiation in a family environment; chronic anxiety and anxiety binders; triangles, triangulation, and de-triangulation; individual and togetherness life forces; nuclear family emotional process; multigenerational emotional process; symptom development as a family systems phenomena; and continuous and discontinuous events in the family life-cycle and its impact on individuals and families. Students learn how to construct their own genograms and undertake an extensive examination of their own multigenerational family histories to facilitate their learning of the course material. In addition, we review other significant and historical family systems approaches as well.		
Ecopsychology: Paradigms & Perspectives	HDP42280	4 CR
SPECIAL NOTE: NONE DESCRIPTION: Ecopsychology is an emerging area of inquiry concerned with the psychological dimensions of our relationship to the more-than-human world. Ecopsychology thus provides the opportunity to identify that which constitutes healthy, or conversely degrading, relationships with our planetary system. The course will serve as a forum to explore and question the culturally-constructed schism between the psychological and the ecological; the psychological causes and effects of environmental degradation; and our collective notions of self and nature in comparison to those of earth-based traditions.In addition, we will identify ways in which we can individually and collectively develop awareness of the interdependence		

between our well-being and the health and preservation of the Earth. Our essential goal is to establish an ethic and practice of care for ourselves, each other, and our home.

Ecopsychology: Choices for a Sustainable World	HDP42281	4 CR

SPECIAL NOTES: NONE
COURSE DESCRIPTION: By many accounts we have entered an ecological era within which a primary concern is our relationship with natural systems. Understanding the psychology of this relationship is still in its infancy. This course is for students wishing to explore selected psychological phenomena that contribute to our environmental crisis, the evolution of consciousness, and emerging world views. Our experience together establishes the ground for developing a shared ecological worldview and articulating an ecologically conscientious code of behavior.

Community Mediation & Principled Negotiation	HDP43100	4 CR

SPECIAL NOTES: NONE
DESCRIPTION: 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.

Gestalt Therapy: Theory & Practice	HDP45100	4 CR

SPECIAL NOTES: N/A
COURSE DESCRIPTION: Gestalt Therapy is a method of psychology that honors each human being as a unique expression of life, while living in a culture that may not always allow that uniqueness to be expressed. Gestalt Therapy is a creative process that challenges those involved to be authentic, spontaneous, and present. The Gestalt process is an invitation to actualize one's possibilities and resolve internal and external conflicts. Students will learn and experience the basic principles, concepts, and techniques relevant to the practice of Gestalt Therapy. This is a highly experiential class during which students will experience first-hand the techniques used in Gestalt therapy.

Core Curriculum: Human Development Professional Perspectives	HDP47000	4 CR

SPECIAL NOTES: N/A
COURSE DESCRIPTION: The Core Seminar: Human Development Professional Perspectives is designed to have students increase their capacity as skilled practitioners in the helping professions and other career fields, such as teachers and community leaders. The students will look at their own membership in diverse cultures that may include examining: ethnic identity, psycho-social value-systems, family and social organizations, community-based rituals and celebrations, languages, religious and spiritual practices, economic and educational class, sexual orientation, physical and mental health status and abilities, and identity, roles, and responsibilities within the natural world. Students will investigate their personal history, values, prejudices, and relationships within and outside the dominant and ethnocentric

cultures of the United States. In the Core Seminar, students will gain theoretical environmental and social justice perspectives as it relates to Human Development, build knowledge of the ways people can develop stronger and more respectful relationships, and practice culturally-appropriate professional skills and actions for living and working within a vibrant multicultural world.

Ecopsychology	HDP47120	4 CR

SPECIAL NOTES: As part of this course, students will work with the instructor to develop unique course contracts. In terms of the reading, students will read 3 books or 2 books and a series of articles. The instructor will provide a list of recommended books.
COURSE DESCRIPTION: 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.
Pre-requisites: Successful completion of PASS1 writing workshop, or a mentored course.

Alternative Healing Modalities	HDP47145	4 CR

COURSE DESCRIPTION: Healing means making whole and thus is a natural part of everyone's life. This course provides a comprehensive examination of alternative and nature-based healing modalities that for centuries, and in some cases millennia, have successfully contributed to human wholeness, including energy techniques (Reiki, therapeutic touch, craniosacral therapy, acupuncture, etc.), herbalism, homeopathy, aromatherapy/essential oils, Ayurveda, traditional Chinese medicine, shamanism, yoga, massage, and mind-body techniques (meditation, biofeedback, hypnosis, etc.). Students choose a modality to explore in depth, culminating in a substantial research paper. Experiential learning is a vital component of this course, which in some cases may include training and practice within a modality.

Positive Psychology and Social Engagement	HDP47150	4 CR

SPECIAL NOTES: N/A
COURSE DESCRIPTION: In 2000, Positive Psychology introduced itself to the world by asking the question: What makes life worth living? Over the next decade, the field emerged as it attempted to reframe the traditional paradigms of psychological thought with practical applications including activism, healthcare, spirituality, ecology, and consumerism. This course will explore the underpinnings of Positive Psychology with an eye towards emerging fields and practical applications. Students will examine issues of self-happiness and community involvement as they effectuate positive change within and throughout society.

Disordered Eating, Body Image and Culture	HDP47160	4 CR

SPECIAL NOTES: N/A
COURSE DESCRIPTION: This course will provide a comprehensive overview of body image and disordered eating within Western and other cultures. The students will examine the role of

culture on the development of an individual's body image inclusive of women, men and children. This review will cover cultural influences including media, age, social class, ethnicity, and sexuality. Finally, during this course students will explore the ways in which society and individuals can influence positive body images for both themselves and fellow human beings.

Living with Loss: Studies of Grief & Transitions	HDP47400	4 CR

SPECIAL NOTES: NONE
COURSE DESCRIPTION: Life is full of circumstances where people experience loss whether it be on a physical, cognitive, social, emotional, financial, and/or spiritual basis. One can suffer loss with the end of a romantic relationship (e.g., death, divorce, break-up, suicide, or Alzheimer's) or with a change in one's cognitive, social, or physical abilities (e.g., aging, accident, chronic illness, natural disasters, war, etc.). The helping professions guide people to make transitions and facilitate ways for them to continue their lives. Students in this course will select a variety of reading materials, including the required text, memoir, and academic journals to gain an understanding of transitions people face. Students will examine different aspects of grief and transitions from loss, inclusive of cultural, social justice and environmental components.
Required Texts:
Title: Perspectives on Loss and Trauma : Assaults on the Self
Author/Publisher: John H. Harvey, SAGE Publications
ISBN: 9780761921615
Price: $92.00

Women's Psychology and Sexuality	HDP47500	4 CR

SPECIAL NOTES: This course deals with emotionally-sensitive subject matter and all posts must be done in an academically-based and respectful manner. The instructor and peers are not authorized to provide medical or psychological advice. If a student has concerns, or if discomfort arises from study of any topic, the student is advised to immediately seek guidance from a health care professional.
COURSE DESCRIPTION: Students will examine topics about women’s psychological and sexuality by studying current biological and psycho-social theories, inclusive of gender identity/expression. The readings will explore how over the life span women have psychological, emotional, and sexual needs. The course will support students’ examination of physically healthy and psychologically satisfying intimate relationships. Investigation will include how being in the natural world and engaging in creativity feed women’s wellness. Through the social justice and cultural lens, students will investigate ways women’s voices are honored and empowered. Students will examine how sexual abuse, domestic violence, stress, and trauma impact their sexual well-being. Learning outcomes will include knowledge of ways to promote respectful intimacy, develop self-esteem, build personal expression of intelligence and innate beauty, and to use creativity to honor the sacred feminine.

Deep Ecology	HDP47720	4 CR

SPECIAL NOTES: N/A
COURSE DESCRIPTION: Deep Ecology is an environmental movement that spawned from Arne Naess' Ecosophy and is a radical approach to the ecological crisis. Deep Ecology calls for humans to live in harmony with the entire living world, recognizing that the living world has intrinsic value separate from human needs. Within this course, students will examine the

philosophy and practice of Deep Ecology and related disciplines. Each student will develop a unique course contract and will engage with the course learning community. As a result of this course, students will be able to apply principles of Deep Ecology on an individual, community, and global level.		
Community Psychology	HDP51000	3 CR
COURSE DESCRIPTION: This course provides an overview of theory, research, and action in community psychology. Students will consider the roles of social, cultural, educational, economic, political, health-care, environmental, and international influences on well-being for the individual, family, community, society, and environment. Students will explore established and new avenues for facilitating quality of life through community action, personal and group advocacy, economic development, collaborative research, and social justice action. Foci of this course include prevention of dis-ease; promotion of self-help/mutual-help and building empowerment strategies; recognizing and honoring cultural diversity; seeking economic, health-care, and socio-political changes; establishing inclusion networks; and improving local conditions through organizational, community, public policy, and societal-level action. Toward this end, students will learn to identify, focus, and build on individual and community strengths integrating ideas and wisdom from ordinary citizens and advocates, community partners, collaborative research, as well as support from a wide-range of professionals.		
Critical Research Methods	HDP51500	3 CR
COURSE DESCRIPTION: This advanced course covers the theory, application, and design of critical research methodologies for use in human/social science fields such as psychology, human services, and sociology. What are critical research methods and how do they differ from other, “non-critical” research methods? What does it mean to specifically identify one’s research as “critical”? How does one do critical research? What are the unique and valuable contributions of critical research? While we will explore some technical issues related to gathering and data (i.e. “methods”), this course is not designed to provide you with a ready-made toolkit of critical research methods. Rather, the course assumes that any research method can be used in a critical manner and encourages you to develop a critical analysis of various approaches and philosophies that guide research (i.e. “methodology”). Students will gain skills to understand and critically evaluate published research, as well as skills to design and implement a critical methodological approach to their own research. Students pursuing the Research/Doctoral track will complete their thesis research proposal and submit this proposal to the IRB (if involving human subjects) by the completion of the course.		
Advanced Student Research	HDP51501	3 CR
COURSE DESCRIPTION: This course is designed for students on the research/doctoral track to provide structure and support for conducting original research for the research-based thesis. Students not on the research/doctoral who also wish to conduct a research study are welcome to join, however all students must have a completed research proposal (submitted to the IRB, if necessary) before the course begins. Students will complete any data collection and analysis necessary for their research project. Students will not be required to write a research report for this course. For students on the research/doctoral track, the research report will be written as part of their thesis.		
Adolescent Psychology	HDP52200	4 CR
COURSE DESCRIPTION: This course is designed for undergraduate students seeking a broad		

comprehensive view of adolescent development including issues of autonomy, ego identity, socialization, and sexuality. Its focus will be on the application of theory in applied areas such as classrooms, hospitals, treatment facilities, recreation, and wilderness programs.		
Concepts in Critical Psychology	HDP52212	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: Critical psychology is committed to promulgating social justice, the welfare of communities (particularly oppressed communities), and the eradication of injustices and inequities proffered by current social, economic and political systems. Toward this end, students in this course will critique the foundational underpinnings on which the field of psychology is based, using critical theory as our primary lens. Students will be asked to question valued assumptions embedded in western psychological discourse, and apply the concepts of critical psychology to situate psychological inquiry, research methods, and clinical practice within a broader social context.		
Critical Theoretical and Historical Foundations of Psychology	HDP52220	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course explores foundational issues of psychology as a science, profession, and social institution from critical theoretical and historical points of view. Our explorations will include critical assessments of psychological worldviews, theories, concepts, methods, and ideas as they have developed in specific cultural, historical, and geopolitical contexts. Additionally, we will investigate the relationship between psychology and society (including psychological and societal wellbeing and dis-ease). The relevance of theoretical and historical psychology for research, knowledge, and application within and beyond the field of psychology will be elaborated. Finally, we will work together to further develop our capacities for critical reflexivity.		
Peace Psychology	HDP54000	3 CR
Peace psychology is an emerging field that focuses on the application of psychological theories and practices to the promotion of harmony, equity, and health in relationships and systems. This course explores a historically grounded, contextualized perspective on the psychological dimensions of intrapersonal, interpersonal, intragroup and intergroup harmony and conflict. Students will examine patterns of thoughts, feelings, and actions that can counteract conflict and facilitate relationships based on positive interdependence, mutual wellbeing and trust. Additionally, students will consider and identify systemic and macro-level factors (i.e. economic, political, and cultural) that contribute to peace and conflict. Finally, students will apply this knowledge by analyzing an issue of conflict and creating an action plan to address this and facilitate peace and collective		
Liberation Psychology	HDP57000	3 CR
COURSE DESCRIPTION: Liberation psychology involves the application of psychology in a participatory manner for the purposes of facilitating transformative action and advancing social justice. This course explores experiences of oppression, resistance to oppression, and the link between individual's unique psychological experiences and broader societal structures. Students will examine oppression’s (i.e. racism, sexism, classism, heterosexism, and other systems) impact on psychological consciousness, as well as how communities develop tools for social and psychological liberation. Finally, this course utilizes a praxis model of education. Therefore, students will critically examine their own action in the world, how it		

contributes to oppression and/or liberation (others as well as their own), and what actions they could take to facilitate greater liberation.		
Program Development and Evaluation	HDP58000	3 CR
This course provides students with an overview of best practices and skills in program development and evaluation. Additionally, critical and participatory approaches in program development are highlighted. Students will learn to evaluate constituent needs and develop plans that reflect the community and the organization, that are reality-based and sustainable, and that are created with measurable outcomes which can be evaluated to determine their success and provide a framework for funding proposals. The course will cover different types of program evaluation, including needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis. Students will gain practical experience through a series of exercises involving the design of a conceptual framework, development of indicators, and development of an evaluation plan to measure impact. This course covers experimental, quasi-experimental, and non-experimental study designs, including the strengths and limitations of each.		
Helping Skills	HDP58500	3 CR
COURSE DESCRIPTION: This course presents foundational knowledge and skills essential to professional interpersonal practice while considering the community, organizational, and policy contexts in which these practices takes place. It further integrates content on multiculturalism, diversity, social justice, and social change issues, as well as relevant historical, contextual, and social science knowledge. Students will critically examine theory and methods of interpersonal and "helping" skills and will engage in practice through participating in interpersonal exercises with one another.		
Community Health Policy and Advocacy	HDP59500	3 CR
This course is designed to give students an introduction to the fundamental principles and methods used in community health, including policy and advocacy. As a field, community/public health has emerged from social movements that view health as a human right and an issue of social justice. Throughout this course, students will examine health disparities and inequities as well as the social, political, economic, and biomedical aspects of health and illness. Participatory approaches to researching and understanding community wellbeing will be highlighted. Finally, students will explore programs, policies, and practices designed to improve population and community health and develop action plans for engaging in advocacy.		
Capstone: Practicum	HDP59800	6 CR
Students are required to design and complete a capstone project to be completed in their final semester. Working with their adviser, students on the professional track design a practicum-based project that best meets their learning and career goals in a manner that demonstrates mastery in critical psychology and human services. Approval of project proposal is necessary before any work on the project begins. Mastery is defined as meeting the program objectives of the MA Critical Psychology and Human Services program. Every capstone proposal and final product will be evaluated and approved by the student's adviser and an additional faculty member, who together, will serve as the student's MA Committee. Practicum projects should include a minimum of 40 documented hours of some type of internship and/or volunteer experience with non-profit or other human-services based organizations. Additionally, all		

students will produce a critical written work which describes their experience (the type of organization they worked with, their role/duties, etc.) and which incorporates theory to dialogue with their experience in some way. This could include the application of critical theory to the programs students work with, ideas for program development/evaluation or research relevant to the programs students work with, etc. The student and committee agree on a time period in which the student will complete the requirements of their project. The faculty will then review the completed materials. If the faculty committee determines that the student has completed the necessary requirements in a manner that demonstrates competence, the student will have completed their capstone. No materials required.
Capstone: Practicum : Critical Psychology HDP59800 3 CR
SPECIAL NOTES: NONE COURSE DESCRIPTION: Students are required to design and complete a capstone project to be completed in their final semester. Working with their advisor, students on the professional track design a practicum-based project that best meets their learning and career goals in a manner that demonstrates mastery in critical psychology and human services. Approval of project proposal is necessary before any work on the project begins. Mastery is defined as meeting the program objectives of the MA Critical Psychology and Human Services program. Every capstone proposal and final product will be evaluated and approved by the student's adviser and an additional faculty member, who together, will serve as the student's MA Committee. Practicum projects should include a minimum of 40 documented hours of some type of internship and/or volunteer experience with non-profit or other human-services based organizations. Additionally, all students will produce a critical written work which describes their experience (the type of organization they worked with, their role/duties, etc.) and which incorporates theory to dialogue with their experience in some way. This could include the application of critical theory to the programs students work with, ideas for program development/evaluation or research relevant to the programs students work with, etc. The student and committee agree on a time period in which the student will complete the requirements of their project. The faculty will then review the completed materials. If the faculty committee determines that the student has completed the necessary requirements in a manner that demonstrates competence, the student will have completed their capstone.
Capstone: Thesis HDP59900 6 CR
Students are required to design and complete a capstone project to be completed in their final semester. Working with their adviser, students on the research/doctoral track design a research-based thesis that best meets their learning and career goals in a manner that demonstrates mastery in critical psychology and human services. This thesis will incorporate the research completed in the Advanced Student Research course and will incorporate theory relevant to critical psychology and humans services to explain the research, including importance of the research, design, data collection and interpretation, and conclusions. Students will form a thesis committee (composed of the student's adviser and an additional faculty member) and submit their final thesis to this committee for review. Once all feedback has been received, the student will alter or defend their thesis as necessary and then send their revised work back to the thesis committee. If the thesis committee believes that the second draft necessitates additional amendments, then the student will participate in another

review until the thesis committee is satisfied with the quality, breadth, and depth of the work. Upon satisfying members of the thesis committee, the student will upload their completed thesis to ProQuest as is required by Prescott College, at which point they will have completed their capstone. No materials required.
Advanced Research Methods MA5111 3 CR
Students will select their research focus and methodology from their previous coursework and professional aspirations. They will need to collaborate with their advisor to determine and contribute to the overall growth and development of their focus. Students will integrate substantive research through review of the current literature and implementation in the field. Selection of methodology will need to be aligned with thesis/capstone.
Qualifying Paper MA57000 1 CR
Each student is expected to submit a "publishable" 30- to 40-page Qualifying Paper (QP) to their faculty and advisor to demonstrate their ability to write a graduate level research paper. The QP must be approved prior to enrollment in thesis credits. See specific details about the Qualifying Paper in the Education Student Handbook.
Special Topics: Organizational Behavior through a Sustainability Lens MA57010 4 CR
Special Notes: 8 weeks online. This course will meet asynchronously. Participation on specific days and at specific times will not be required; however, students must actively participate in the online discussions on a minimum of 3-4 days per week, beginning by Wednesday each week and with participation at least once on the ending weekend of each week. Course Description: Organizational Behavior is the study of people within organizations. The behaviors of individuals and groups within any organization influence and are influenced by each other and facets of the organization, and determine the organization's success in meeting its objectives. This course would be of value to students in any degree program which will lead to work within an organization – whether non-profit or for-profit, public or private, large or small. A "Sustainability Lens" will be applied in the exploration of each topic. Topics will include: leadership and visioning, communication and engagement of internal stakeholders, principles of learning and motivation, collaborative functional teams, facilitating change, employee wellness, organizational design (workplace impact on employee health and productivity, and on the environment), and organizational culture and innovation.
Special Topics: Intercultural Leadership in Sustainability Organizations MA57015 4 CR
Special Notes: 8 weeks online. This course will meet asynchronously. Participation on specific days and at specific times will not be required; however, students must actively participate in the online discussions on a minimum of 3-4 days per week, beginning by Wednesday each week and with participation at least once on the ending weekend of each week. Course Description: This leadership course will examine leadership theory and practice, with emphasis on influencing stakeholders ("followers") within an organization. The implications of race, gender identities, ethnicity, generation, and other micro, meso, and/or macro-cultural influences will be the focus of the course - explicitly as those facets of identity intersect with a leader's ability to influence organizational progress toward meeting environmental and sustainability imperatives. This course would be of value to students in any degree program which will lead to work as an influencer within an organization – whether non-profit or for-profit, public or private, large or small.

Topics will include: articulating and motivating a sustainability vision; ethical leadership; exploration of self-awareness and authentic leadership; and understanding, respecting, and engaging culturally and ideologically diverse stakeholders. Students will independently and collaboratively analyze and reflect on the intersection of leadership and of broader definitions of cultures and their impacts on ideologies and behaviors of organizational stakeholders.
Origins and Directions in Adventure Education MA57050 3 CR
SPECIAL NOTES: Graduate students (including those approved for 4+1) are responsible for the same learning outcomes as undergrads, though they also will need a solid theoretical understanding of the foundational work and primary texts in adventure education and to demonstrate the complex level of thinking required at a graduate level. Course Description: 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.
Digital Storytelling MA57200 3 CR
Each person owns stories that arise from living a full life. Sharing these experiences connects people at the visceral level and helps create healthy communities. Stories are also a deep way to share knowledge. In this course, students learn storytelling by telling their own stories by combining narrative stories with images and music through digital technology to bring these stories to a larger audience. Each student creates a second story. This story may develop in partnership with a non-profit organization or be created as part of developing a lesson plan in digital storytelling for K-12 classes. Students learn to use digital equipment, and photo and digital video editing programs.
Compassionate Climate Change Education MA57500 3 CR
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 ecosocial 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 climatespecific 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.
Program Administration in Adventure Education MA57508 3 CR
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.
The Spiritual Components of AE and Env E MA57509 3 CR
During this course, students will explore the role of spirituality in both adventure and environmental education. Consideration will be given as to why spirituality is important to consider, what role the facilitator plays in helping participants explore spiritual issues, techniques for incorporating spiritual exploration into programming, the role of personal belief in spiritual endeavors, and the challenges to working with people in a spiritual capacity. Students will explore these topics through readings, group discussions, writing assignments, experiential activities, and a term project. Specific emphasis will be given to the student exploring spirituality in the context of his or her own professional and academic interests.
The Adventure of Enterprise: Ecopreneurs MA57510 3 CR
Engage in the adventure of enterprise from strategic planning to a sustainable business model and social marketing. Become fluent in the main techniques and arrays of standards available for sustainable endeavors, including cradle to cradle, Natural Step, permaculture, triple bottom line, the 5 (and 7) P's, and more. This course helps students put ecopreneurship into practice, using biomimicry and ecological design from leadership and staff management to product development and program evaluation. Explore other concepts of organization and business models, including natural capitalism, social capital, local economies, gift economies, the commons, restoration, resilience and complexity, servant leadership, cooperative and collaborative structures, and new marketing. Engage in regenerative creativity and innovation to optimize collaborative organizational genius. Explore options for successful businesses

including nonprofit and hybrid structures. Engage your passion and purpose with integrity and authenticity in enterprise design and management.
Ecofeminism MA57513 2 CR
SPECIAL NOTES: Course is offered in both Master's and Doctoral programs. Ecofeminist education fulfills the promise of catalyzing learning at the deep intersection of ecological and gender justice. Teaching and research methods and approaches in ecofeminist education participate in the "fourth wave" of integrating human and earth systems for social sustainability education. This course rides the emergent wave front of scholarship researching and applying deep ecologies, feminist materialisms, gender-bending pedagogies, and ecological resistance and resilience to educational design and praxis. This doctoral and graduate level course examines the evolving concepts of ecofeminism and sustainability as they relate to teaching in formal and informal learning contexts. In addition to exploring the positionalities and intersectionalities of networks of life, nature, culture and earth's systems across multiple scales, students will consider how theoretical concepts of sustainability, ecofeminism, and emergent teaching and learning can be practically blended as a form of activist educational liberation. As an integral part of this course, students will engage in an individually or collaboratively designed experience in nature in order to engage different ways of knowing in relation to scholarly course content. The course is designed to critically examine and articulate the shared and unique traditions, constructs, and paradigms from the ecological and feminist dimensions that source ecofeminist education. Students will collaborate to critically position ecofeminist education in relationship to the quilt of other pedagogies, including such areas as ecojustice education, ecological critical pedagogy, sustainability education, and critical pedagogies of place. As part of ecofeminist approaches, students will engage in multi-modal methods, including collaborative, arts-based, embodied, and multiple ways of knowing. This course supports the student undertaking original research in the field of ecofeminist education within the student's area of focus.
Foundations and Trends in Environmental Education MA57514 3 CR
Course Description: During this course, students will explore the theoretical and philosophical frameworks supporting environmental education (EE). Consideration will be given to EE both past and present, how it is practiced, challenges it faces as a field, and current/future trends. Additionally, this course will help to prepare the graduate EE student to become a certified EE practitioner at the state or national level as dictated by the North American Association for Environmental Education. Through readings, writings, experiential activities, online group discussions and individual projects, students will gain a better understanding of EE as well as the importance of exploring EE within their own unique academic and professional interests.
Sustainable Leadership MA57518 3 CR
SPECIAL NOTES: Not a substitute for MEDL50020 for MEd students in Education Leadership. This course is designed to explore a number of different approaches to the concept and practice of sustainable leadership and how this can be developed in the different situations in which students are engaged. While many different theories and approaches to leadership have been developed and promoted over the past 100 years, there are some basic concepts to which many current approaches subscribe, such as situational, strength-based and, servant leadership. This course will encourage students to explore different approaches to develop

their own useful concepts and practices as befits their personal circumstances. Students will be encouraged to articulate and present their ideas for feedback and discussion among other participants in the course and to offer constructive feedback and questioning to one another over a Moodle platform and through video conferencing.
Advanced Permaculture MA57530 4 CR
SPECIAL NOTES: Advanced Permaculture Design builds on the understanding developed in the Introduction to Permaculture Design or any Permaculture Design Certificate course. In this course, learners will apply Permaculture principles to a real-life situation to solve complex design needs. Learners will finish the course with a greater understanding of systems approaches to developing culturally-appropriate food systems in any bioregion. Learners will practice integrated, restorative designs involving soils, water, biodiversity, and human communities.
Food Justice and Sustainable Food Systems MA57550 3 CR
Food justice is a growing movement that seeks to shift global, industrial food systems towards more equitable, just, and sustainable foodways. Food justice can be measured through a community's ability to acquire healthy food (food access), and its right to define its own food systems (food sovereignty). Using this framework, students will uncover how institutional racism and classism prevent certain communities from accessing healthy and culturally appropriate food. With an emphasis on the Global North, specifically US food systems, students will examine the intersections of food justice, social justice, and environmental justice through the work of grassroots organizations and initiatives. Readings, multimedia viewings, class discussion, and experiential learning will frame our investigation of the current food system and how issues of privilege, access, and identity relate to food justice. By the end of the course, students will have gained a comprehensive understanding of the historical, conceptual, and theoretical underpinnings of these grassroots movements and the wider social, political, and economic systems that impact foodways. These critical conversations will allow students to explore the possibilities and challenges of imagining sustainable and just food systems.
Resilience Thinking MA57560 4 CR
Resilience is a concept that has received interest in recent years. From personal resilience, to community resilience, to ecological resilience in the face of an ever-changing world, resilience thinking encourages systems-level thinking to evaluate how to respond to internal and external factors. This course will introduce students to the theoretical construct of resilience thinking and delve into practical applications within the students' fields of interest. In addition, resilience will be examined in terms of its applications to sustainability. Students will develop mastery of the general theory and apply this learning to a specific area such as education, ecosystem health, personal wellbeing, water resources, organizational structure, natural disasters, food systems, urban planning, and other appropriate avenues.
Introduction to Permaculture Design MA57701 3 CR
SPECIAL NOTES: Course is offered in both Master's and Doctoral programs. 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.
People and Nature: An Exploration of our Relationships with the Natural World MA57703 4 CR
SPECIAL NOTES: Course is offered in both Master's and Doctoral programs. COURSE DESCRIPTION: This course will explore the multifaceted relationship people have with nature. This course is designed to allow students to research avenues of highest relevancy to their research within the scope of the human-nature relationship. Topics that may be included in a student's selected study area are impacts of spending time in nature, connections to human health, conservation psychology, applications to land use planning, societal issues of lack of contact with nature, identity and nature, and other relevant themes. Student learning will be gauged via projects, papers, and online discussion
Engaging in Place: An Active Introduction to Civic Ecology MA57708 3 CR
SPECIAL NOTES: Course is offered in both Master's and Doctoral programs. 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.
Advanced Treatment of Substance Use Disorders MAAC53010 3 CR
This course provides an advanced study of the etiology and treatment of addictive behaviors (e.g. substance use disorders, dual diagnosis, and process addictions). Attention will be given to professional, legal and ethical considerations specific to addiction counseling.
reatment of Substance Use Disorders MAAC53010 3 CR
SPECIAL NOTES: NONE DESCRIPTION: This course provides an advanced study of the etiology and treatment of addictive behaviors (e.g. substance use disorders, dual diagnosis, and process addictions). Attention will be given to professional, legal and ethical considerations specific to addiction counseling. Students are encouraged to take MACP51170 Chemical Dependency and Substance Abuse prior to taking this course
Substance Use Prevention, Intervention a MAAC53020 3 CR
SPECIAL NOTES: While this elective is open to all counseling students, it is also one of the approved courses for the Addiction Counseling emphasis. This course focuses on substance use prevention, intervention and social policy, including the political, legal and social effects substance use disorders. The course also addresses the ecological risk factors of substance use.

EAT Practicum	MAAT51020	1 CR
SPECIAL NOTES: Students must file separate EAT Practicum Application and Agreement prior to start of the semester in order for these hours to count toward your total required hours. PREREQUISITES: MAAT51301 Foundations in Expressive Art Therapy: History and Theory of Expressive Art Therapy COURSE DESCRIPTION: The Practicum in Expressive Art Therapy is designed to facilitate the application of theory and development of expressive art therapy skills under supervision. EAT Students are provided with opportunities to provide expressive art therapy for clients representative of the ethnic and demographic diversity of their community. Through closely supervised individual and group expressive art therapy experiences students expand their repertoire of expressive art therapy techniques and interpersonal relationship skills. Student receives direct and specific feedback from clinical and faculty supervisors. Ideally students will spend at least 50% of this 100 hour clinical field experience providing EAT directly for clients. This course has a MYCLASSROOM/MOODLE based, cohort component and also includes video conferenced supervision.		
EAT Internship	MAAT51021	2 CR
SPECIAL NOTES: The internship will be split into Parts I and II over at least 2 semesters of enrollment. COURSE DESCRIPTION: Students gain professional experience in supervised clinical settings and engage in on–going case consultation with faculty throughout the internship experience. The EAT Internship provides the opportunity to synthesize theory and knowledge with practice under supervision. EAT interns select sites that are congruent with their career goals and serve clients representative of the ethnic, lifestyle and demographic diversity in their community. Participation in both group and individual supervision support EAT Internship students in their increasingly autonomous role with clients. This course involves a MYCLASSROOM/MOODLE based, cohort component and video, as well as face to face faculty provided group supervision.		
Fundamentals of Expressive Art Therapy	MAAT51300	3 CR
Elective course for non-EAT concentration students; provides an overview of the history, theory and practice; clinical and non-clinical applications of expressive art therapies with diverse populations		
EAT I: Foundation in Expressive Art Therapy: History and Theory of Expressive Art Therapy MAAT51301 3 CR		
SPECIAL NOTES: Required for students doing an Expressive Arts Therapy concentration. Not open to students not approved for the concentration This foundational course examines the history and the development of expressive art therapy as a distinct therapeutic practice. This course identifies anthropological precursors, the major events and founding practitioners that have shaped the development of the modality and profession of expressive art therapy. An overview of the theories of psychotherapy relevant to art therapy and expressive arts therapies, as well as theories of creativity and the creative process are included in this course.		
Expressive Art Therapies II: Materials and Techniques of Practice in Expressive Art Therapy MAAT51302 3 CR		
SPECIAL NOTES: N/A		

COURSE DESCRIPTION: The focus of this course involves direct experience of the therapeutic utility and psychological influence of art process and materials. Through engagement in studio art processes students learn art therapy techniques and approaches which contribute to understanding the therapeutic effect of art making and creative expression in the application of intervention strategies and establishment of therapeutic goals. Students will gain an understanding of the Expressive Therapies Continuum and its application in expressive art therapies. This course encompasses the beginning study of symbolism and metaphor as applied in expressive art therapy.
Expressive Art Therapies III: Applications of Exp Art Therapy w/People in Different Treatmnt Setting MAAT51303 3 CR
PREREQUISITE: MAAT51301 Foundations in Expressive Art Therapy: History and Theory of Expressive Art Therapy This course examines clinical interventions for the treatment of children, adolescents, adults, couples and families in, in-patient, partial treatment programs and aftercare; essential interviewing and counseling skills for developing the therapeutic relationship; exploration of verbal, behavioral, and artistic and expressive communication, assessment, treatment planning approaches, relationship dynamics and role on the treatment team. This course is usually taken concurrently with the EATSI during the second summer semester of the program. The student will continue study of the Expressive Therapies Continuum as a tool in designing art/expressive therapy interventions. The student will continue to deepen understanding of symbolism and metaphor and their uses in art/expressive therapies. REQUIRED TEXT: Student and instructor will agree on materials used.
Expressive Art Therapies IV: Group Work and Dynamics in Expressive Art Therapy MAAT51304 3 CR
SPECIAL NOTES: Not open to students not approved for the concentration This course may be taken concurrently with the EATSI if other EATSI aligned courses have been taken. This course examines theoretical and experiential understanding of group expressive art therapy as distinct from other forms of group therapy. Areas of focus include group counseling methods and skills as applied in expressive art therapy; principles of group dynamics, therapeutic factors, member roles and behaviors, leadership styles and approaches; short and long-term group process. Special emphasis is placed on understanding the applications of group expressive art therapy processes appropriate for different diagnostic issues, developmental levels and presenting problems in a variety of settings with diverse clients.
Expressive Art Therapies V: Assessment in Expressive Art Therapy MAAT51305 3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course examines fundamentals of expressive and art therapy assessment, selection of the assessment tools and familiarity with a variety of specific art therapy and expressive therapy instruments and procedures used in appraisal and evaluation. Areas of focus include understanding of developmental levels, cultural factors, psychopathology and psychological health manifested in artwork, art making and creative expression; administration and documentation of expressive art therapy assessments, ethical issues related to assessments, formulation of treatment goals, objectives and strategies

related to assessment and evaluation
Expressive Art Therapies VI: Ethical & Legal Issues-Standards of Good Practice in Expres Art Therapy MAAT51306 3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course examines professional identity, professional ethics and ethical practice of art therapy; familiarity with the ethical standards of the AATA and ATCB, as well as the ACA and other related fields, proper application of ethical and legal principles of art therapy and expressive art therapy practice. This course examines the professional role as an expressive art therapist with regard to function and relationships with other mental health professional organizations. Understanding of credentialing and licensure, public policy, advocating for the profession and client advocacy are included in this course. Areas of focus also include preparation to enter the job market and practice in resume writing and professional interviewing skills.
Expressive Art Therapies VII: Cultural Diversity in Expressive Art Therapy MAAT51308 3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides a foundation of knowledge in cultural diversity theory and competency models applied to an understanding of diversity of artistic language, symbolism, and meaning in artwork, art making and creative expression across cultures and within diverse societies. Areas of focus include an investigation of the role of the expressive art therapist in social justice, advocacy and conflict resolution
Studio Art-Expressive Arts Studio MAAT51310 1 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course will focus on further development of studio art skills and practices and or expressive arts techniques, as applicable. Areas of focus may include a specific studio art technique such as drawing, painting or clay work, mixed media materials explorations, or intermodal expressive arts such as visual art, poetry, performance, movement, sound and music.
Expressive Art Therapies VIII: Advanced Expressive Art Therapy Elective MAAT59300 3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course is self-designed by the student and supports deeper inquiry into an area of passion or interest. Topical areas may include but are not limited to Expressive Art Therapy in relationship to: Archetypal Psychology, Existential Psychology, Couple and Family Therapy, Addictions, Medical Applications, Trauma, Gerontology, Transpersonal Psychology, Educational Applications, Post-Combat Applications and others. The syllabus of this course is designed with an EAT instructor and taught in the online MyClassroom format.
Advanced Theories in Couple and Family Counseling MACF53010 3 CR
DESCRIPTION: This course provides an advanced survey of the major marriage, couple, and family counseling 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, couple, and family therapist.
Advanced Skills in Marriage, Couple and Family Counseling MACF53020 3 CR

SPECIAL NOTES: While this elective is open to all counseling students, it is also one of the approved courses for the Marriage, Couple, and Family Counseling emphasis. This course focuses on an 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. The course will also explore how the counselor's personal experiences influence the counseling process with couples and families.		
Professional Orientation to Mental Health Counseling	MACP50000	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course introduces graduate students to the field of Mental Health Counseling, and provides an essential foundation in matters of professional identity and orientation.		
Psychopathology: Diagnosis and Treatment Planning	MACP50010	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides an understanding of the use of assessment and diagnosis to develop appropriate treatment interventions for behavioral health disorders. This course includes the study of the current Diagnostic and Statistical Manual, the integration of diagnostic and other assessment information, and the development of treatment plans.		
Human Growth and Development	MACP50020	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides an understanding of the nature and needs of individuals at all developmental levels, including: a. Theories of individual and family development and transitions across the life-span; b. Theories of learning and personality development; and c. Strategies for facilitating optimum development over the life-span.		
Social and Cultural Diversity in Counseling	MACP50030	3 CR
SPECIAL NOTES: NONE COURSE DESCRIPTION: This course provides a broad understanding of issues and trends in a multicultural and diverse society, including: a. Attitudes and behaviors based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status and intellectual ability; b. Individual, family, group, and community strategies for working with diverse populations; and c. Theories of multicultural counseling, theories of identity development, and multicultural competencies.		
Research and Program Evaluation in Mental Health Counseling	MACP50040	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides an understanding of research methods and basic statistical analysis, including: The importance of research and opportunities and difficulties in conducting research in the counseling profession; Research methods such as qualitative, quantitative, single-case designs, action research and outcome-based research; and Use of research to improve counseling effectiveness.		
Consultation and Prevention in Mental Health Counseling	MACP50051	3 CR
SPECIAL NOTES: This will be the last time this course is offered. This course provides a broad understanding of theories and models of consultation and prevention in mental health counseling, including specific applications to schools, mental health agencies, and private practitioners. Emphasis is placed on the integration of theory and research into consultative and prevention practices.		

Helping Relationships: Basic Counseling Skills	MACP50060	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides a broad understanding of counseling processes, including: a. Counselor and client characteristics and behaviors that influence helping processes related to age, gender and ethnic differences, verbal and nonverbal behaviors, and personal characteristics, orientations, and skills; and b. Essential interviewing and counseling skills with a focus on the development of a therapeutic relationship, establishment of appropriate counseling goals and intervention strategies, evaluation of client outcome, and successful termination of the counseling relationship.		
Career and Lifestyle Development: Challenges of Adulthood	MACP50070	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides an understanding of career development and related life factors, including: a. Career development theories and decision-making models; b. Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development; and c. Psychotherapy and career counseling processes, techniques, and resources, including those applicable to specific populations.		
Group Work: Clinical Theory and Practice	MACP50080	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides a broad understanding of group development, group dynamics, group counseling theories, group counseling methods and skills, and other group work approaches including principles of group dynamics, group leadership styles and approaches, theories of group counseling and group counseling methods.		
Assessment: Psychological Testing and Appraisal in Counseling	MACP50090	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides an understanding of individual and group approaches to assessment and evaluation including: a. Basic concepts of standardized and non-standardized testing and other assessment techniques, statistical concepts, reliability and validity.		
Social Justice in Counseling	MACP51000	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course is designed to provide basic competencies to counselors faced with social justice concerns in therapeutic and clinical settings. The implications of culture, privilege, power, and politics to social justice struggles and the subsequent communities impacted will be examined. In addition, this course will look at the effects of environmental justice and how it impacts a client's overall wellbeing. Students will gain awareness and understanding of these complex concepts and systems, the basic competencies and skills needed to be effective when working with these issues, and learn the importance of advocacy within counseling profession.		
Counseling Theories	MACP51010	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides a comprehensive survey of the major counseling theories and principles including Cognitive behavioral, Person centered, Brief solution focused, Adlerian, Behavioral, Psychoanalytic and neopsychoanalytic and Rational emotive.		

Supervised Counseling Practicum	MACP51020	0 CR
SPECIAL NOTES: Meeting times are on AZ time. Please note instructor is on PST so there will be a time change in Spring. This course is for continuing students only. Prerequisites must be completed to begin practicum. PREREQUISITES: must be completed before Practicum can be enrolled. Only MACP 50080 Group may be approved with concurrent enrollment. An Application Packet must be filed with the Counseling Program office by the stated deadline. All of these forms are on the CP MyClassroom/Moodle site. No practicum hours are credited toward this course until the Director of Practicum and internship has approved your Application Packet. No practicum hours are credited toward this course until these forms are received in the CP office and approved. TECHNOLOGY REQUIRED: High-Speed Internet and headphones with attached microphone (ex. iPhone earbuds). Counseling practicum is designed to facilitate student development and application of counseling skills under supervision. In this course, students begin to acclimate to the practice of professional counseling by engaging in supervised individual and group counseling experiences and interactive class discussions focusing on skill development, counseling process, and professional identity. These experiences provide opportunities for practicum students to counsel clients who represent the ethnic and demographic diversity of their community and to expand their repertoire of counseling techniques and skills with direct and specific feedback from site and faculty supervisors.		
Supervised Counseling Internship	MACP51021	0 CR
SPECIAL NOTES: Meeting times are on AZ time. Please note instructor is on PST so there will be a time change in the Fall. Internship is a total of 6 credits over two semesters. The standard credit load per semester is 3 credits. Students wishing to complete internship over more than two semesters should consult the Director of Practicum and Internship. You will also need to enroll for COU INTERN for 1, 2 or 3 credits as this Moodle course is 0 credits until your Application packet is approved. PREREQUISITES: Requires completion Prerequisites, except MACP 50090 Assessment: Psychology Testing & Appraisal in Counseling may be approved with concurrent enrollment in first semester of internship only For continuing students only: Requires approval of the Practicum / Internship Application Packet by the Practicum and Internship Director by the deadline or enrollment for practicum or internship credits and any related hours accumulated will not be approved. TECHNOLOGY REQUIRED: High-Speed Internet and headphones with attached microphone (ex. iPhone earbuds). The Counseling Internship is the final and most comprehensive professional clinical experience in the counseling program. The internship provides the opportunity to synthesize counseling theory and knowledge with practice under supervision. Interns select sites congruent with their career goals that serve clients representative of the ethnic, lifestyle, and demographic diversity in the community. Participation in both group and individual		

supervision support interns in their increasingly autonomous role with clients.		
Marriage, Couple & Family Counseling	MACP51150	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: 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.		
Chemical Dependency and Substance Abuse	MACP51170	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course includes studies that are limited to providing a broad understanding of the stages, processes, and effects of chemical dependency, social and psychological dynamics of chemical dependency, and the professional's role in prevention, intervention, and aftercare. The course covers the following competencies and objectives: gain an understanding of theories and methods of chemical dependency counseling; become aware of drug classifications and effects; and learn strategies for assessing chemical dependency		
Addiction Counseling	MACP51170	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course includes studies that are limited to providing a broad understanding of the stages, processes, and effects of chemical dependency, social and psychological dynamics of chemical dependency, and the professional's role in prevention, intervention, and aftercare. The course covers the following competencies and objectives: gain an understanding of theories and methods of chemical dependency counseling; become aware of drug classifications and effects; and learn strategies for assessing chemical dependency.		
Professional Counseling Ethics	MACP51190	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides a broad understanding of professional counseling ethics, legal standards, and responsibilities.		
Child and Adolescent Counseling	MACP51235	3 CR
SPECIAL NOTES: NONE DESCRIPTION: 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.		
Psychopharmacology and the Counseling Profession	MACP51387	3 CR
SPECIAL NOTES: NONE DESCRIPTION: 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.
Mindfulness in Clinical Practice MACP51391 3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: 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.
Community Collaboration and Counseling MACP51410 3 CR
Reviews the principles and applications of collaboration between the mental health professional and various components of the community, including school districts, law enforcement agencies, judicial systems, etc.
Consultation and Supervision Practices MACP51420 3 CR
Reviews the principles and applications of consultation and supervision in diverse settings.
Professional Planning in Mental Health Counseling MACP51430 3 CR
Reviews the organization, structure, economic and political factors involved in the functioning of agencies as well as independent private practice.
Positive Psychology in Clinical Practice MACP51440 3 CR
This course provides an overview of the Positive Psychology field including the concepts, research, neuroscience, and thetechniques, and exercises that enhance well-being.
Clinical Research and Statistical Methods MACP53120 3 CR
Reviews the principles and practices of clinical research and introduces the range of relevant statistical methods.
Advanced Study of Counseling Practices MACP53180 3 CR
Advanced studies of principles and applications of counseling and related healing practices.
Advanced Studies in Consciousness MACP53190 3 CR
Examines research on altered and non-ordinary states of consciousness in relation to healing practices in Mental Health Counseling and other modalities.
Human Sexuality in Counseling MACP53201 3 CR
SPECIAL NOTES: NONE DESCRIPTION: 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.
Counseling with Sexual Difficulties and Disorders MACP53210 3 CR
Reviews the principles and applications of counseling with a range of sexual difficulties, dysfunctions and disorders.
Crisis Intervention and Disaster Psychology MACP53220 3 CR
Reviews the principles and applications of counseling clients in crisis or suffering in the wake of natural or human-instigated disasters. The course will include a discussion of responses to violence and to suicidal clients.
Counseling Special Populations MACP53250 3 CR
Students select a particular population with special needs and review the principles and applications of working in counseling with such clients.
Counseling Interventions MACP53410 3 CR
Examines advanced and specialized methods of intervention in Mental Health Counseling. Students select a particular modality to study.
Archetypal Psychology: Theory & Practice MACP53420 3 CR
This class is a survey course that explores Archetypal Psychology in theory and practice. Students will be introduced to the main concepts of Archetypal Psychology through a careful study of the writings of James Hillman, the founder of Archetypal Psychology. Archetypal Psychology offers a theory and method of helping patients learn how to participate with psyche or soul both within themselves and in their environment. This course will give counseling students a clear introduction to the psychological concepts and methods to achieve this type of experience with their clients and themselves. Archetypal Psychology is a Post-Jungian approach to the practice of counseling and psychotherapy. In this class articles and texts will be examined by Freud, Jung, and Corbin to give the student an overview of the various approaches to psychoanalysis, analytical psychology, and archetypal psychology.
Trauma and Crisis: Intervention and Treatment in Counseling MACP55031 3 CR
SPECIAL NOTES: This elective is one of the approved courses for the Somatic Counseling Emphasis. COURSE DESCRIPTION: 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.
The Neurobiology of Relationships: Applications in Clinical Practice MACP55032 3 CR
SPECIAL NOTES: This elective is open to all Counseling students, and is also one of the approved courses for the Somatic Counseling Emphasis. DESCRIPTION: 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

introduces 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.		
Treatment in Addiction Counseling	MACP55120	3 CR
SPECIAL NOTES: Students are encouraged to take MACP51170 Addiction Counseling prior to taking this course. This elective is open to all counseling students, and is also one of the approved courses for the Addiction Counseling Emphasis. COURSE DESCRIPTION: This course provides an advanced study of the etiology and treatment of addictive behaviors (e.g. substance use disorders, dual diagnosis, and process addictions). Attention will be given to professional, legal and ethical considerations specific to addiction counseling.		
Addiction Counseling and Community Resources	MACP55121	3 CR
SPECIAL NOTES: While this elective is open to all counseling students, it is also one of the approved courses for the Addiction Counseling emphasis. COURSE DESCRIPTION: This course focuses on substance use prevention, intervention and social policy, including the political, legal and social effects substance use disorders. The course also addresses the ecological risk factors of substance use.		
Advanced Contemporary and Postmodern Theories	MACP55140	3 CR
SPECIAL NOTES: Students are encouraged to take MACP51000 Social Justice in Counseling prior to taking this course. This elective is one of the approved courses for the Social Justice in Counseling Emphasis. COURSE DESCRIPTION: This course is designed to provide students with a greater understanding of contemporary and postmodern counseling theories. The class will focus on postmodern, feminist, queer, and cultural/relational counseling models and their relevance when working with issues of social justice. Students will further develop their counseling skills and understanding of how power, rank, and status impact counseling diverse clients. The theoretical perspectives presented in this course are grounded in the various ACA cross cultural, multicultural, and social justice competencies for counseling.		
Advocacy and Research in Social Justice Counseling	MACP55141	3 CR
SPECIAL NOTES: Students are encouraged to take MACP51000 Social Justice in Counseling prior to taking this course. While this elective is open to all counseling students, it is also one of the approved courses for the Social Justice in Counseling emphasis. DESCRIPTION: 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		

Advanced Skills in Marriage, Couple and Family Counseling	MACP55150	3 CR
SPECIAL NOTES: While this elective is open to all counseling students, it is also one of the approved courses for the Marriage, Couple, and Family Counseling emphasis. COURSE DESCRIPTION: This course focuses on an 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. The 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	MACP55151	3 CR
SPECIAL NOTES: This elective is open to all counseling students, and is also an approved course for the Marriage, Couple, & Family Emphasis. COURSE DESCRIPTION: This course provides an advanced survey of the major marriage, couple, and family counseling 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, couple, and family therapist.		
Counseling the Depressed Client	MACP59001	3 CR
Depression can be exhibited through a variety of symptoms and behaviors, and can be caused by a myriad of factors. This course provides an in-depth understanding of the many different ways in which depression is manifest, causes of depression, and methods for evaluating, appraising, and treating clients who display depressive symptoms.		
Postmodern Theories and Clinical Skills for Social Justice Counseling	MACSJ53000	3 CR
SPECIAL NOTES: Students are encouraged to take MACSJ53010 Social Justice in Counseling prior to taking this course. This elective is one of the approved courses for the Social Justice in Counseling Emphasis. DESCRIPTION: 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.		
Social Justice & Advocacy Competencies in Counseling	MACSJ53030	3 CR
This course provides an introduction and review of the emerging history of social justice in counseling, the history of social movements, and the position of the target and agency of individuals seeking counseling. It further explores how advocacy can be influential in the macro systems including political leadership, advocacy for counseling profession, advocacy for systems that support people that experience oppression, and defining ally skills. The Multicultural and Social Justice Counselor Competencies of the American Counseling Association are examined especially the advocacy competencies and the associated methods of implementing those competencies using basic counseling skills as applied to the students' passions and skills.		
Applications of Social Justice in Counseling	MACSJ53040	3 CR

This course is designed to apply the students' awareness, knowledge, and critical skills related to cultural diversity, human rights, social and economic justice. Students will directly explore engaging diversity and differences in community settings from a counseling advocate perspective and actively participate in the advancement of human rights and social and economic justice by developing a needs assessment for a target population in the community. Students will explore types and sources of power, multiple social locations, social constructions, social processes, social identities, conflicts, and how all these interact from a place of using their own privilege of social class to influence liberation of oppressed groups both from within the counseling session and as a counselor in the community. A major written assignment will focus on critical contextual thinking and analyses, learning to use knowledge, theory, and direct research to recognize and critique underlying assumptions and paradigms, and inform working for change. Students further explore how their social rank, roles, status, and power can directly influence groups, organizations, system levels within and between people.
Competency in Queer Theory and Counseling LGBTQQIA Clients MACSJ53050 3 CR
This mentored course is designed to provide students with an understanding of issues and trends in counseling with LBGTQQIA populations. This course provides advanced theories to address clients in the LBGTQQIA community and how to provide counseling that is based on social justice. The class will further the students understanding of theory using relevant postmodern, feminist, and cultural/relational counseling models. 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 ACA Competencies for Counseling with Transgender Clients (2010), and the current LBGTQQIA competencies.
Professional Field Experience in Equine-Assisted Mental Health MAEA51020 3 CR
SPECIAL NOTES: Students are required to contact the instructor prior to the beginning of the course in order to get their PFE site and supervisor approved and to discuss their PFE plan. Students can only enroll in this course if they know they will be able to complete all requirements for the PFE (200 hours) by the end of the semester. The Professional Field Experience (PFE) in Equine-Assisted Mental Health is the fifth and last course in the Equine Concentration at Prescott College. This 3-credit course offers students the opportunity to explore the possibilities connected to a wide variety of equine-assisted work and to find their own path. They first spend 100 hours of exploration during which they attend a wide variety of equine-related workshops, seminars, and presentations. As they broaden their horizons and acquire a breadth of new skills and knowledge, they narrow their focus in order to synthesize their knowledge and deepen their expertise. This is done through 100 hours of client/student-related work in the field under the supervision of an equine-assisted mental health professional. Most importantly, this course is designed for students to customize their experiences to meet their individualized learning goals and to become an equine-assisted professional who knows and follows her or his calling.
Explorations in Equine-Assisted Mental Health and Learning MAEA51031 3 CR
SPECIAL NOTES: Attendance at the one day Intensive is required to successfully complete course. Intensive takes place August 23 from 8:30am - 5:00pm. Meet in the Crossroads Community Center to travel to a nearby ranch to work with horses.

PREREQUISITES: This course is designed for participants to gain a comprehensive understanding of the Equine-assisted Mental Health (EAMH) field and its application within counseling and psychotherapy. The course will address theories that helped inform and develop the practice of EAMH, the history and development of the field, as well as considerations of elements of safe, effective, ethical practice. Students will become familiar with current research, supporting professional organizations, practitioners and programs relevant to their area of focus, as well as issues facing the field.

Equines in the Therapeutic and Learning MAEA51032 3 CR

SPECIAL NOTES: Attendance at the one day Intensive is required to successfully complete course. Intensive takes place August 23 from 8:30am - 5:00pm. Meet in the Crossroads Community Center to travel to a nearby ranch to work with horses.
COURSE DESCRIPTION: This course explores perspectives on equine interaction, selection, maintenance, and training appropriate within the practice of Equine-assisted Mental Health (EAMH). Students build on their existing equine competence through the study and practice of reciprocal and learning theory based training models that foster an ethical and responsible approach to partnering with horses. Safety within the human-horse relationship will be emphasized. Equine welfare considerations and relevant categories of equine behaviors will be reviewed within the context of EAMH and the work role of the therapy horse. In addition, considerations for facilities and other aspects of the therapeutic environment, as well as business models for EAMH will be discussed. Students will continue practicing facilitation skills and developing an understanding of the dynamics between facilitator, client, and horse.

Group Process and Facilitation for EAMH MAEA51033 3 CR

SPECIAL NOTES: MyClassroom/Moodle, weekly zoom calls during the semester and Site based in Prescott Students must enroll in Intensive MAEQUINE 3 Int (includes non-refundable course fee) and corresponding course for their program (MAEA51033-counseling or MAEQ51033-education). Attendance at Intensive is required to successfully complete course.
** NON REFUNDABLE COURSE FEE** $400.
SPECIAL NOTES: Attendance at Intensive is required to successfully complete course
The intensive takes place January 12 - 14 in Skull Valley, AZ. Contact the instructor regading specific time s and location.
The intensive fee of $400 covers instruction, facility, and horses. The fee is non-transferable and non-refundable.
COURSE DESCRIPTION: This course increases the student's familiarity and practice with individual and group facilitation with emphasis on including equines as part of the process. Facilitation skills such as establishing and maintaining rapport, framing and structuring activities, facilitating reflection and transference will be taught and practiced along with specific considerations for working with groups when providing equine-assisted services.

Best Practices in Equine Assisted Mental MAEA51034 3 CR

SPECIAL NOTES: NON REFUNDABLE COURSE FEE $650
Attendance at this Intensive is required to successfully complete this course. This year's Intensive is March 6 - 8, 2020, at Horse Sense of the Carolinas in Marshall, NC. The intensive fee of $650 covers: instruction, facility, group accommodations, horses and food. The fee is non-transferable and non-refundable.
It is recommended that this is one of the last courses to be taken in the certificate. This course

focuses on the skills and knowledge that are required to be a practicing professional in equine assisted mental health and learning. Topics that will be explored include: ethics, research, organizational structures, business planning, insurance, and risk analysis. Students will critically assess and articulate their best practice and create a business plan of their future endeavors. Fee: $650 This course supports advanced study and practice of equine-assisted mental health (EAMH) as a treatment approach in counseling and psychotherapy. Students will explore how EAMH can be applied within various counseling theories and incorporated into treatment for different populations. Emphasis is placed on the potential for equine-assisted services to optimize treatment through appropriate application. Indications, precautions and contraindications as well as advanced elements of ethics, cultural considerations and examination of standards and research in EAMH. Students will critically assess and articulate their view of current best practices in EAMH.
Practicum for Education non-cert MAED51020 8 CR
The education practicum course takes advantage of occupational environments within the field of education where students can apply knowledge and skills acquired from coursework in a program of study. Practica/ Internships in education are courses used to prepare students for capstone courses, or may evidence culminating experiences in and of themselves. In education programs, practicum experiences are required in order to complete specific programs of study, often under supervision.
Designing & Facilitating Age-Appropriate Environmental Education MAED52000 3 CR
COURSE DESCRIPTION: This course is designed to provide environmental educators with current and emerging research, skills and strategies in meeting the learning needs of children, adolescents, and adults. Environmental educators will learn and understand how children, adolescents, and adults develop over time and how emerging research on learning affects instruction, assessment, and the decisions made by educators. Effective educators understand the holistic nature of learning and attend to the collective and individual cognitive, emotional, physical, and social needs of their students. To facilitate deep learning, effective educators understand the role of prior knowledge and experiences, language, human development, self-efficacy, creativity, motivation, and influence of culture and community in the learning process. Extended description: Educational theories hold diverse paradigms of knowledge and learning and therefore position the role of the teacher and view of the students differently. Understanding that models have the potential to benefit some students while marginalizing others, effective educators seek to understand the experience of their students. As learners within their classroom, effective educators listen, examine their own actions, check biases and assumptions, and advocate for equity and excellence so that every student reaches their full potential. Effective educators analyze educational theory and use professional judgment to create developmentally appropriate curriculum and instruction based on the educational needs and interests of each student in their classroom or another educational environment.
Socio-Ecological Perspectives on Environmental Education MAED52050 3 CR
SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course provides a broad understanding of the cultural, ethical, economic, legal and political issues surrounding diversity, equity and excellence in terms of student learning through understanding the ways in which environmental educational policies, programs, and practices can be developed, adapted and modified to be culturally congruent with the needs of students and their families. Ecological issues are reviewed through the social categories of difference, such as race, class, ethnicity, gender, sexuality, age, ability, and citizenship. Included will be the critical skills for reviewing power dynamics along the spectrum of anthropocentric and ecocentric ideologies, correlating personal ethics and implicit bias, speciesism, and anthropocentrism.		
Foundations of Education	MAED57001	3 CR
SPECIAL NOTES: This course is available to all Prescott College students. This course is a pre-requisite to a Professional Program pathway in Education. COURSE DESCRIPTION: This course examines the historical and philosophical foundations of the American educational system as it engages with learners from birth through Grade 12. Current trends in education will be reviewed and evaluated. Issues affecting the role of the teacher, including school governance and finance, legal foundations, social influences, and educational reform will be explored. Attention will be given to the role of the federal government in public education especially as it applies to the Elementary and Secondary Education Act of 1965 and subsequent reauthorizations. Students will develop a basic understanding of the eligibility, and current placement for individuals with exceptional learning needs as determined by legal statutes. In addition, students will examine state, tribal, and national standards, including the Common Core State Standards Initiative.		
Structured English Immersion Complete	MAED57004	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: 'Structured English Immersion Methods (SEI) Complete has been designed to meet Arizona teacher and administrator licensure requirements effective July 1, 2015. SEI Complete provides a dynamic combination of Basic Language Acquisition and Language Learning Theory from leading ELA researchers Noam Chomsky, Stephen Krashen, Jim Cummings and expert practitioners Lilly Wong Fillmore, Deborah Short and Jo Gusman. SEI Complete students select ELA topics in which to conduct extended guided research and prepare three Dual Objective ESL/ SEI- SIOP Lessons addressing Madeline Hunter's (7) Elements of Effective Instruction.		
Learning Theories	MAED57005	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: 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.		
Curriculum Design: Assessment & Evaluation	MAED57010	4 CR
SPECIAL NOTES: N/A		

COURSE DESCRIPTION: 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.

Nature and Place-Based Methods Integration: Mathematics and Science MAED57019 4 CR

COURSE DESCRIPTION: This course will explore curriculum design at a practical level with relevant applications through an experiential and interdisciplinary focused unit design. Students will design and implement an integrated unit that makes explicit connections across the subject areas of Mathematics, Science, and Reading, meeting specific state standards. Strategies for successful curricular implementation, effective use of technology to support curriculum, and accommodations for special situations and individual differences are required. The course will address the role that setting, time-frame, age, and culture play in the design of curriculum through authentic experience. Diverse assessment tools, strategies for using student assessment data to improve instruction, and appropriate ways to share the data will be required. Cultural and environmental impacts on assessment will be considered.
Extended Description
Students will be expected to implement original lesson plans in their unit design that are grade and state standards appropriate for Mathematics, Science, and Reading integration: selecting one or more of the math standards appropriate to the unit and grade level; selecting one or more of the science standards appropriate to the unit and grade level, including STEAM content; and including effective reading and writing strategies in the content areas.

Reading: Methods and Practice MAED57020 3 CR

SPECIAL NOTES: Taught with EDU47020.
This course is part of the required curriculum for Elementary Education Teacher Preparation students. Additionally, this course may be added to a group of courses to meet the requirements for a "Reading Endorsement" for Arizona teachers. The required courses are: Decoding Strategies and Techniques for Beginning and Remedial Readers; Reading Instruction for Diverse Learners from Assessment and Balanced Literacy Programs; Diagnosis and Remediation of Reading Difficulties
COURSE DESCRIPTION: The student will examine the Arizona K-12 Reading/Language Arts Academic Standards, in order to identify and understand the components of a comprehensive reading program designed to ensure student mastery in grade level skills. The student will understand legislative and state board of education mandates pertaining to the elementary

reading program. The student will explore diagnostic and remedial strategies which can be incorporated as part of an effective classroom reading program. The student will investigate environmental and cultural factors that influence reading, as well as methods for teaching diverse learners.
Social Studies: Methods and Practice MAED57024 3 CR
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.
Science: Methods and Practice MAED57026 3 CR
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.
Math: Methods and Practice MAED57028 3 CR
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. Special Notes: N/A Pre-requsites
Arts and Place-Based Methods Integration : Language Arts & Social Studies MAED57029 4 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course will explore curriculum design at a practical level with relevant applications through an experiential and interdisciplinary focused unit design. Students will design and implement an integrated unit that makes explicit connections across the subject areas of Language Arts, Social Studies and the Arts, meeting specific state standards. Strategies for successful curricular implementation, effective use of technology to support curriculum, and accommodations for special situations and individual differences are required. The course will address the role that setting, time-frame, age, and culture play in the design of curriculum through authentic experience. Diverse assessment tools, strategies for

using student assessment data to improve instruction, and appropriate ways to share the data will be required. Cultural and environmental impacts on assessment will be considered.
Extended Description Students will be expected to implement original lesson plans in their unit design that are grade and state standards appropriate for Language Arts, Social Studies, and Arts integration: addressing the relationship between reading and writing skills, language arts instruction; selecting one or more of the state standards in Social Studies relevant to individual grade levels; and including a naturally-aligned arts area.

Assessment and Measurement	MAED57030	3 CR

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.
Special Notes: N/A
Pre-requisites: N/A

Introduction to Special Education	MAED57035	3 CR

SPECIAL NOTES: N/A
COURSE DESCRIPTION: This course introduces the various categories for Special Education eligibility and provides accommodating individuals with exceptional learning needs in the classroom setting. Categories addressed include learning disabilities, emotional and behavioral disorders, physical disabilities, 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

Creating & Managing Learning Communities	MAED57040	3 CR

COURSE DESCRIPTION: 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.

Working in Schools: Orientation	MAED57050	1 CR

SPECIAL NOTES: This course is available to all Prescott College students. This course is a pre-requisite to a Professional Program pathway in Education.
COURSE DESCRIPTION: Students in this course are introduced to the profession of education as related to schooling from pre-kindergarten through 12th grade. Participants are orientated to the professional classroom, personnel, education resources, field guidelines, and school placements. School professionalism, law, safety clearance guidelines, school etiquette, conduct, and dispositional requirements while working in schools are also reviewed. This course meets the professional educator course requirement for all students seeking to volunteer, intern, student teach, or other fieldwork related to working with underage children

in school settings from pre-kindergarten through high school.		
Advanced Education Research	MAED57080	3 CR
SPECIAL NOTES: This course requires Instructor Permission for enrollment. COURSE DESCRIPTION: This is a course for students interested in conducting or performing education research. Through this course, students will research and build conceptual frameworks, and work alongside the professor in order to outline, organize and generate original research. Students in this course will discuss general research structure, methodologies, research questions, and will participate in intense writing. This course is exceptionally well suited for students writing capstone papers, theses, dissertations or any form of original education research.		
Graduate Research & Scholarship	MAED57114	3 CR
SPECIAL NOTES: Face-to-face meetings (colloquium); Weekly phone conference Upon successful completion of this course, students will earn a total of three course credits: 2 Credits applied to Research Methodologies and 1 credit Theory will be awarded. Course is open to undergraduate students. Contact instructor for approval Course is for all Master of Arts students in their first term. The primary focus of this course, Graduate Scholarship & Research Methodology, is to critically examine research methodologies and methods most appropriate for the student's graduate study. This course is designed to provide for students 1) an opportunity to create a cohort of graduate colleagues that will collaborate 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 a cohort-lead open forum for the discussion of these elements and connections to the online scholarly resources available through the Prescott College library and website.		
ED Grad Res& Scholar in ED/AE/AH	MAED57114	3 CR
SPECIAL NOTES: Face-to-face meetings (colloquium); Weekly phone conference Upon successful completion of this course, students will earn a total of three course credits: 2 Credits applied to Research Methodologies and 1 credit Theory will be awarded. Course is open to undergraduate students. Contact instructor for approval Course is for both Education and Adventure Education students in their first term. The primary focus of this course, Graduate Scholarship & Research Methodology, is to critically examine research methodologies and methods most appropriate for the student's graduate study. This course is designed to provide for students 1) an opportunity to create a cohort of graduate colleagues that will collaborate 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 a cohort-lead open forum for the discussion of these elements and connections to the online scholarly resources available through the Prescott College library and website.
Secondary Content Methods MAED57208 4 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: 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. The student will develop 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. An additional area of emphasis will be placed on constructing assessment experiences which provide opportunities to analyze and interpret results for reporting strengths, areas of concern and interventions needed to ensure student learning outcomes.
Reading Methods and Literacy in the Secondary Classroom MAED57217 3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: The student will review AZ (or home state) secondary Reading Standards and core English and Language Arts curricula, including the national common core standards, in order to support skills and include them into her/his specific content area(s). Topics such as phonemic awareness, phonics, vocabulary, reading fluency and comprehension are central components of this course, as well as comprehension in both literary and informational texts such as expository, functional, and persuasive writing. The student will consult with district reading/instructional specialists and other professional personnel to become informed of reading diagnostic tools used within the district and state as well as additional tools and technology available to assist the struggling reader. The student will review the Arizona Department of Education (or the state in which she/he is being certified) website to maintain a working knowledge of legislation and programs that address literacy issues. The student will engage in an in-depth study of systems involved in the reading process at the secondary level. After observing in public school classrooms, the student will design lessons suitable for middle and high school students in his/her subject area, emphasizing reading skills.
Classroom Management for Special Educati MAED57315 4 CR
This course explores the theoretical and practical aspects of classroom and behavior management for individuals with exceptional learning needs, with emphasis on creating learning environments that foster safety, emotional well-being, positive social inteactions
Diagnosis and Assessent of Mild to Moder MAED57331 4 CR
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 give to informal assessment practices addressing learning and behavior of individuals with exceptional learning needs.
Survey of the Exceptional Learners and C MAED57385 3 CR
SPECIAL NOTES: NONE COURSE DESCRIPTION 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. Bender, W. N. (2008). Learning disabilities: Characteristics, identification, and teaching strategies (6th ed.). Boston, MA: Pearson/Allyn and Bacon. Cimera, R. E. (2007). Learning disabilities: What are they? : Helping parents and teachers understand the characteristics. Lanham, MD.: Rowman and Littlefield Education. Hallahan, D. P., & Hallahan, D. P. (2005). Learning disabilities: Foundations, characteristics, and effective teaching (3rd ed.). Boston, MA: Pearson/A and B. Henley, M., Ramsey, R. S., & Algozzine, R. (1993). Characteristics of and strategies for teaching students with mild disabilities. Boston, MA: Allyn and Bacon. Hoover, J. J. (2009). Differentiating learning differences from disabilities: Meeting diverse needs through multitiered response to intervention. Upper Saddle River, NJ: Pearson. Johnson, G. O. (1958). Comparative studies of some learning characteristics in mentally retarded and normal children of the same mental age. Syracuse, NY: Syracuse University Research Institute, Office of Research in Special Education and Rehabilitation. Lerner, J. W., Johns, B. H., & Lerner, J. W. (2008). Learning disabilities and related mild disabilities: Characteristics, teaching strategies, and new directions (11th ed.). Boston, MA: Houghton Mifflin Co. Raymond, E. B. (2008). Learners with mild disabilities: A characteristics approach (3rd ed.). Boston, MA: Pearson/Allyn and Bacon. Torgesen, J. K., & Donald D. Hammill Foundation. (1990). Cogn
Exploring Ecological Identity: Theory and Practice for Educators and Counselors MAED57505 3 CR
COURSE DESCRIPTION: During this course, students will explore ecological identity in both theory and practice. Consideration will be given as to what ecological identity is, why it is important, how it impacts our sense of self and personal decisions, and how it can be explored and nurtured in an educational setting. Through readings, writings, experiential activities, online group discussions and individual term projects, students will gain a better understanding of their own ecological identity as well as the importance of exploring ecological identity within their own unique academic and professional interests
Strategies for Teaching Language Arts to MAED57605 4 CR
This course provides ECSE students with the knowledge and skills to develop age- and

developmentally-appropriate evidence-based strategies for promoting the language and literacy skills of children with exceptionalities ages birth to eight. Students will also become familiar with augmentative and alternative communication systems, and assistive technologies that will enhance their abilities to implement effective methodologies for promoting the children's progress to their highest potential.
Strategies for Teaching Math to Young Ch MAED57606 4 CR
This course provides ECSE students with the knowledge and skills to develop evidence-based strategies for teaching age- and developmentally appropriate mathematical concepts to children with exceptionalities ages birth to eight. In addition, students will explore ways to promote the children's skills in the areas of critical thinking and creative problem solving.
Method of Teaching ECSE MAED57607 3 CR
This course focuses on the methodologies involved in teaching early childhood individuals ages birth to eight with exceptionalities. Topics addressed include IEP development, classroom layout, appropriate assessment, working effectively with parents, collaborating with other special education agencies and personnel, and alignment with local, state and national standards.
Observation and Participation, Field Exp MAED57616 3 CR
This course provides students with extensive opportunity for observation and participation in a variety of early childhood settings serving children with exceptionalities who are ages birth to age eight. Students will compare curricula, diagnostic practices, implementation strategies for reaching IFSP and IEP goals through planning and delivery of instruction, environmental influences, behavior management and social interactions. Also considered are nature-based activities and issues pertaining to cultural and linguistic diversity.
Child Guidance and Behavior Management i MAED57621 3 CR
This course provides students with extensive opportunity for observation and participation in a variety of early childhood settings serving children with exceptionalities who are ages birth to age eight. Students will compare curricula, diagnostic practices, implementation strategies for reaching IFSP and IEP goals through planning and delivery of instruction, environmental influences, behavior management and social interactions. Also considered are nature-based activities and issues pertaining to cultural and linguistic diversity.
Diagnosis and Evaluation of ECSE Learn MAED57630 3 CR
This course examines all aspects of assessment for early childhood special education learners ages birth to age eight. It includes exploring diagnostic instruments, identification and placement of individuals diagnosed with a disability, and services provided. Attention is also given to informal assessment practices addressing learning and behaviors that might identify children who might need to have referrals made for formal assessments to be conducted.
Foundations of Early Childhood and Early Childhood Special Education MAED57802 3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This foundations course provides an overview of historical, philosophical, legal, and social domains of the early childhood teaching professions, including special education, and explores how these roots have influenced current educational theory, practice, and policy regarding access to early childhood and early childhood special education programs and services. Diverse models of early childhood education such as Montessori and

Reggio Emilia, and Developmentally Appropriate Practice standards are introduced. Students study these models as well as current public policies on standards, access, and equity in schooling of all children and families in our diverse society. Students are introduced to teacher resources such as assessment data, professional member organizations, research studies, and technological tools to utilize in creative and informed teaching in all early education fields. The course challenges students to establish an individual sense of professionalism by articulating and defending their personal philosophies of, and advocacy for, early childhood and early childhood special education.

The Whole Child	MAED57804	4 CR

SPECIAL NOTES: N/A

COURSE DESCRIPTION: In this course students engage in holistic study of typical and atypical early child development, address issues of health, safety, and nutrition, and research the impact of early experience on the young child's behavior and learning progress. Focus of study is on the multiple and interrelated physical, environmental, and social factors that impact child growth and development from pre-birth to 8 years of age and on methods of evaluation and assessment of development. Students study patterns and indicators of healthy development for each age and stage of growth and learn to recognize, document, and respond appropriately to signs of developmental delays or problems that can affect a child's growth and development. Nutritional and health guidelines for optimal physical and intellectual growth are examined, as well as the developmental processes that support healthy emotional and social relationships and successful learning. The importance of access to safe spaces and responsive adults to optimal growth and development is emphasized. Research data on the positive impact of meaningful times and places for inclusive experiential learning and outdoor play and exploration for all young children is also examined.

Early Language and Literacy Development	MAED57807	3 CR

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 pre-writing 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.

Special Notes: This course can benefit not only ECE educators, but anyone who works with young children; parents, librarians, counselors, psychologists, social workers, etc. The course requires 10 hours of field work and observation in a structured program for children so access to such a program must be feasible for the student.

The Child in Context	MAED57810	3 CR
This course addresses how cultures and communities create frameworks for understanding, interpreting, and communicating collaboratively on typical and atypical child development issues with school staff, parents, and service providers. Strategies for increasing family involvement by giving children, families and school staff opportunities to expand their knowledge and sense of belonging in their own communities are examined, as well as research that supports place-based learning theory. Students are challenged to design and implement programs to increase participation of parents, elders, and community volunteers in classroom learning activities and to develop ideas for collaborative "beyond the classroom" exploration experiences for all children, families, and staff. Students also engage in independent field research and interviews with both school district and community services for exceptional children and to identify accessible locales for outdoor exploration and inclusive community programs for children and families.		
Effective Assessment and Data Literacy	MAED57818	2 CR
This course addresses current policy and requirements for accountability in early childhood and early childhood special education. Emphasis is on the need for effective monitoring, evaluation, and reporting of each child's progress, and how data literacy enables teachers to effectively use information from multiple sources to form a realistic appraisal of the young child's strengths, advance the child's learning, and determine intervention priorities. Students will research and analyze traditional and authentic assessment practices and use of technology in reporting and collecting of data from multiple courses and define appropriate methods of measurement and documentation for different age levels and differentiated learning styles.		
Positive Guidance and Inclusive Classroom Management	MAED57820	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course addresses the classroom management skills building needs of students in the ECE teacher prep program who are, or will soon be, teaching in an early childhood classroom. Students are introduced to best practices for day to day organization and creative management of an inclusive classroom as well as strategies for successful differentiation of pedagogy for children with typical and atypical behaviors and diverse social and emotional needs. Emphasis is on developmentally appropriate and positive guidance practices for supporting social and emotional growth and development to enhance self- regulation skills and optimize academic learning.		
Early Art, Music, and Movement	MAED57840	2 CR
SPECIAL NOTES: Core Faculty approval needed to take this course This course offers an exploration of inclusive instructional methods, curricula development, and developmentally appropriate materials for music, dance, visual arts, and dramatic play through process-oriented experiences. Emphasis is on discovering how the rich vocabulary and math elements of arts activities is supportive of learning standards across the curriculum and on design of a personal teaching repertoire of aesthetic exploration and discovery activities for use in indoor and outdoor environments.		
Early Science & Math	MAED57843	4 CR
This course familiarizes students with a variety of ways to introduce children birth through pre-kindergarten, including children with special needs, to concepts related to math and		

science and the use of manipulatives. Students create activities and plan and practice developmentally appropriate experiences that would meet recognized standards for these areas with an emphasis on use of natural materials and outdoor exploration and experimentation to support math and science learning objectives. Building on the knowledge and skills gained in the STEAM 1 and 2 courses, students focus on concepts and inclusive instructional practices for supporting children's inquiry and project -based processes of research and experimentation that support math and science learning objectives for children in K-3rd grade classrooms. Emphasis is on creative development and design of interdisciplinary activities and projects that incorporate technology and engineering and on innovative use of natural materials and outdoor research and project experiences		
Early Math and Science 1	MAED57845	2 CR
SPECIAL NOTES: Core Faculty approval needed to take this course This course familiarizes students with a variety of ways to introduce children birth through pre-kindergarten, including children with special needs, to concepts related to math and science and the use of manipulatives. Students create activities and plan and practice developmentally appropriate experiences that would meet recognized standards for these areas with an emphasis on use of natural materials and outdoor exploration and experimentation to support math and science learning objectives.		
Early Math and Science 2	MAED57850	2 CR
Building on the knowledge and skills gained in the STEAM 1 and 2 courses, students focus on concepts and inclusive instructional practices for supporting children's inquiry and project -based processes of research and experimentation that support math and science learning objectives for children in K-3rd grade classrooms. Emphasis is on creative development and design of interdisciplinary activities and projects that incorporate technology and engineering and on innovative use of natural materials and outdoor research and project experiences		
Early Social Studies and Literacy of Place	MAED57855	2 CR
This course emphasizes the positive results that come from integrating literacy skills development and social studies curricula with experiential learning and story-telling activities. Students examine the concepts of place based early childhood education and research its impact on young children's development of oral and written language expression, socio-cultural understanding, and self-awareness. Students will develop and annotate a virtual library of children's books and other materials, including digital tools and online resources that help teach about place, culture, and society, while enhancing early language and literacy development. They will research and develop ideas and create lesson plans for classroom projects supported by developmentally appropriate digital tools, as well as outdoor exploration and adventure activities in their own locales that can inspire and support children's social studies knowledge and literacy of place.		
Pedagogy of Nature and Place-based Early Childhood Education	MAED57860	4 CR
This course begins with reading and study of current theory and research on nature and place-based learning and pedagogy, as articulated by leaders in the field such as David Orr, Richard Louv, David Sobel, Karen Malone, and David Gruenewald. Issues and methods of inclusion and differentiation in nature and place-based education are emphasized. This course strengthens the student's basic ecological literacy, knowledge of natural science, and understanding of place and community culture. Students gain skills in nature and place-based		

instructional methods and curricula development for typical and atypical children and examine safety issues for outdoor adventuring with young children. Field observation and research projects include in-depth visits to community nature centers, nature preschools, parks, gardens, museums, and cultural sites, and assess their resources and accessibility for children with disabilities.

Orientation to Exceptional Education MAED57870 2 CR

SPECIAL NOTES: NONE
DESCRIPTION: Orientation to Exceptional Education is a course required for Early Childhood Special Education certification and/or degree with a prerequisite of EDU 47802/MAED 57802 Foundations of Early Childhood and Early Special Education. Building on the student's prior foundation in history and philosophy of special education this course focuses specifically on law, policy, and process in early childhood special education,including screening procedures, inclusive classroom organization, IEPs, and special services available for students, teachers, and parents of children with exceptional challenges.

EIDT: Strategies for Children with Learning, Behavioral & Emotional Challenges MAED57875 3 CR

PREREQUISITES: Evaluation, Intervention, and Differentiated Teaching Strategies for Children with Learning, Behavioral and Emotional Challenges is the first of two methods in early special education courses required for certification and/or degree in early childhood special education. Students will take this advanced course course only after completing courses in Positive Guidance and Classroom Management, The Whole Child, Foundations of Early Childhood and Early Special Education courses and a series of four methods and curricula development courses focused on inclusive classroom teaching.
COURSE DESCRIPITION: This course will give the student skills and knowledge in evaluating and assessing the special needs of children, in choosing options for intervention, in differentiated teaching strategies and practices, and in management and guidance specifically for children with learning, behavioral, and emotional challenges; characteristics which are often found to be inter-related.

EIDT: Strategies for Gifted, Twice Exceptional & Learners on the Autism Spectrum MAED57876 3 CR

SPECIAL NOTES: Must have Core Faculty approval
PREREQUISITES: Evaluation, Intervention, and Differentiated Teaching Strategies for Gifted, Twice Exceptional & Learners on the Autism Spectrum is the second of two methods in early special education courses required for certification and/or degree in early childhood special education. Students will take this advanced course course only after completing courses in Positive Guidance and Classroom Management, The Whole Child, Foundations of Early Childhood and Early Special Education courses, a series of four methods and curricula development courses focused on inclusive classroom teaching, and the EDU47875 or MAED 57875 course.
COURSE DESCRIPTION: This course will give the student skills and knowledge in evaluating and assessing the special needs of children, in choosing options for intervention, in differentiated teaching strategies and practices, and in management and guidance specifically for children who are identified as gifted, twice exceptional and/or learners on the autism spectrum;characteristics often found to be inter-related.

Early Experience and the Shaping of Brain Architecture	MAED57877	2 CR
SPECIAL NOTES: NONE DESCRIPTION: Advanced study and guided analysis of current research on early brain development and the impact of early experiences on the young child's intellectual, social and emotional development, and resilience.		
Collaborative Special Education Communities	MAED57880	4 CR
SPECIAL NOTES: NONE COURSE DESCRIPTION: This course identifies the members of an Educational Team, the professionals who come together to advocate and educate students with exceptionalities. The team members include a psychologist, an Early Childhood Special Education (ECSE) teacher, and Occupational Therapist (OT), a Speech and Language Pathologist (SLP), and a Physical Therapist (PT) as well as the child's family members. Students will learn not only the roles each educational team member holds but how to work collaboratively with other adults within the special education setting. Students will learn professional expectations of working within an educational team, personality styles, and ways to communicate with a colleague during pleasant and challenging moments. This course will examine the expectation of the ECSE teacher when teaching cooperatively with paraprofessionals, substitutes, other ECSE teachers, and potential elementary school level educational teams. Students will learn about the process of creating an Individualized Education Plan (IEP): who is responsible for each part of the document, legal timelines, and how to communicate information within the IEP with families as a cohesive team.		
Advanced Special Education Methods	MAED57881	4 CR
SPECIAL NOTES: Requires instructor permission to register COURSE DESCRIPTION: This course explores the practice, implementation, and individualization necessary to work with children with exceptionalities. Students will take this advanced course required for certification and/or degree in early childhood special education. The course will offer insight into exceptionalities common in the special education classroom, including children on the Autism Spectrum. Other exceptionalities to be explored include: Down Syndrome, children with communication disorders, children with visual impairments, children with low mobility due to physical disability, and children with social-emotional delays, among others. Students will learn strategies and educational supports necessary to work with students of all abilities and will research appropriate educational expectations for an inclusive classroom. The student will gain skills and knowledge in evaluating and assessing the special needs of children, in choosing options for intervention, in differentiated teaching strategies and practices, and in management and guidance specifically for children with exceptional learning, behavioral, and emotional challenges; characteristics are often found inter-related. This course will deepen the student's knowledge of evaluation, intervention, and differentiated teaching strategies with a focus on specific challenges presented by learners of all abilities and on current research that can enlighten and inform teachers on effective interventions, support, and guidance of young children in an inclusive classroom.		
Early Childhood Practicum	MAED57898	4 CR
SPECIAL NOTES: NONE COURSE DESCRIPTION: Practicum in Early Childhood Education (birth through pre-K) is an opportunity for Early Childhood Education (ECE) teacher candidates to have a guided learning		

experience in a professional agency that provides services to children and families. Students will use their practicum experience to connect theory and practice as they develop professional behaviors and build a comprehensive understanding of the demographics of their community, the impact of early education in that community, and how to create a positive, supportive, and collaborative learning culture. The course uses the practicum experience to examine the developing child in a societal context and focuses on the importance of respectful, reciprocal relationships that support and empower families in a diverse society. It also examines culturally relevant and linguistically appropriate anti-bias approaches that support children in becoming competent members of society their communities and explores anti-bias strategies that can be utilized in parenting, classroom, or social settings to support families and children. Students develop skills and techniques in parent-teacher conferencing, home-school communication, parent education, group contacts with parents, and parent involvement in early childhood education.]
Foundations of Language and Literacy MAED58750 3 CR
SPECIAL NOTES: This course is part of a group of courses to meet the requirements for an Arizona Department of Education Reading Endorsement (K-8). COURSE DESCRIPTION: This course is a comprehensive overview of the foundations of language and literacy designed for ALL educators who teach reading in either inclusion or self-contained settings K-12. Current research and best practice methods are provided in an interactive course format designed to meet the needs of a variety of staff including classroom teachers, special education resource and self-contained teachers who are responsible for literacy assessment and instruction. Participants will learn the principles and components of scientifically based reading instruction and also focus on basic principles of writing instruction.
Foundations of Ecotherapy MAEP51030 3 CR
SPECIAL NOTES: Students approved for concentration in Ecotherapy or Adventure Based Psychotherapy must also complete 4 intensives during program, and in conjunction with concentration courses enrolled. Refer to courses *MAEPIntensive (August), *MAEPIntensive 2 (January) and *MAEPIntensive 3 (April) This course is open to any students in the Graduate program. To continue in the concentration would require admission into the Counseling program and concentration. COURSE DESCRIPTION: In the Foundations of Ecotherapy course, the student will investigate the fundamental influences and principles on which the field of Ecotherapy was established. The intention of the Foundations course is to review and discuss the development and creation of the practice of ecotherapy. The scope of the historical review encompasses influential developments related to ecotherapy in the United States. This course also explores the varying definitions of practice found in the literature. Key concepts will include foundational principles that are central to ecotherapy. Examples include, but are not limited to: 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, Horticulture, Anthropological study of ritual and rites of passage, Transpersonal psychology, Consciousness theory, Biophilia Hypothesis, Mindfulness in Nature.
Treatment Applications in Ecotherapy MAEP51031 3 CR
SPECIAL NOTES: NONE

COURSE DESCRIPTION: Theory is of vital importance to informing the practice and applications of therapy. Ecotherapy is a rapidly developing, multi-disciplinary, multi-theoretical modality of treatment that incorporates elements of more well-established theories from a range of diverse perspectives. Drawing from the fields of psychology, education, sociology, outdoor education, and a number of others, the central question of "what makes Ecotherapy work" will be debated in this course. This course explores how the concepts of Ecotherapy are implemented in treatment. The material in this course is primarily focused on describing what Ecotherapy best practices exist at this time. It is expected that currently accepted best practices in mental health will be observed and implemented in Ecotherapy programs, and as such, are specifically addressed in relationship to good practice in Ecotherapy. Students will be encouraged to consider ways that traditional clinical theory and method inform an Ecotherapy process; how the concepts of ecotherapy are implemented in treatment; Interpersonal contexts of treatment (Group, Individual, Family/ Couples); Intervention- treatment Outcomes; Clinical Decisions in Ecotherapy.
Assessment and Interventions in Ecotherapy MAEP51032 3 CR
SPECIAL NOTES: NONE COURSE DESCRIPTION: Assessment and Intervention planning in mental health counseling is essential in quality and ethical practice. This course is designed to support students in understanding how to utilize Ecotherapy interventions as methods of assessment. Further, this course is also designed to help the student identify and become competent in utilizing Ecotherapy interventions in their area of excitement (deep ecology, Biophilia, environmental science). Topics that will be covered are: The Adventure Wave, Therapeutic Alliance, Matching, Treatment Skills, Processing while using Ecotherapy concepts.
Ethics and Risk Mitigation in Ecotherapy MAEP51033 3 CR
SPECIAL NOTES: NONE COURSE DESCRIPTION: This course is designed to help the student become competent in ethics related to their future practice of Ecotherapy. Students will be asked to look at the ACA code of ethics and relate it to other codes of ethics that directly relate to the use of the natural world. Students will cover the following concepts: ethical considerations, competence and scope of practice, client welfare, confidentiality, informed consent, boundaries, cultural considerations, environmental impact and the TAPG Code of Ethics (Components that relate to Ecotherapy).
esearch in Ecopsychology MAEP51034 3 CR
All student attend the REAP symposium to present and listen to research proposals In this course students will be required to design and carry out a research project through the NATSAP database at UNH or with an Outdoor Behavioral Healthcare Industry Council Research Consortium (OBHRC) researcher, or another research approved by the concentration director. REQUIRED TEXT: OBHRC Website- Read all current studies Required teachgreenpsych.com reading: Research methods
Research in Ecotherapy MAEP51034 3 CR
SPECIAL NOTES: NONE COURSE DESCRIPTION: In this course students will have the option to design and participate in a research project through the NATSAP database at UNH or with an Outdoor Behavioral

Healthcare Industry Council Research Consortium (OBHRC) researcher, or another research approved by the concentration director. PREREQUISITE: This course can only be taken after students have taken their CP research course and understand the IRB process.
Foundations of Adventure-based Psychotherapy MAEP51040 3 CR
SPECIAL NOTES: Students approved for concentration in Ecotherapy or Adventure Based Psychotherapy must also complete 4 intensives during program, and in conjunction with concentration courses enrolled. Refer to courses *MAEPIntensive (August), *MAEPIntensive 2 (January) and *MAEPIntensive 3 (April) This course is open to any students in the Graduate program. To continue in the concentration would require admission into the Counseling program and concentration. COURSE DESCRIPTION: In the Foundations of Adventure Based Psychotherapy (ABP) course, the student will investigate the fundamental influences and principles on which the fields of Adventure Therapy (AT) and Wilderness Therapy (WT) were established. The intention of the Foundations course is to review and discuss the development and creation of the practice of ABP. The scope of the historical review encompasses influential developments related to ABP in the United States. This course also explores the varying definitions found in the literature and provides a definition. Key concepts will include foundational principles that are central to ABP. Examples include challenge by choice, negotiating risk and stress, using natural-logical consequences, and experiential learning, as well as their influence on current practice. The historical evolution will also be connected to the current evolution taking place in the fields of both AT and WT, specifically the investigation into the transformation of ABP into a structured clinical practice including the creation of professional and national organizations that support and certify programs.
Treatment Applications in Adventure-base MAEP51041 3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: Theory is of vital importance to informing the practice and applications of adventure therapy (Ringer & Gillis, 1996; Hoyer, 2004). Adventure therapy is a rapidly developing, multi-disciplinary, multi-theoretical modality of treatment that incorporates elements of more well-established theories from a range of diverse perspectives. Drawing from the fields of psychology, education, sociology, outdoor education, and a number of others, the central question of "what makes adventure therapy work" continues to be debated in the literature, as well as in both formal and informal gatherings of adventure therapy practitioners. This course explores how the concepts of adventure-based psychotherapy are implemented in treatment. The material in this course is primarily focused on describing what specific ABP best practices are accepted at this time. It is expected that currently accepted best practices in mental health will be observed and implemented in adventure therapy programs, and as such, are specifically addressed in relationship to ABP best practices in this course. Students will be encouraged to consider ways that traditional clinical theory and method inform an ABP process; How the concepts of adventure therapy are implemented in treatment; Interpersonal contexts of treatment (Group, Individual, Family/ Couples); Intervention- treatment Outcomes; Clinical Decisions in ABP.
Assessment and Interventions in Adventure Based Psychotherapy MAEP51042 3 CR

SPECIAL NOTES: None COURSE DESCRIPTION: Assessment and Intervention planning in mental health counseling is essential in quality and ethical practice. This course is designed to support students in understanding how to utilize adventure-based psychotherapy interventions as methods of assessment. Further, this course is also designed to help the student identify and become competent in utilizing ABP interventions in their area of excitement (initiatives, ropes, high adventure, natural environment). Topics that will be covered are: The Adventure Wave, Therapeutic Alliance, Matching, Treatment Skills, Processing and some, not all of the following: Cooperative, initiative, trust, high constructed, service learning, solo, high adventure, expedition.
Ethics & Risk Mitigation in Adventure Based Psychotherapy MAEP51043 3 CR
SPECIAL NOTES: None COURSE DESCRIPTION: This course is designed to help the student become competent in ethics related to their future practice of ABP. Students will be asked to look at the ACA code of ethics and relate it to the TAPG code of ethics. Students will cover the following concepts: ethical considerations, competence and scope of practice, client welfare, confidentiality, informed consent, boundaries, cultural considerations, environmental impact and the TAPG Code of Ethics.
Research in Adventure Based Psychotherapy MAEP51044 3 CR
PREREQUISITES: This course is helpful to be taken after students have taken their CP research course and understand the IRB process. COURSE DESCRIPTION: In this course students will have the option to design and participate in a research project through the NATSAP database at UNH or with an Outdoor Behavioral Healthcare Industry Council Research Consortium (OBHRC) researcher , or another research approved by the concentration director.
Professional Field Experience in Equine-Assisted Learning MAEQ51020 3 CR
SPECIAL NOTES: Students are required to contact the instructor prior to the beginning of the course in order to get their PFE site and supervisor approved and to discuss their PFE plan. Students can only enroll in this course if they know they will be able to complete all requirements for the PFE (200 hours) by the end of the semester. The Professional Field Experience (PFE) in Equine-Assisted Mental Health is the fifth and last course in the Equine Concentration at Prescott College. This 3-credit course offers students the opportunity to explore the possibilities connected to a wide variety of equine-assisted work and to find their own path. They first spend 100 hours of exploration during which they attend a wide variety of equine-related workshops, seminars, and presentations. As they broaden their horizons and acquire a breadth of new skills and knowledge, they narrow their focus in order to synthesize their knowledge and deepen their expertise. This is done through 100 hours of client/student-related work in the field under the supervision of an equine-assisted mental health professional. Most importantly, this course is designed for students to customize their experiences to meet their individualized learning goals and to become an equine-assisted professional who knows and follows her or his calling.
Explorations in Equine-Assisted Mental Health and Learning MAEQ51031 3 CR
SPECIAL NOTES: Attendance at the one day Intensive is required to successfully complete course. Intensive takes place August 23 from 8:30am - 5:00pm. Meet in the Crossroads

Community Center to travel to a nearby ranch to work with horses. This course is for students enrolled in the Masters in Counseling or Post Master's Certificate program.
COURSE DESCRIPTON: This course is designed for participants to gain a comprehensive understanding of the Equine-assisted Mental Health (EAMH) field and its application within counseling and psychotherapy. The course will address theories that helped inform and develop the practice of EAMH, the history and development of the field, as well as considerations of elements of safe, effective, ethical practice. Students will become familiar with current research, supporting professional organizations, practitioners and programs relevant to their area of focus, as well as issues facing the field.

Equines in the Therapeutic and Learning Environment MAEQ51032 3 CR

SPECIAL NOTES: Attendance at the one day Intensive is required to successfully complete course. Intensive takes place August 23 from 8:30am - 5:00pm. Meet in the Crossroads Community Center to travel to a nearby ranch to work with horses. This course is for students enrolled in the Masters in Counseling or Post Master's Certificate program.
COURSE DESCRIPTION: This course explores perspectives on equine interaction, selection, maintenance, and training appropriate within the practice of Equine-assisted Mental Health (EAMH). Students build on their existing equine competence through the study and practice of reciprocal and learning theory based training models that foster an ethical and responsible approach to partnering with horses. Safety within the human-horse relationship will be emphasized. Equine welfare considerations and relevant categories of equine behaviors will be reviewed within the context of EAMH and the work role of the therapy horse. In addition, considerations for facilities and other aspects of the therapeutic environment, as well as business models for EAMH will be discussed. Students will continue practicing facilitation skills and developing an understanding of the dynamics between facilitator, client, and horse.

Group Process and Facilitation for Equine-Assisted Learning MAEQ51033 3 CR

SPECIAL NOTES: MyClassroom/Moodle, weekly zoom calls during the semester and Site based in Prescott Students must enroll in Intensive MAEQUINE 3 Int (includes non-refundable course fee) and corresponding course for their program (MAEA51033-counseling or MAEQ51033-education). Attendance at Intensive is required to successfully complete course.
** NON REFUNDABLE COURSE FEE** $400.
SPECIAL NOTES: Attendance at Intensive is required to successfully complete course
The intensive takes place January 12 - 14, 2020 in Skull Valley, AZ. Contact the instructor regading specific time s and location.
The intensive fee of $400 covers instruction, facility, and horses. The fee is non-transferable and non-refundable.
COURSE DESCRIPTION: This course increases the student's familiarity and practice with individual and group facilitation with emphasis on including equines as part of the process. Facilitation skills such as establishing and maintaining rapport, framing and structuring activities, facilitating reflection and transference will be taught and practiced along with specific considerations for working with groups when providing equine-assisted services.

Best Practices in Equine-Assisted Learning MAEQ51034 3 CR

SPECIAL NOTES: NON REFUNDABLE COURSE FEE $650
Attendance at this Intensive is required to successfully complete this course. This year's Intensive is March 6 - 8, 2020, at Horse Sense of the Carolinas in Marshall, NC. The intensive

fee of $650 covers: instruction, facility, group accommodations, horses and food. The fee is non-transferable and non-refundable.
It is recommended that this is one of the last courses to be taken in the certificate. This course focuses on the skills and knowledge that are required to be a practicing professional in equine assisted mental health and learning. Topics that will be explored include: ethics, research, organizational structures, business planning, insurance, and risk analysis. Students will critically assess and articulate their best practice and create a business plan of their future endeavors.
Fee: $650
This course supports advanced study and practice of equine-assisted mental health (EAMH) as a treatment approach in counseling and psychotherapy. Students will explore how EAMH can be applied within various counseling theories and incorporated into treatment for different populations. Emphasis is placed on the potential for equine-assisted services to optimize treatment through appropriate application. Indications, precautions and contraindications as well as advanced elements of ethics, cultural considerations and examination of standards and research in EAMH. Students will critically assess and articulate their view of current best practices in EAMH.

Understanding the Military Lifestyle and Culture	MAMV53010	3 CR

This course will explore the size, scope, function, and connections of the military; the prioritization and philosophy of Military organizations; command attitudes toward military members; and tutorial on discharges and return to civilian life. In this class students will explore: various ways and reasons individuals join the military; reasons and methods for individual to enter Military service; military ethics, and immersion into the military culture; the range, scope, and danger of military jobs and duties; the UCMJ and double indemnity; duty and discipline; career versus single enlistments; reserves versus "Regular" military; officer versus enlisted; types and characteristics of various disciplines; lives of military families; acronyms, insignia, ratings, pay scales, specialties, and duties; etiquette and protocol of working on a military base or post; speaking with members of military organizations

Dynamics of Healthcare for Military Personnel, Their Families, and Veterans	MAMV53020	3 CR

In this course students will learn about: Service Connected Disabilities and Non Service Connected Disabilities; a tour of the Veterans Administration; the dynamics of healthcare for Military members and their families; specific issues of access for active duty members of the military; possible genesis of military related disabilities; advocating for veterans' healthcare; a Veteran's path through "the system"; the dual role of the VA in Veterans' Disability; Veteran Centers and Veterans Advocacy; legal representatives; and care for dependents. With this background, counseling students will learn about: career paths for Mental Health Professionals in Veterans Advocacy; best practices Evidence Based Mental Health Interventions in treating regularly seen Veterans diagnoses; controversy in Veterans Treatment modalities; and how to help a Veteran get help.

Foundations of the Rehabilitation Proces	MARC53010	3 CR

SPECIAL NOTES: Course may be taken as an elective by students not pursuing the specialization. Continuing with the specialization requires further faculty approval
This course introduces students to the fundamentals of rehabilitation counseling including

philosophical and historical perspectives and attitudes towards persons with disabilities. Legislation, services, and opportunities are also explored
Medical and Psychological Aspects of Disability MARC53020 3 CR
This course introduces students to the medical aspects of disabilities and the implications for rehabilitation, training, and employment.
Employment and Career Development MARC53040 3 CR
This course introduces students to the challenges of persons with disabilities in seeking, finding, securing, and keeping employment. Students are introduced to the vocational and psychological counseling techniques to empower persons with disabilities in developing a career.
K-12 Counseling Program Development and Admininstration MASC53112 3 CR
In this course, the student will examine the elements involved in planning, developing, implementing, administering, supervising and conducting evaluation (including placement and follow-up data) for comprehensive K-12 school counseling programs, reflecting the American School Counseling Association (ASCA) National Model for K-12 students and CACREP standards for school counselor preparation programs. Major topics covered to develop the skills, knowledge, and dispositions of professional school counselors are Foundations, Contextual Dimensions, and Practice.
Foundations of School Counseling MASG50000 3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course introduces the history, philosophy, development and trends in school counseling and educational systems, as well as the roles and responsibilities of a school counselor. This course provides an overview of the functions and skills critical to delivering a comprehensive competency-based school counseling program (ASCA Model) for all students p-12.
Human Growth and Development MASG50020 3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course introduces students of individual, family, and life-span developmental theories. Developmental differences influenced by social forces, cultural backgrounds, socioeconomic status, gender, race, sexual orientation, age and environment will be examined, as well as the exploration of typical and atypical development.
Social and Ecological Perspectives MASG50030 3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides a broad understanding of the cultural, ethical, economic, legal and political issues surrounding diversity, equity and excellence in terms of student learning. Students will explore the implications for providing school counseling to the diverse groups in the U.S., and understand the ways in which educational policies, programs, and practices can be developed, adapted and modified to be culturally congruent with the needs of students and their families.
Vocational Counseling and Career Develop MASG50070 3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course examines career and vocational development theories; occupational and advanced education planning, information sources and systems. During this course, the students will be exposed to curriculum design, lesson plan development,

classroom management strategies and differentiated instructional strategies for teaching counseling and guidance related material.
Group Dynamics Processing and Counseling MASG50080 3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: Through this course, the student will gain a theoretical and experiential understanding of group development, dynamics, group counseling theories, methods and skills and the effectiveness of using group counseling to address the influence of multiple factors, (e.g. abuse, violence, eating disorders, ADHD, childhood depression) on the personal, social and academic functioning of students. Students will explore individual and small group appraisal and advisement, group process assessment, counseling and consultation processes, and knowledge and skill requirements for school counselors. Peer intervention programs will also be explored as viable options for supporting and enhancing student academic, career, and personal/social development.
The Transformed School Counselor: 21 st Century Ready MASG50081 1 CR
SPECIAL NOTES: NONE COURSE DESCRIPTION: This course will provide students with the final preparation needed to transition into their supervised school practicum and beyond, to their role as a 21st century school counselor. They will review their prior learning from course work and field experience application through the lens of technology and the tools needed to effectively maximize their roles in leadership, advocacy, consultancy, coordination, collaboration, and resource management, as well as effectively maximizing legal and ethical behavior while meeting their program vision of supporting a safe and equitable school environment and educational system to meet the needs of all students.
Current Issues in School Counseling: Meeting the Needs of the Whole Child in a Collaborative Team MASG50090 3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: School Counseling candidates will focus on delving deeper into current issues relevant to their future positions as school counselors and will select from a variety of contemporary issues to further research individually and in a collaborative course setting with their colleagues. Within the approach of developing a “collaborative team” to meet the needs of students from both an academic and social-emotional support framework, candidates will explore coordination and collaboration with various components of the American School Counseling Association’s (ASCA) National Model. These roles guide school counselors in their interactions with teachers, parents, administrators, community agencies, and others.
Research Practices for School Counselors MASG50111 3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course will provide students with fundamental knowledge about the area of research method and design in the field of school 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 and in the field.
School Counseling: Program Development, Implementation and Evaluation MASG50112 3 CR

SPECIAL NOTES: NONE DESCRIPTION: In this course students' will study the design, implementation, monitoring, and evaluation of comprehensive competency-based school counseling programs. This course will explore the means to work collaboratively in a competency–based program with students, their families, teachers, administrators, school support personnel, business partners and community leaders		
Counseling Theories	MASG51010	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course introduces the history, philosophy, development and trends in school counseling and educational systems, as well as the roles and responsibilities of a school counselor. This course provides an overview of the functions and skills critical to delivering a comprehensive competency-based School Counseling program (ASCA Model) for all students p-12.		
Supervised School Counseling Practicum	MASG51020	8 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: The school counseling practicum is designed to provide the opportunity for graduate students to participate in all forms of the School Counseling Program setting under the supervision of a certified school guidance counselor and Prescott College core faculty. The 600 supervised clock hours (with a minimum of 240 direct service clock hours) of graduate practicum builds upon the student's graduate studies in school counseling. Students will work in a school setting under the supervision of an experienced school counselor.		
Elective: Current Issues in School Counseling	MASG59000	3 CR
School Counseling candidates will focus on delving deeper into current issues relevant to their future positions as school counselors and will select from a variety of contemporary issues to further research individually and in a collaborative course setting with their colleagues. Within the approach of developing a "collaborative team" to meet the needs of students from both an academic and social-emotional support framework, candidates will explore coordination and collaboration with various components of the American School Counseling Association's (ASCA) National Model. These roles guide school counselors in their interactions with teachers, parents, administrators, community agencies, and others.		
Practicum	MASJ51020	6 CR
Students will complete 6 credit hours working for an organization under the supervision of the faculty member instructing the course. Students will gain valuable professional experience in the field of community organizing, develop specialized organizing skills, and build their resumes.		
Organizing 1	MASJC50001A	1 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: "We make the road by walking…." A crucial component of learning to be an organizer is direct experience. Each new entering cohort will be assigned, as a group, to work directly for an online social justice organization. Students will attend regular online organizing meetings, take on tasks and responsibilities, attend periodic on-line skills trainings, and reflect on their learning through written responses and discussions with their peers and instructor. The instructor will meet regularly with the cohort as well as with each student		

individually to support personal and group goal-setting, time-management, problem solving, critical reflections, and the development of the dispositions required for effective, collaborative organizing work. This ongoing organizing class will inform and be informed by all of the other classes in the curriculum, and will provide real world professional connections and work experience for students' resumes.		
Organizing 2	MASJC50001B	1 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: "We make the road by walking…." A crucial component of learning to be an organizer is direct experience. Each new entering cohort will be assigned, as a group, to work directly for an online social justice organization. Students will attend regular online organizing meetings, take on tasks and responsibilities, attend periodic on-line skills trainings, and reflect on their learning through written responses and discussions with their peers and instructor. The instructor will meet regularly with the cohort as well as with each student individually to support personal and group goal-setting, time-management, problem solving, critical reflections, and the development of the dispositions required for effective, collaborative organizing work. This ongoing organizing class will inform and be informed by all of the other classes in the curriculum, and will provide real world professional connections and work experience for students' resumes.		
Organizing 3	MASJC50001C	1 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: "We make the road by walking…." A crucial component of learning to be an organizer is direct experience. Each new entering cohort will be assigned, as a group, to work directly for an online social justice organization. Students will attend regular online organizing meetings, take on tasks and responsibilities, attend periodic on-line skills trainings, and reflect on their learning through written responses and discussions with their peers and instructor. The instructor will meet regularly with the cohort as well as with each student individually to support personal and group goal-setting, time-management, problem solving, critical reflections, and the development of the dispositions required for effective, collaborative organizing work. This ongoing organizing class will inform and be informed by all of the other classes in the curriculum, and will provide real world professional connections and work experience for students' resumes.		
Organizing 4	MASJC50001D	1 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: "We make the road by walking…." A crucial component of learning to be an organizer is direct experience. Each new entering cohort will be assigned, as a group, to work directly for an online social justice organization. Students will attend regular online organizing meetings, take on tasks and responsibilities, attend periodic on-line skills trainings, and reflect on their learning through written responses and discussions with their peers and instructor. The instructor will meet regularly with the cohort as well as with each student individually to support personal and group goal-setting, time-management, problem solving, critical reflections, and the development of the dispositions required for effective, collaborative organizing work. This ongoing organizing class will inform and be informed by all of the other classes in the curriculum, and will provide real world professional connections and work experience for students' resumes.		

Radical Pedagogy as Praxis	MASJC50002	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course focuses on radical pedagogy, including Xicanx Indigenous-based pedagogy and critical pedagogy, as a means for achieving social justice. Radical pedagogy is a way of thinking about and negotiating through praxis the relationship among classroom teaching, the production of knowledge, the larger institutional structures of the school, and the social and material relations of the wider community, society, and nation state. This course takes the position that reading the word and the world is a dialectical process and that how one reads the world influences but does not necessarily determine the manner in which one chooses to live in the world. Radical pedagogy and critical consciousness will be studied as an end goal to be reached through liberatory education brought about through collective struggle and praxis		
Globalization and Urban Politics	MASJC50003	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: The study of urbanization has become crucial to understanding processes of uneven development, social decision making, and struggles for liberation and sustainability. Contemporary globalization has reconfigured landscapes of power, in part, through the emergence of global cities such as Los Angeles. Also, for the first time in history, the majority of humans live in urban areas. This course explores themes of justice, home, and community through the viewpoints of community organizers working in the global city of Los Angeles. This course exposes SJCO students to major questions and debates in the interdisciplinary and applied study of urbanization and globalization with an emphasis on their relevance to community organizing and social movement building.		
Theories of Change	MASJC50004	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: Theories of Change and Comparative Political and Social Theory are designed to build upon and speak to each other, though need not be taken in any particular order. In each class, students engage with contemporary social and political theory to develop an analysis of social change, develop the ability to apply critical frameworks for understanding organizing and movements and taking stands within key debates about mobilization. These courses explore comparative critical approaches to the study of systemic and institutional social power relations, the dynamics of social, cultural, and political change, and movements for social transformation with an emphasis on engaged scholarship. We will read closely, discuss, reflect on, and write about texts (including scholarly and movement-based articles and books, videos, documentaries, and discussions with scholars and activists) that address the following questions: How do ordinary people build the power to participate in social decisions that impact their communities? How do groups engaged in social movement building as well as scholars and movement intellectuals engage in understanding the world with the purpose of changing it? How are socio-environmental crises and systemic injustices produced, reproduced, resisted, and challenged by human beings acting across and within different scales and modalities of time and space?		
Mobilizing Change	MASJC50005	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: What does it mean to “build power” and what is the role of organizers		

in this process? In this course, students investigate contemporary theories and learn to practice key skills for building power to make change as they participate in and reflect on grassroots organizing. Students will explore, analyze, and practice different approaches to developing leadership and designing and driving strategic campaigns. At the completion of the two organizing courses, students will demonstrate knowledge in: 1. community organizing, 2. electoral organizing, and 3. union organizing.		
Landscapes of Neoliberalism	MASJC50020	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: Landscapes of Neoliberalism examines social crises and movement building at the transnational scale, exploring 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 experiential engagement, students will explore a diverse array of community perspectives and organized challenges to neoliberalism, as well as projects and visions for alternatives using new frameworks and perspectives to make sense of the crises that characterize contemporary globalization.		
ST IN SJCO: Rural Organizing in the Age of Trump	MASJC50030	3 CR
Since the 2016 election, there has been increased attention on the too-often-ignored political and economic problems in the rural regions of the U.S. Taking into account and drawing from the long and rich tradition of rural organizing in the United States, this course will survey problems facing rural communities today and the organizing happening in these places. Students will explore a range of issues facing rural places, study case studies in rural organizing, and learn about historical and contemporary strategies, tactics, research methods, and ways that organizers are building movements (both connecting rural struggles and building urban/rural coalitions).		
Comparative Political and Social Theory	MASJC50050	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: Theories of Change and Comparative Political and Social Theory are designed to build upon and speak to each other, though need not be taken in any particular order. In each class, students engage with contemporary social and political theory to develop an analysis of social change, develop the ability to apply critical frameworks for understanding organizing and movements and taking stands within key debates about mobilization. These seminars explore comparative critical approaches to the study of systemic and institutional social power relations, the dynamics of social, cultural, and political change, and movements for social transformation with an emphasis on engaged scholarship. We will read closely, discuss, reflect on, and write about texts (including scholarly and movement based articles and books, videos, documentaries, and discussions with scholars and activists) that address the following questions: How do ordinary people build the power to participate in social decisions that impact their communities? How do groups engaged in social movement building as well as scholars and movement intellectuals engage in understanding the world with the purpose of changing it? How are socio-environmental crises and systemic injustices produced, reproduced, resisted, and challenged by human beings acting across and within different scales and modalities of time and space?		
The Art of Social Practice: Changing the World	MASJC50051	3 CR

This course will look at the ways social practice has evolved from 1960 to present. We will study the artists and movements that have utilized social practice to evolve the political landscape. We will look at how social practice has navigated the private and public spheres and study how artists and movements negotiate the difference between the individual and the collective. Students will learn about the most critical theorists, artists, and movements inside of social practice.		
Leadership Development	MASJC50060	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: What does it mean to "build power" and what is the role of organizers in this process? In these two, related courses (that can be taken in any order), students investigate contemporary theories and learn to practice key skills for building power to make change as they participate in and reflect on grassroots organizing, Students will explore, analyze, and practice different approaches to developing leadership and designing and driving strategic campaigns. At the completion of these two courses, students will demonstrate knowledge in: 1. community organizing, 2. electoral organizing, and 3. union organizing.		
Advocacy Research	MASJC51111	3 CR
SPECIAL NOTES: This course is only for SJCO graduate students. COURSE DESCRIPTION: Advocacy Research prepares SJCO students to plan and complete their capstone projects and to conduct ethical, and effective movement-based research. Students will explore the role of research in planning and implementing campaigns and learn appropriate research methods as well as the skills required to frame, disseminate, and position research effectively for the purposes of building power. At the end of the course, students will present and defend their capstone plans and proposals.		
Race, Class, and Housing Justice	MASJC52000	3 CR
COURSE DESCRIPTION: This course investigates housing as a key site of struggle, where systems of colonization, racialized subordination, economic inequality, and gender/sexual regulation all intersect. We will begin by building a theoretical and historical framework for understanding housing in relation to labor, consumption, and racial capitalism. We will then consider housing through a number of topics, including homelessness, redlining, gentrification, indigenous "relocation" programs, public housing, and the 2008 subprime mortgage crisis. We will also study how communities have organized to access housing and secure safe living conditions, such as mutual aid projects, squatting and housing takeovers, and rent strikes. In addition to contemporary media and social movement documents (from organizations like Picture the Homeless, Take Back the Land, and LA CAN), readings will include scholarly works by Neil Smith, Cheryl Harris, George Lipsitz, Rahim Kurwa, Christina Hanhardt, and others.		
Strategic Media and Communications	MASJC57700	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: Combining communications theory with practical tools, networking, and coaching, this course centers on the media and communication skills required for building successful campaigns, organizations, and movements with a specific emphasis on the knowledge and know-how required of those seeking careers in media and communications for social justice. Through hands-on experience, reflection, and opportunities to participate directly in strategic communications work, students learn about brand development,		

storytelling, framing and messaging, meta-framing, and media strategy development.

Organizational Analysis	MASJC57720	3 CR

SPECIAL NOTES: NONE

DESCRIPTION: Organizational Analysis is a set of frameworks, methods, and skills used to evaluate and improve the effectiveness of organizations. Though social justice organizations are not, in and of themselves, social movements, they are the building blocks of movements, so developing the skills to assess and support them is very useful career skill for organizers. In this class, students will explore and compare different organizational theories that emphasize certain features of an organization's culture and structure, as well as its processes of decision-making, production, and ongoing development. Students will then apply their learning to conduct hands-on organizational assessments. The course is designed to equip students with the skills, knowledge, and experience
to systematically identify important features of an organization and the events shaping and transforming it; choose a theoretical framework most applicable to assessing a specific organization; and use that theory to participate in supporting an organization's success.

Capstone: Social Justice and Community Organizing	MASJC59001	5 CR

SPECIAL NOTES: N/A

COURSE DESCRIPTION: Students are all required to design and complete a capstone project to be completed in their third and final semester. Working with their adviser, each student designs a project that best meets their learning and career goals in a manner that demonstrates mastery in critical social theory and community organizing theory and practice. Mastery is defined as meeting the departmental learning objectives of the MA Program in Social Justice and Human Rights. Students will propose one of the following Capstone options, or, with the permission of the faculty, propose to design an alternative Capstone project. Every capstone proposal and final product will be evaluated and approved by the student's adviser and an additional faculty member, who together, will serve as the student's MA Committee.

1. Organizing Research Project: Working collaboratively with a social justice organization and their MA Committee, the student will co-design and complete a research project that fulfills a research need of that organization.
2. Comprehensive Examination: Working with their MA Committee, the student will develop three reading lists (literature reviews), each containing scholarly and applied articles and books addressing a specific question or debate in the fields of community organizing and/or social movements theory. Once the two faculty committee members approve the reading lists, the students read and take notes on all of the readings. The faculty committee then gives the student an essay question for each list. The student and committee agree on a time period in which the student will write essays responding to the questions. The student and faculty will then schedule the oral part of the exam in which the faculty will ask the students to discuss their essays. If the faculty committee determines that the student has completed the essays and discussion in manner that demonstrates competence, the student will have completed their capstone.
3. Independent Movement-Based Research Project: Working with their MA Committee, the student will design a research project that offers significant analysis of a movement-based issue. The research may be presented in written or video form (to be agreed on by the

student and their adviser and committee member.)
4. Organizing Practice Project: Working collaboratively with a social justice organization and their MA Committee, the student will produce something that the organization requests, for example, a campaign or program assessment, a strategic plan, a social media campaign, a fund-raising video, etc.

Foundations of Somatic Psychology & Body/Mind Psychotherapy: Historical Roots & Current Applications MASP52030 3 CR

Although a wide variety of approaches and techniques are used within the field of somatic psychology and bodymind therapy, all of them recognize the continuity and deep connections of mind-body processes. In this course, students learn the theoretical and practical roots of somatic psychology and bodymind therapy beginning with the Freudian era and sequencing through current times, though also acknowledging and appreciating the historic and contemporary presence of indigenous somatic healing practices. The field is viewed from the perspective of the significant contributions of its primary founders, the therapeutic paradigms they represent, and current applications of how these theories and paradigms have been transposed into contemporary modalities. In particular, students learn and explore the theoretical and therapeutic applications of Gestalt and Hakomi Therapies.

The Body in Counseling: A Somatic Approach to the Therapeutic Relationship MASP52030 3 CR

SPECIAL NOTES: N/A
COURSE DESCRIPTION: Although a wide variety of approaches and techniques are used within the field of somatic psychology and bodymind therapy, all of them recognize the continuity and deep connections of mind-body processes. In this course, students learn the theoretical and practical roots of somatic psychology and bodymind therapy beginning with the Freudian era and sequencing through current times, though also acknowledging and appreciating the historic and contemporary presence of indigenous somatic healing practices. The field is viewed from the perspective of the significant contributions of its primary founders, the therapeutic paradigms they represent, and current applications of how these theories and paradigms have been transposed into contemporary modalities. In particular, students learn and explore the theoretical and therapeutic applications of Gestalt and Hakomi Therapies.

Neurobiology of Relationships MASP52031 3 CR

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.

Somatic Psychology & Body/Mind Therapy: Somatic Approaches to Trauma Resolution MASP52035 3 CR

This course reviews current body-centered and somatic-based theories, skills, and

interventions, and addresses the applications of each when working with clients who experience PTSD, and the short and long-term effects of trauma. The psycho-physiological and emotional responses of traumatic experience will be discussed, including cognitive, affective, behavioral, and neurological effects associated with trauma. Readings will orient the student towards a somatic approach to the assessment of trauma symptoms, as well as introduce skills and practices specific to the treatment of trauma, including psycho education, stress reduction, affect regulation, emotional processing, and somatic-based interventions.

Foundations of Educational Leadership MEDL50000 3 CR

COURSE DESCRIPTION: This is the first required course in the M.Ed. in Leadership program. The focus is on merging theory and practice in educational leadership. The course is part of the Principal certification program. Students will begin to develop their own leadership platform based on the literature, field experiences and class discussions

Special Topics: Data Analysis & Decision Making MEDL50010 3 CR

COURSE DESCRIPTION: Students in this course will analyze and evaluate various models of data collection, organization, assimilation, and reporting for a variety of institutional, commercial and pubic consumers of information. This leadership course also examines best practices when using data to inform high-stakes decisions for planning, program implementation, systems change. This course is an excellent choice for students interested in leadership roles within public/private institutions, non-profits, and places where data-driven decision-making is valued.

Sustainable Leadership MEDL50020 3 CR

SPECIAL NOTES: N/A
COURSE DESCRIPTION: This course requires students to explore and define the concept of sustainable leadership as it relates to their experiences, professional frameworks, and understandings, and as it is understood through their analysis of four signature approaches to leadership practice. Ultimately, students will determine what it takes to create and maintain sustainable leadership practices; they will determine which strategies best inform sustainable leadership practices for themselves and others, thus moving students from the theory behind the approaches to practical, real-world integration.

School Law MEDL50030 3 CR

SPECIAL NOTES: N/A
COURSE DESCRIPTION: 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 basics 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 MEDL50040 3 CR

COURSE DESCRIPTION: 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.
Designing the Educational Program MEDL50045 3 CR
COURSE DESCRIPTION: This course is 'designed' to provide Program Managers the theoretical planning framework, training curriculum development models, implementation strategies and evaluation tools needed for the facilitation of high impact institutional initiatives.
Ethics in Practice for Educational Leader MEDL50046 3 CR
COURSE DESCRIPTION: This course is designed to provide leaders with an in-depth examination of the current and anticipated ethical issues and dilemmas facing leaders and the role of character education in our society. This course provides a reflective overview of the educational policymaking process at local, state, and national levels, and of the ethical principles that can influence such policy making. Addressing these ethical issues will lead to the academic success of all PK-12 students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds.
Education Politics and Policy MEDL50049 3 CR
In this course students will understand the political, legal, and policy environments in which leaders operate through the function of boards, state, local, and national agencies. They will examine the governance and policy-making process to learn how resources and values are allocated to affect decision-making and change. Students will be actively engaged in transformative leadership practices to demonstrate that leaders can serve as power brokers and policy makers in educational institutions.
Personnel Management in the Schools MEDL50090 3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: 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.
Internship in Educational Administration I MEDL51020 3 CR
COURSE DESCRIPTION: 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.
Internship in Educational Administration II MEDL51021 3 CR
COURSE DESCRIPTION: 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.
Signature Portfolio & Project: Educational Leadership MEDL59002 3 CR
Culminating Educational Leadership experience whereby M.Ed. Leadership students will engage in an intensive self-reflective analysis of their preparation to enter a career in school administration. After this self-analysis and dialogue with faculty, professionals and site supervising professionals, students will complete a reflection paper and graduate residency presentation.
Sustainable Business for Community Well-Being MGS41000 4 CR
This course helps prepare students to holistically engage small-scale businesses they create or join. Course activities invite students to link their personal vision for compassionate, community-based business to practices that better assure environmental health and social benefits in the place where the business operates and/or, in the case of digital businesses, where customers live. Learning components include transforming personal interests into a viable business model; creative exploration of prospective customer or subscriber base demographics; calculating ecological and social footprint of the business; identifying, researching, and selecting an appropriate financing strategy; plan for recruiting partners and employees via conventional and alternative scenarios (such as crowdfunding or cooperative model); growing resources to sustainably support the business, including socially equitable, renewable natural, intellectual, and emotional elements; and establishing effective communicative and outreach protocols, including place-based and digital platforms. Students will design a sustainable business concept and plan (or a suite of sustaining strategies and practices for use in an existing business) that identifies how the business will serve the student's interests and the well-being of the human and natural community at large. That design will be sufficiently complete to be advanced to implementation of a sustainable business following the end of the course.
Applied Algebra MTH26050 4 CR
SPECIAL NOTES: N/A COURSE DESCRIPTON: The goal of this course is to equip students with the basic algebra skills necessary to understand and address common topics in their lives and prepare them for further studies for which mathematics is essential. The successful student will learn how to manipulate and apply linear, quadratic and logarithmic functions; exponential growth and decay; systems of equations; and plane trigonometry. Through cooperative learning and experiential exercises, students will gain comfort in algebraic reasoning, develop critical thinking skills, and see relevant connections so that math has practical, not just theoretical, value. Numeracy is as important in a good liberal arts education as is literacy (you can count on it).

Calculus: Theory & Practice	MTH26055	4 CR
SPECIAL NOTES: Graphing calculators will be used extensively in the course to explore and reinforce mathematical concepts. COURSE DESCRIPTION: This course is an introduction to the basic concepts, techniques, and applications of calculus. Applications will focus on the use of calculus techniques in developing, interpreting, and investigating functions that model natural phenomena and dynamical systems. Topics include limits and infinity, derivatives and rates of change, and computing areas via integration.		
Math for the Liberal Arts	MTH26060	4 CR
SPECIAL NOTES: Successful completion fills math certification requirement; $15.00 estimated student expense for calculator. This course is a college-level math course designed to foster an awareness of the nature of mathematics, to promote an understanding of the role of mathematics in today's society, and to encourage the development of critical and quantitative reasoning skills. Topics include the mathematics of voting and social choice, linear and exponential models of change, unit analysis, and the collection, analysis, and visual display of data.		
Mathematical Explorations	MTH47001	4 CR
SPECIAL NOTES: This course satisfies the Prescott College math requirement. COURSE DESCRIPTION: Math Explorations provides liberal arts and education students the opportunity to transform a limited or unpleasant math background into a new and positive relationship with math. The three major components of this conceptual-based math course are: reasoning exercises that enable students to develop better quantitative thinking skills, a meaningful self-chosen experiential project, and self-chosen research into an interdisciplinary math-related topic of vital importance in the human quest to understand the world around us and our role within it.		
Orientation: Desert, Mountain & Canyon Expedition	ORI26002	4 CR
SPECIAL NOTES: Course fee covers all dinners and breakfasts in the field as well as designate group meals while on campus. Student will receive $200 back to purchase field lunches. Group gear is provided. Please see the Orientation webpage for additional gear information. Physician signed Medical History Form required. Contact Cecil Goodman, Orientation Director, with questions. COURSE DESCRIPTION: This course is intended to orient new students to the college's unique educational philosophy, structure, and community. The curriculum for the course is carried out within the context of a three-week backpacking expedition. Students develop a sense of place and make connections to the southwest through rigorous back country travel, map and wilderness navigation, and studying the ecology and natural history of their route. Students become functioning members of an invaluable community by learning interpersonal communication, flexibility, commitment, and most importantly, compassion and respect for others and one's self. Through individual research projects, a solo experience, leadership training, and service projects students must participate fully in this interdisciplinary Liberal Arts course. Students will conclude Orientation with an all-day academic seminar.		
Orientation: Community Based - Explorations	ORI26004	4 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This section of Community Based Orientation is an exploration of		

Prescott via interdisciplinary lenses, including ecological, artistic, community, and critical theory frameworks. Each week the student group will adopt a different disciplinary lens to delve deep into the study of Prescott to form a comprehensive understanding of place. For example, students will explore the natural history of Prescott through an ecological and environmental science frame one week. Another week they may work to understand the complicated cultural history of Prescott via cultural and regional study frameworks. As in other sections of Orientation, student learning activities will include readings, discussions, student delivered presentations, group projects, community building activities, field trips, and a student-built learning portfolio. This course is based in Prescott.

Orientation: Community-Based - Connections ORI26005 4 CR

SPECIAL NOTES: Course fee covers designated group meal at the Cafe' during your first week in town. Students will also receive money $265.00 back to cover food for field trips or materials.
COURSE DESCRIPTION: This section of Community Based Orientation is an exploration of community through the multifaceted lense of food justice. Students will engage a range of experiential and classroom-based activities to investigate such topics as sustainable food systems, food insecurity, school and community gardens, agroecology and nutrition. Course work will aid in learning how to analyze the relationships between community and the environment, while cultivating a sense of place and in-depth introduction to the philosophies and practices of Prescott College. As in other section of Orientation student learning activities will include reading, discussions, student delivered presentations, group projects, community building activities, required field trips, and a student-built learning portfolio. This course is based in Prescott.

Community Based Orientation Instructor ORI46001 4 CR

PREREQUISITES: Permission of instructor after application process (please contact instructor to apply): Cecil Goodman and Courses: At least 1 education skills course. Identified course include: Foundation of Education, Curriculum Design, Teaching & Learning in AE, Barrion Pedagogy, Environmental Education Methods or Fundamentals Teaching methods for Adventure Educators And At least 1 course that focuses on building mentoring, coaching and community building skills. Identified courses include: Counseling Skills or Peer Education Training, Peer Education Practicum, Group Process of Adventure Educators, Maasailand I, II, III, Youth Empowerment: Developing & Facilitating Transformational Experiences.
SPECIAL NOTES: Senior level status preferred. Completion of the application process includes a supportive faculty reference. Contact Orientation Director (Cecil Goodman) for application to register. Students participate in a staff training beginning on 8/18/18. This training will take place daily until the beginning of the Block. Students will also receive a $100 stipend to cover gear and food expenses. See Orientation Director for all details.
Qualified students will have the opportunity to implement an interdisciplinary and diverse skill set including, counseling and mentoring skills, teaching and learning skills, and community building skills within the context of Community Based Orientation. Students will work one-on-one with a mentor instructor to co-plan curriculum, co-facilitate learning activities, co-teach classes, and support new students in the Community Based Orientation course. The overall goal of this course is for qualified students to hone their diverse skill set to orient new students in Community Based Orientation to the Prescott College learning community and to the philosophy and practices of Prescott College. Students must apply via the Orientation

Instructor to enroll.		
SustTheory and Prac II	PHD71111	4 CR
SPECIAL NOTES: Limited to/required for 2nd term PHD students. As this is the second semester, students will be encouraged to move from protest to proposing solutions, discursive analysis to finding designerly possibilities, and from ideologies to ideas. Various examples of regeneration and renewal will be provided. In the final paper for this course and the culminating paper, students will be asked to propose solutions to the problems covered in this course. During this semester we will focus on two remaining central concepts: social justice/equity and biological and cultural diversity. Does an ecologically sustainable society also need to be socially just and bio-culturally diverse? If so, how do we incorporate those aspects into our design and implementation of sustainability policies and programs? This semester, we expect you to become literate and excel in building conceptual and methodological foundations in social, cultural and political aspects of sustainability. Let us collectively examine whether and how issues of equity and diversity enrich inter-economic, inter and intra-generational and intercultural partnerships. In the realm of equity and justice, we will examine environmental racism, ecological justice, water justice, climate justice, food justice, housing justice, health justice, employment justice and livelihoods justice. We will interrogate if and how they operate within the equations of global North and South, core and peripheral regions, class, caste, race, ethnicity and gender. In the realm of biocultural diversity, we will examine the extinction as well as regenerative practices in three areas: a) biological species and ecosystems; b) languages; and c) traditions of knowledge and learning systems.		
Modes of Inquiry II: Research for Chg	PHD71113	4 CR
Prior to the residency January, you will receive a message from the course instructor with reading assignments. Expect to read 1-3 chapters of each text prior to arriving in Prescott. 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.		
Critical Pedagogy and Culturally Responsive Education	PHD71122	4 CR
COURSE DESCRIPTION: This course will delve into the theory and practice of critical pedagogy as a means for liberating oppressed populations and communities within the context of schooling. An emphasis on decolonizing pedagogy, critical race theory and counter-storytelling will frame the structure, content and assignments students will engage in as a learning collective while focusing on “reading the world” (Freire) to explore the social conditions and		

practices that shape education.
Qualifying Paper PHD77000 1 CR
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 Proposal PHD77001 4 CR
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.
Compassionate Climate Change Education PHD77500 4 CR
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 ecosocial 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 climatespecific 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.
People and Nature: An Exploration of our Relationships with the Natural World PHD77503 4 CR
SPECIAL NOTES: NONE COURSE DESCRIPTION: This course will explore the multifaceted relationship people have with nature. This course is designed to allow students to research avenues of highest relevancy to their research within the scope of the human-nature relationship. Topics that may be included in a student’s selected study area are impacts of spending time in nature, connections to human health, conservation psychology, applications to land use planning, societal issues of lack of contact with nature, identity and nature, and other relevant themes. Student learning will be gauged via projects, papers, and online discussion.
Engaging in Place: An Active Introduction to Civic Ecology PHD77508 3 CR
SPECIAL NOTES: Course is offered in both Master’s and Doctoral programs. 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.

The Adventure of Enterprise: Ecopreneurs	PHD77510	4 CR

Engage in the adventure of enterprise from strategic planning to a sustainable business model and social marketing. Become fluent in the main techniques and arrays of standards available for sustainable endeavors, including cradle to cradle, Natural Step, permaculture, triple bottom line, the 5 (and 7) P's, and more. This course helps students put ecopreneurship into practice, using biomimicry and ecological design from leadership and staff management to product development and program evaluation. Explore other concepts of organization and business models, including natural capitalism, social capital, local economies, gift economies, the commons, restoration, resilience and complexity, servant leadership, cooperative and collaborative structures, and new marketing. Engage in regenerative creativity and innovation to optimize collaborative organizational genius. Explore options for successful businesses including nonprofit and hybrid structures. Engage your passion and purpose with integrity and authenticity in enterprise design and management.

Ecofeminism	PHD77513	2 CR

SPECIAL NOTES: Course is offered in both Master's and Doctoral programs.
Ecofeminist education fulfills the promise of catalyzing learning at the deep intersection of ecological and gender justice. Teaching and research methods and approaches in ecofeminist education participate in the "fourth wave" of integrating human and earth systems for social sustainability education. This course rides the emergent wave front of scholarship researching and applying deep ecologies, feminist materialisms, gender-bending pedagogies, and ecological resistance and resilience to educational design and praxis. This doctoral and graduate level course examines the evolving concepts of ecofeminism and sustainability as they relate to teaching in formal and informal learning contexts. In addition to exploring the positionalities and intersectionalities of networks of life, nature, culture and earth's systems across multiple scales, students will consider how theoretical concepts of sustainability, ecofeminism, and emergent teaching and learning can be practically blended as a form of activist educational liberation. As an integral part of this course, students will engage in an individually or collaboratively designed experience in nature in order to engage different ways of knowing in relation to scholarly course content. The course is designed to critically examine and articulate the shared and unique traditions, constructs, and paradigms from the ecological and feminist dimensions that source ecofeminist education. Students will collaborate to critically position ecofeminist education in relationship to the quilt of other pedagogies, including such areas as ecojustice education, ecological critical pedagogy, sustainability education, and critical pedagogies of place. As part of ecofeminist approaches, students will engage in multi-modal methods, including collaborative, arts-based, embodied, and multiple ways of knowing. This

course supports the student undertaking original research in the field of ecofeminist education within the student's area of focus.

Sustainable Leadership	PHD77518	4 CR

SPECIAL NOTES: None

This course is designed to explore a number of different approaches to the concept and practice of sustainable leadership and how this can be developed in the different situations in which students are engaged. While many different theories and approaches to leadership have been developed and promoted over the past 100 years, there are some basic concepts to which many current approaches subscribe, such as situational, strength-based and, servant leadership. This course will encourage students to explore different approaches to develop their own useful concepts and practices as befits their personal circumstances. Students will be encouraged to articulate and present their ideas for feedback and discussion among other participants in the course and to offer constructive feedback and questioning to one another over a Moodle platform and through video conferencing.

Connected Learning	PHD77521	4 CR

The course is interdisciplinary.

This 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.

Advanced Permaculture	PHD77530	4 CR

SPECIAL NOTES: Advanced Permaculture Design builds on the understanding developed in the Introduction to Permaculture Design or any Permaculture Design Certificate course. In this course, learners will apply Permaculture principles to a real-life situation to solve complex design needs. Learners will finish the course with a greater understanding of systems approaches to developing culturally-appropriate food systems in any bioregion. Learners will practice integrated, restorative designs involving soils, water, biodiversity, and human communities.

Food Justice and Sustainable Food Systems	PHD77550	3 CR

Food justice is a growing movement that seeks to shift global, industrial food systems towards more equitable, just, and sustainable foodways. Food justice can be measured through a community's ability to acquire healthy food (food access), and its right to define its own food systems (food sovereignty). Using this framework, students will uncover how institutional racism and classism prevent certain communities from accessing healthy and culturally appropriate food. With an emphasis on the Global North, specifically US food systems, students will examine the intersections of food justice, social justice, and environmental justice through the work of grassroots organizations and initiatives. Readings, multimedia viewings, class discussion, and experiential learning will frame our investigation of the current food system

and how issues of privilege, access, and identity relate to food justice. By the end of the course, students will have gained a comprehensive understanding of the historical, conceptual, and theoretical underpinnings of these grassroots movements and the wider social, political, and economic systems that impact foodways. These critical conversations will allow students to explore the possibilities and challenges of imagining sustainable and just food systems.		
Resilience Thinking	PHD77560	4 CR
Resilience is a concept that has received interest in recent years. From personal resilience, to community resilience, to ecological resilience in the face of an ever-changing world, resilience thinking encourages systems-level thinking to evaluate how to respond to internal and external factors. This course will introduce students to the theoretical construct of resilience thinking and delve into practical applications within the students' fields of interest. In addition, resilience will be examined in terms of its applications to sustainability. Students will develop mastery of the general theory and apply this learning to a specific area such as education, ecosystem health, personal wellbeing, water resources, organizational structure, natural disasters, food systems, urban planning, and other appropriate avenues.		
Dissertation	PHD79001	20 CR
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.		
Prior Learning Assessment	PLA19700	4 CR
SPECIAL NOTES: Instructor permission required. Please see application details and application deadline on the Prescott College website. Students must utilize the current, required writing style manual for their discipline (APA, MLA, or Chicago style manual). COURSE DESCRIPTION: This Prior Learning Assessment Course (PLA) is required for all students approved to begin the prior learning process. In this course, students learn to develop their PLA 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. Fifteen clock hours may equate to 1 semester credit hour. 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. Students are advised to read all PLA process details on the college website.		
Sustainable Business for Community Well-	SBM41000	4 CR

SPECIAL NOTES: N/A
COURSE DESCRIPTION: This course helps prepare students to holistically engage small-scale businesses they create or join. Course activities invite students to link their personal vision for compassionate, community-based business to practices that better assure environmental health and social benefits in the place where the business operates and/or, in the case of digital businesses, where customers live. Learning components include transforming personal interests into a viable business model; creative exploration of prospective customer or subscriber base demographics; calculating ecological and social footprint of the business; identifying, researching, and selecting an appropriate financing strategy; plan for recruiting partners and employees via conventional and alternative scenarios (such as crowdfunding or cooperative model); growing resources to sustainably support the business, including socially equitable, renewable natural, intellectual, and emotional elements; and establishing effective communicative and outreach protocols, including place-based and digital platforms. Students will design a sustainable business concept and plan (or a suite of sustaining strategies and practices for use in an existing business) that identifies how the business will serve the student's interests and the well-being of the human and natural community at large. That design will be sufficiently complete to be advanced to implementation of a sustainable business following the end of the course.

ST IN SBM: Sustainability Professions for the 21st century	SBM42000	4 CR

SPECIAL NOTES: This course will meet asynchronously. Participation on specific days and at specific times will not be required; however, students must actively participate in the online discussions on a minimum of 3-4 days per week, beginning by Wednesday each week and with participation at least once on the ending weekend of each week.
COURSE DESCRIPTION: Sustainability Professions for the 21st century is a Survey Course intended to enable students in any degree program focused on sustainability issues to increase their awareness of career options and opportunities that will enable them to impact environmental and social justice. The course will focus on the integration of self-reflection (of interests, abilities, preferences, and goals) and career exploration (through research, job analyses, and informational interviews) necessary to develop a realistic and actionable plan to achieve sustainability profession goals (signature assignment.) Topics will include: a. Entrepreneurship b. IT c. Food Systems Management d. Natural Resources Management e. Green Development - Real Estate f. Renewable Energies g. Higher Education h. Environmental Law i. For-profit and not-for-profit Corporate Sustainability Officers j. Corporate citizenship leaders k. Introduction to Prescott’s Sustainable Business degree programs.

Organizational Behavior through a Sustainability Lens	SBM47010	4 CR

Special Notes: 8 weeks online. This course will meet asynchronously. Participation on specific days and at specific times will not be required; however, students must actively participate in the online discussions on a minimum of 3-4 days per week, beginning by Wednesday each week and with participation at least once on the ending weekend of each week.
Course Description: Organizational Behavior is the study of people within organizations. The behaviors of individuals and groups within any organization influence and are influenced by each other and facets of the organization, and determine the organization’s success in meeting its objectives. This course would be of value to students in any degree program which will lead to work within an organization – whether non-profit or for-profit, public or

private, large or small. A "Sustainability Lens" will be applied in the exploration of each topic. Topics will include: leadership and visioning, communication and engagement of internal stakeholders, principles of learning and motivation, collaborative functional teams, facilitating change, employee wellness, organizational design (workplace impact on employee health and productivity, and on the environment), and organizational culture and innovation.
Intercultural Leadership in Sustainability Organizations SBM47015 4 CR
Special Notes: 8 weeks online. This course will meet asynchronously. Participation on specific days and at specific times will not be required; however, students must actively participate in the online discussions on a minimum of 3-4 days per week, beginning by Wednesday each week and with participation at least once on the ending weekend of each week. Course Description: This leadership course will examine leadership theory and practice, with emphasis on influencing stakeholders ("followers") within an organization. The implications of race, gender identities, ethnicity, generation, and other micro, meso, and/or macro-cultural influences will be the focus of the course - explicitly as those facets of identity intersect with a leader's ability to influence organizational progress toward meeting environmental and sustainability imperatives. This course would be of value to students in any degree program which will lead to work as an influencer within an organization – whether non-profit or for-profit, public or private, large or small. Topics will include: articulating and motivating a sustainability vision; ethical leadership; exploration of self-awareness and authentic leadership; and understanding, respecting, and engaging culturally and ideologically diverse stakeholders. Students will independently and collaboratively analyze and reflect on the intersection of leadership and of broader definitions of cultures and their impacts on ideologies and behaviors of organizational stakeholders.
Triple Bottom Line Measurement, Reporting, & Data Analytics SBM52000 3 CR
COURSE DESCRIPTION: This course prepares the manager to use the principles of data analysis and to apply data analysis tools to management problems. Topics include research; techniques of classification, summarization, and display of data; application of probability models for inference and decision making; and social and environmental performance measurement and analysis, including social and environmental performance reporting frameworks.
Accounting Practices in the Ethical Organization SBM52001 3 CR
COURSE DESCRIPTION: This course examines the principles of financial and managerial accounting for effective managerial decision-making in the sustainable business, nonprofit, or other organization. Topics include concepts and principles underlying financial accounting practices; financial sustainability assessment of the organization; budgeting; and measurement of performance from the perspective of non-shareholder stakeholders.
Financial Decision Making in the Triple Bottom Line Organization SBM52002 3 CR
SPECIAL NOTES: NONE COURSE DESCRIPTION: This course examines the principles of finance and financial techniques for effective management decision-making in the sustainable business, nonprofit, or other organization. While the course focus is understanding economic sustainability of organizations through by analyzing, and integrating financial information as an aid to making financial decisions, topics include the integration of social and environmental performance in financial decisions; and the application sustainability performance to lower organizational risk

and cost of capital.		
Energy and the Environment	SBM52225	3 CR
COURSE DESCRIPTION: This course explores the institutional frameworks and interaction of different modes of energy, infrastructure, and transportation in a carbon-constrained world. Beginning with an examination of past and present energy sources, including the environmental and social impacts of conventional energy production and distribution, the course will lead students to consider the local questions of electricity generation siting for the 21st century, to deal with questions of grid security, and to evaluate the possibilities of various future modes of energy production and distribution.		
The Economics of Sustainable Organizations & Communities	SBM53000	3 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course examines the principles and tools of economics for management decision-making in sustainable organizations, communities, and projects. Beginning with an introduction to theories of economic and community development, students will evaluate classic and alternative economic models and become familiar with existing policies that may facilitate or hinder sustainable economic development and effective management of sustainable organizations.		
Alternative Dispute Resolution	SBM53050	3 CR
Course Description: This course will introduce students to a range of contemporary theories about the nature of conflict, the principles of Alternative Dispute Resolution, and the role of creative problem-solving in facilitation and negotiation. Students will explore the laws governing mediation in their own bioregions, and learn the skills needed to facilitate agreement among a range of stakeholders. There will be some group work, related to reviewing and providing feedback on the arguments and materials that another of your classmates has prepared for a hypothetical negotiation.		
Environmental Law and Policy	SBM54500	3 CR
COURSE DESCRIPTION: This course is an introduction to the laws and policies pertaining to issues such as population, energy, pollution, land management, waste disposal, economic growth, and ecosystem management, as well as some of the theoretical underpinnings of how economic and ecological burdens and benefits are distributed within society. Students will consider historic and modern common-law mechanisms for managing land use, and modern environmental statutes including federal land management regimes, consumer protection statutes, pollution prevention regimes, and the intersection of energy regulation and transportation law with environmental laws. Using the National Environmental Policy Act's Environmental Impact Statement process as an organizing principle, students will consider a variety of environmental issues, statutes, and case law concerning environmental regulation in the United States		
Sustainable Business Marketing & Brand Management	SBM55500	3 CR
COURSE DESCRIPTION: This course examines the principles and practices of marketing in a sustainable organization and marketing's role in the creation and management of relationships with customers and other stakeholders. Students learn how to create effective marketing strategies and plans that support the sustainable organization's mission and goals. Topics include identifying target audiences and needs, developing authentic positioning, and designing products/services, pricing, distribution, promotion and communications for		

sustainable brands and organizations.
Special Topics in SBM: Building Blocks of Sustainable Business SBM55501 3 CR
SPECIAL NOTES: NONE COURSE DESCRIPTION: This survey course will introduce students to key concepts of accounting, economics and statistics which form the building blocks of the quantitative considerations for business. This course will also serve to satisfy the pre-requisite courses for those students interested in entering the MBA in Sustainability Leadership.
Organizational Transformation & Sustainable Leadership SBM57501 3 CR
This course examines leadership theory relating to community and organizational transformation with a focus on leading for socially responsible institutions. Students consider variables that influence effective leadership in general, and the idiosyncrasies that characterize environmental issues and social change in particular. Throughout the course students examine several integral and connected issues—leadership theory and systems thinking, key environmental and related social issues for organizations, and a variety of different leadership modalities, along with Triple Bottom Line management concepts. These broad topics intertwine to provide a solid grounding to develop students' understanding of their strengths and potential as leaders for innovating environmental and social change.
The Adventure of Enterprise: Ecopreneurs, Innovation, and Sustainability SBM57510 3 CR
SPECIAL NOTES: NONE COURSE DESCRIPTION: Engage in the adventure of enterprise from strategic planning to a sustainable business model and social marketing. Become fluent in the main techniques and arrays of standards available for sustainable endeavors, including cradle to cradle, Natural Step, permaculture, triple bottom line, the 5 (and 7) P's, and more. This course helps students put ecopreneurship into practice, using biomimicry and ecological design from leadership and staff management to product development and program evaluation. Explore other concepts of organization and business models, including natural capitalism, social capital, local economies, gift economies, the commons, restoration, resilience and complexity, servant leadership, cooperative and collaborative structures, and new marketing. Engage in regenerative creativity and innovation to optimize collaborative organizational genius. Explore options for successful businesses including nonprofit and hybrid structures. Engage your passion and purpose with integrity and authenticity in enterprise design and management.
Realizing the Vision: Integrating Strategic Systems Thinking, Sustainable Supply Chains and Operatio SBM58000 3 CR
COURSE DESCRIPTION: This course explores operations management in sustainable organizations and the application of systems thinking in the design and implementation of successful supply chain and operations strategies. Topics include social/ environmental performance gains through new model application and efficiency gains; process analysis, sustainable supply chains, quality management, service systems management, and how systems respond to attempts to bring about beneficial change to non-shareholder stakeholders, including the environment. Students will also learn about leveraging small changes in the optimal part of a system to produce big results.
Strategic Sustainable Mangement Capstone SBM59000 3 CR
COURSE DESCRIPTION: This course examines classic and emerging strategic management frameworks and the application of these frameworks. As part of the course, students develop

a comprehensive strategy for an organization or new venture. The emphasis is on integrating the multiple stakeholder approach in the development and implementation of effective strategy that creates sustainable competitive advantage that flows from social and/or environmental performance. Students will prepare either (1) a comprehensive strategy and strategy implementation plan, or (2) a market-ready business plan, as appropriate for the student's post-graduation goals.

Awakening Citizens to Community Engagement for Beneficial Change SES47300 4 CR

Citizen involvement in local communities is at an all-time low, even as dissatisfaction with government rises. Students will engage facilitative leadership skills to more deeply prepare themselves to bring citizens into active participation in initiatives that sustain the life of the community. Students learn and practice a social psychological process called guided enactive mastery that supports citizens to participate in projects and programs at the community level. Students also extend their skills in participatory research methods to identify opportunities for cooperation between local residents and their governance agencies. Analysis of case studies is done of successful collaborative community projects, including specific community-need elements. The culminating class project invites students to work with a small group of residents and decision-makers from their respective communities in a participatory design and action sequence to address a compelling community need. A central objective of the course is for students to feel more confident and eager as quiet leaders who effectively facilitate the process of awakening citizens to regularly contribute to sustaining their communities.
Special Notes: N/A
Pre-requisites: N/A
Required Texts:
Title: Connected Communities: Local Government as a Partner in Citizen Engagement and Community Building
Author/Publisher: N/A
ISBN: N/A
Price: Free as PDF White Paper

Ecological Economics SES47350 4 CR

This course is designed for non-economics majors. Though we will review some of the basic concepts and theories of ecological economics, we will emphasize and rely upon case studies to build up our understanding of how modern local and global market forces impact the environment and societies. This course will approach the subject in the form of weekly topics taken from current and recent world events. We will also review papers and journal articles that explain the concepts of ecological economics.
From the impacts of deforestation in the Amazon, to the overthrow of Central American governments, to the impacts of the drug trade, and "green-washing," we will discuss the myriad problems a variety of economic forms present to the environment. We will also study programs that seek to balance biodiversity preservation and social justice with local sustainable economic development. We will examine not only the problems, but search for practical answers, if they exist, to local economic needs.
Special Notes: The instructor will offer some opportunities for in person or virtual interactions.

Topics in Ecology	SES47720	4 CR
This is a field-oriented course designed to give students an understanding of ecological concepts by direct examination of the complex interplay between biotic and abiotic components of the environment. Using the ecosystems of the student's 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 their regions. Another goal for students is to become a better observer and recorder of natural phenomena. Special Notes: Students will need to keep a field journal for each field trip; an artist's sketch pad is recommended for the journal.		
Writing Workshop	WRW26000	4 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: 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.		
Academic Writing Skills	WRW27001	4 CR
SPECIAL NOTES: N/A COURSE DESCRIPTION: The course reviews basic expository writing, then focuses on generating and developing a persuasive research paper, 7-10 pages, in the student's field of study. The course will address documentation in both APA and MLA formats. The course also will emphasize training the students as peer editors for each other, with the goal of building a cohort that will support each other's writing during their Prescott experience.		