Prescott College

Prescott College

Prescott Catalog 2026-2027

Prescott Catalog 2026-2027	1
Catalog and Employment Disclaimer Notices	3
Academic Appeals Policy	3
Academic Integrity Policy	3
Academic Standing and Satisfactory Academic Progress Policy	3
Credit Hour Policy	3
Deployment and Recall to Active Duty	4
Drug-free Campus and Workplace Policy	4
Enrollment Status	4
Financial Aid Policies	4
Learning Evaluation and Grading Policies	4
Nondiscrimination Policy – Student Policy	4
Residence Life Handbook	4
Residential Life Policy	5
Title IX Sexual Harassment Policy	5
Sexual Misconduct Policy	5
Student Grievance Policy	5
Transfer Credit policy	5
Tuition and Fees Payment and Refund	5
Older Catalogs	5
Academics - Changes to College Catalogs, Academic Policies, Degree Requirements	6
Academics - Course Delivery Options and Experiential Learning Opportunities	6
Academics - Undergraduate General Education Requirements	9
Academics - Degree Plan	14
Undergraduate degree requirements	14
Academics - Master’s Degree Graduation Requirements	18
Master’s Degree Graduation Requirements	18
Academics - Doctoral Degree Graduation Requirements	21
All Programs	22
Electives	53
Other Requirements	56
Counseling (MS) and Experiential Counseling (Ed.S.) concurrent degree pathway	57
Experiential Counseling (EdS) Only	57
All Courses	115
Course Sets	528

Catalog and Employment Disclaimer Notices

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.

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

Version Date 10.21.2024

Academic Appeals Policy

The Academic Appeals policy is found on the Policies and Resources pages. Under "Academic Policies" policy number is 752.

Policies & Resources - Prescott College

Academic Integrity Policy

The Academic Integrity policy is found on the Policies and Resources pages. Under "Academic Policies" the policy number is 710.

Policies & Resources - Prescott College

Academic Standing and Satisfactory Academic Progress Policy

Please select the link below for the Academic Standing and Satisfactory Academic Progress Policy under "Student Policies" number 340.

Policies & Resources - Prescott College

Credit Hour Policy

Please select the link below for the Credit hour Policy under "Academic Policies" number 740.

Policies & Resources - Prescott College

Deployment and Recall to Active Duty

Please select the link below for the Deployment and Recall to Active Duty Policy under "Student Policies" number 330.

Policies & Resources - Prescott College

Drug-free Campus and Workplace Policy

Please select the link below for the Drug-free Campus and Workplace Policy . Under "Safety and Health Policies" policy number 620.

Policies & Resources - Prescott College

Enrollment Status

Please select the link below for the Enrollment Status Policy. Under "Academic Policies" the policy number 750.

Policies & Resources - Prescott College

Financial Aid Policies

Please select the link below for the Financial Aid Policies. The policy is under "Student Policies" the policy number is 345.

Policies & Resources - Prescott College

Learning Evaluation and Grading Policies

Please select the link below for the Learning Evaluation and Grading Policies. Under the "Academic Policies" the policy number is 738.

Policies & Resources - Prescott College

Nondiscrimination Policy – Student Policy

Please select the link below for the Nondiscrimination Policy – Student Policy . Under the "Student Policies" policy number 325.

Policies & Resources - Prescott College

Residence Life Handbook

Please select the link below for the Residence Life Handbook. Under the "Student Policies."

Policies & Resources - Prescott College

Residential Life Policy

Please select the link below for the Residential Life Policy. Under the "Student Policies" the policy number is 315.

Policies & Resources - Prescott College

Title IX Sexual Harassment Policy

Please select the link below for the Title IX Sexual Harassment Policy. Under "Ethical & Responsible Conduct Policies" policy number 813.

Policies & Resources - Prescott College

Sexual Misconduct Policy

Please select the link below for the Sexual Misconduct Policy. Under the "Ethical & Responsible Conduct Policies" policy number 802.

Policies & Resources - Prescott College

Student Grievance Policy

Please select the link below for the Student Grievance Policy. Under the "Ethical & Responsible Conduct Policies" policy number is 815.

Policies & Resources - Prescott College

Transfer Credit policy

Please select the link below for the Transfer Credit Policy. Under "Academic Policies" the policy number is 742.

Policies & Resources - Prescott College

Tuition and Fees Payment and Refund

Please select the link below for the Tuition and Fees Payment and Refund Policy. Under "Student Policies" the policy number is 335.

Policies & Resources - Prescott College

Older Catalogs

Below is a link to the 2025-2026 Catalog

Prescott college catalog 2025-2026

Below is a link to the 2024- 2025 catalog

College Catalog 20242025

Below is a link to the 2023 - 2024 catalog

college-catalog-20232024

Below is the link to the 2022-2023 catalog

Prescott College Catalog 2022 - 2023

Below is the link to the 2021-2022 catalog

Prescott Catalog 2021-2022

Older Catalogs

New subpage

New subpage content

Academics - 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. 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, students should consult their faculty advisor about how to revise their 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 reviewed annually. All students must follow the policies published on prescott.edu/policies-and-resources.. The College Policies and Resources web page is the definitive source for all Academic Policies, behavioral and administrative policies. The Catalog is the definitive source for degree program requirements; it supersedes other publications. The tuition, fees, scholarships and other financial aid are reviewed annually and subject to change.

Academics - Course Delivery Options and Experiential Learning Opportunities

Course Delivery Options

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; self-directed studies created by the student in consultation with their faculty advisor and when applicable, an expert mentor; 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).

Undergraduate 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.

Self-Directed Studies

The College's mission emphasizes self-direction and experiential learning within an interdisciplinary curricula. Students are encouraged to take an active role in the design and implementation of their learning. Self-directed studies include both independent and mentored study course experiences. Please refer to the Self-Directed Study Handbook for more information on these course experiences.

Self-directed studies are developed collaboratively between students and their faculty advisors, and when applicable, expert mentors. Self-directed studies may only be conducted with the approval and under the supervision of the faculty advisor and/or another faculty member. A self-directed study should be an intense academic undertaking involving the student deeply in the subject matter. It involves responsible participation from the student, the faculty advisor, and when applicable, an expert mentor. Self-directed studies can be individual, or 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, students may not create a self-directed study with the same or similar name without prior approval of the appropriate program director and dean. Self-directed study contract forms are available on the college's website along with the Self-Directed Study Handbook, detailing approval guidelines and information for mentors.

Practica and Career Internships

Given the College's emphasis on experiential learning, all students are encouraged to integrate practica and career internships into their degree plans. Many programs require practica and or internships as graduation requirements. Practica and internships are approved and evaluated by the faculty advisor and may include a relevant course instructor or site supervisor. 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 at the beginning of the programs of study and consult early and carefully with their faculty advisors.

Field Stations and Educational Exchange Partners

Prescott College's curriculum is enhanced by the use of off-site field stations and regional hubs and extended through exchange partnerships with other domestic and international institutions with similar missions.

Kino Bay Center for Cultural and Ecological Studies in Bahía de Kino, Sonora, Mexico

Located on the coast of the Gulf of California, the Kino Bay Center sits amid the diverse Sonoran Desert on the coast of the Midriff Island region of the Gulf of California, an area rich in marine habitats, seabirds, marine mammals, fish, mangrove estuaries, and other coastal flora and fauna. Through its relationships with the local

Mexican fishing community and the Seri Indian village, Prescott College is able to explore a variety of marine environments, study human interactions with the sea, and participate in cooperative marine conservation research projects.

Kenya Center: Maasai Education and Ecological Research Partnership

Located on the edge of the Maasai Mara ecological game reserve, the Prescott College Kenya Center is a longstanding partnership with the Maasai people. 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.

Walnut Creek Center for Education and Research

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

Academic Partners

Prescott College has developed exchange opportunities and partnerships with nearly 20 colleges, universities, and other organizations locally and throughout the world that complement and enhance the College's mission. Many of these programs operate through funding provided from their programmatic and research activities, while at the same time connecting to and facilitating the learning and service mission of the College. These opportunities allow students to experience ecological and cultural diversity and explore areas of study that enhance and extend what is available to them at Prescott College.

The Eco-League

The Eco League (http://ecoleague.org/), a consortium of schools that includes Alaska Pacific University, Dickinson College, New College of Florida, Northland College, and College of the Atlantic, was created in 2003. All the colleges share similar missions and value systems based on environmental responsibility, social change, and educating students to build a sustainable future. Among its many functions, the Eco League provides for student and faculty exchanges and serves as a medium for cooperative environmental education and activism. Students may elect to study for a term at any of the Ecoleague schools.

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, New College of Alabama, New College of Florida, Rochester Institute of Technology, Bennington College, Quest University in Canada, and University of Redlands. 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.

Academics - Undergraduate General Education Requirements

General Education Requirements

The general education requirements at Prescott College are designed to support the undergraduate learning outcomes. Undergraduate students complete or transfer a minimum of 30 credits of general education as per the requirements. General education courses engage students through experiential, relational, justice-centered, and place-based learning processes grounded in Prescott College values such as social justice and environmental literacy, to support professional and skills-based practices such as collaboration and leadership, critical and systems thinking, writing, and quantitative reasoning. General education classes are designed to create a transdisciplinary curriculum for students to develop academic and professional competence through their individualized areas of study, to complete key graduation requirements, and to support student engagement in Prescott College's professional partnerships, community engagement possibilities, and globally connected learning opportunities. In order to complete the general education requirements at Prescott College, each student's degree plan must include courses that assess each of four undergraduate learning outcomes; these courses may simultaneously meet requirements within the student's major. Transfer courses may be used for partial fulfillment of the College's general education requirements. Professional advisors review student transcripts to determine if they have fulfilled the quantitative reasoning requirement and/or their lower-division writing, media, and communication requirements.

The following requirements constitute the general education requirements:

- First Year Experience (COR20010; 4 credits) or Accelerated Core (COR20001; 2 credits) for first year students and transfer students coming in with less than 30 transfer credits
- Undergraduate Learning Outcome (ULO) Driven General Education Courses (16 credits).
- College-level course meeting Quantitative Reasoning requirements (4 credits)
- Lower Division Writing, Media, and Communication course (WRW26000 Academic Writing Workshop; 4 credits) or transfer of Freshmen Composition
- Upper Division Writing, Media, and Communications (WRW46000; 4 credits)

First-Year Experience

- Fall On-Campus First-Year Students (<30 transfer credits)

The First Year Experience (FYE) course is an experiential, place-based, interdisciplinary course that integrates new students into the Prescott College community and acquaints them with the many pathways for learning at Prescott College. It equips students who have completed fewer than 30 college credits with foundational skills in communication, self-leadership, and systems thinking, that foster the development of cultural and environmental literacy. A contemporary theme will shape course content every time FYE is offered as students engage in self-reflection, community engagement, and critical exploration of their social and natural worlds.

Accelerated Core Curriculum

- Spring On-Campus First-Year Students (<30 transfer credits)
- Fall/Spring Online Transfer Students with <30 transfer credits

In Spring Terms, when FYE is not offered, on-campus first-year students (who have completed fewer than 30 transfer credits) may enroll in this course. Online undergraduate students who have completed fewer than 30 transfer credits enroll in this course in their Fall or Spring intake term. The focus of this course is on creating an individualized yet compelling Bachelor's curriculum, practicing research and library skills, increasing awareness of the social and ecological implications of each student's major, and learning how to begin their degree plan. This course also supports students' orientation to the procedures, policies, faculty, and requirements of undergraduate programs. Accelerated Core must be completed in the first term of enrollment; if not, it must be repeated in the second enrollment period.

Undergraduate-Wide Learning Goals and Outcomes

The Prescott College mission guides the learning goals and learning outcomes for classes designated as satisfying general education requirements. Students will take four courses aligned with Prescott College values such as collaboration and reflection, critical and systems thinking, and care-oriented and humanizing approaches that meet Undergraduate Learning Outcomes (ULOs). Students are advised to choose one of two pathway starting points that guide them to general education courses congruent with their intended degree/major. The pathway starting points are Natural Communities and Social Communities. Undergraduate Learning Outcome categories are the same for both pathways and thus students may meet the ULOs with courses from either or both pathways.

1. Cultural Literacy

Cultural Literacy refers to the abilities to listen and reciprocate, reaching across structures of power with critical awareness, cultural humility, understanding of complex systems, and committed responsiveness. Through globally connected learning and community engagement, students develop competence in this area, which involves both an academic and a personal understanding of the depth of our global interdependence. Analyzing historical roots and current dynamics cultivates respect for and awareness of socially constructed categories of difference.

Learning Outcomes:

- Learners can identify multiple cultural perspectives in relation to complex global systems.
- While identifying systems of power and influence, learners articulate collaborative solutions to local and/or global issues.

Cultural Literacy Course Options:

- ADV42602 Wilderness & Colonization
- CRS25000 Class Capitalism, & Colonization

- HDP21200 Lifespan Development: A Cultural Perspective
- CRS24300 Maasai Lands & Colonial Legacies
- CRS23612 Globalization and the Global Left

2. Environmental Literacy

Environmental literacy is based on an understanding of natural systems and processes integral to the diversity of life. Competence in this area implies the recognition of unfolding global situations and supports the use of Indigenous and western ways of knowing to imagine and implement solutions. Literacy ultimately fosters healthy, caring, just, and regenerative relationships between human communities and the natural world.

Learning Outcomes:

- Learners explain the effects of humans on natural systems.
- Learners apply understandings of scientific and ecological processes.

Environmental Literacy Course Options:

- ENV22725 Concepts of Ecology
- ENV22850 Environmental Problems: Root Causes, Innovative Solutions
- HDP42281 Ecopsychology: Choices for a Sustainable World
- ADV21023 Wilderness Exploration & Landscape Studies - Mountain Geography
- ENV41600 Climate Studies: The Future of the Planet

3. Arts and Communication

Arts and communication involves engagement with various mediums including verbal and non-verbal communication, film, literature, language, digital, and the performing arts from diverse perspectives. Competence in this area allows students to consume information critically and develop creative modes of expression, effective interpersonal communication, as well as contemporary technical communication skills.

Learning Outcomes:

- Learners express an understanding of real-world issues through engagement with various aesthetic pursuits.
- Learners demonstrate critical and contemporary arts and communication skills.

Arts and Communication Course Options:

- AHU43323 Sense of Place
- CRS21016 Spanish Intensive & Cultural Immersion
- CRS41016 Spanish Intensive & Cultural Immersion
- HDP42220 Critical Communications
- AHU21045 Just Art: Art & Social Change
- AHU47001 Environmental Humanities

4. Community Engagement

Community Engagement centers on action-oriented, collaborative work. Competence in this area involves knowledge, application of leadership skills, and the active use of empathy to ethically contribute to, and serve, the self-identified needs of humans within more than human communities. At Prescott College, students will use the skills they gain in general education courses to implement community engagement activities through leadership, professional partnerships, and globally connected learning opportunities across their areas of study. In addition to their academic coursework, students will also engage in discrete service learning and internship opportunities through the Community Engagement requirement.

Learning Outcomes:

- Learners analyze values and assumptions of self in community while forming a personal ethic for social action.
- Learners actively collaborate using effective and culturally appropriate communication within a community engagement project.

Community Engagement Course Options:

- ENV41101 Environmental Education in Practice
- ADV41710 Leading Inclusively
- ADV41704 Gender Topics in Outdoor Leadership
- EDU22707 Critical Literacy for Social Justice
- HDP21171 In Service of a Sane World
- CRS44010 US/Mexico Border Studies

Quantitative Reasoning

Quantitative Reasoning, also referred to as the 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:

- Successful completion of a quantitative reasoning course at Prescott College.
    - *NOTE: Some majors may require a specific math course, such as Calculus or Statistics. See the graduation requirements for the major for more information.*
- Successful completion ("C-" or better) of a college-level (college-level Algebra, Statistics, and/or other) mathematics course taken at another regionally accredited college or university. Other college-level quantitative reasoning courses may satisfy the math certification requirement pending a review of course descriptions.
- A qualifying score of three (3) or better on the Advanced Placement (AP) Exam in Algebra, Statistics, or Calculus.
- Score 50 or higher on the College Board's CLEP test in any of the following: Calculus, College Algebra, Statistics, 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 results in transfer credit.

Learning Outcome:

- Learners will demonstrate quantitative reasoning skills appropriate to their chosen quantitative reasoning course.

Basic College-level Writing Proficiency (LD)

Students may satisfy the lower division (LD) writing, media, and communications requirement by completing WRW26000 Academic Writing Workshop at Prescott College; by transferring in an equivalent course from another accredited institution (with a grade of C- or better); or by achieving a score of 3 or higher in AP English Language. Transfer courses can be reviewed for suitability in meeting stated requirements. Students may not use this course (or its equivalent transfer) to meet the requirements for a major.

Course Learning Outcomes:

- Learners will create a thesis statement that answers a meaningful (student curiosity-driven) research question.
- Learners will use a thesis statement to organize a research paper that includes an introduction, body, and conclusion.
- Learners will form an argument in a research paper, correctly citing supporting scholarly evidence.
- Learners will use library and internet resources to locate scholarly sources of evidence and sources of help with APA/MLA citation styles (dependent on the program).
- Learners will develop strategies for coping with writing anxiety and cultivate accessible resources for help with a variety of questions.

- Learners will produce persuasive writing that demonstrates an ability to tailor an argument to different audiences with strategic and appropriate rhetorical choices.
- Learners will produce a first-person narrative that showcases storytelling techniques such as sensory detail and "showing, not telling."

Advanced College-level Writing and Communication Proficiency (UD)

Students may satisfy the upper-division proficiency by completing WRW46000 Writing, Media, and Communication at Prescott College or transfer equivalent. Students may not use this course (or its equivalent transfer) to meet the requirements for a major.

Learning Outcomes:

- Students will analyze media for purpose, message, accuracy, bias, and intended audience.
- Students will create a persuasive multimedia work or a piece of digital communication for a specific purpose and audience.
- Students will apply inquiry, analysis, and synthesis skills to produce an effective project proposal.
- Students will demonstrate the ability to give and receive thoughtful feedback as part of an iterative revision process.

Academics - Degree Plan

Using the handbooks and advising documents, and with the guidance and approval of their faculty advisor, each student creates an individualized degree plan to satisfy graduation requirements and to achieve their personal and professional goals. The purposes of the structured degree plan are to support self-direction in learning, to encourage planning, to provide feedback needed to improve quality, and to help 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 liberal arts education that satisfies the general education requirements. Graduate students work with their faculty advisors to assure that their degree plan satisfies program requirements and achieve personal and professional goals. The degree plan is a living document and is updated regularly as students proceed through the curriculum. The final degree plan is verified by the registrar before degree conferral to assure that all graduation requirements have been met.

Undergraduate degree requirements

In Prescott College's undergraduate programs, "competence" is the term for major. Informed by advising documents, the degree plan specifies the courses making up the major and any additional courses taken to satisfy the College's general education and overall graduation requirements

Earning one degree with one competence

• 120 total credits

◦ 40 to 48 credits in the Major (half of these, 20 to 24 credits must be Upper Division coursework)

◦ 30-32 credits of General Education

• Minimum of 36 credits must be Upper Division coursework

• Components of General Education

• Approved Degree Plan

• Requisite coursework on degree plan

• Documented assessment of all college wide learning outcomes through general education

• For On-Campus Undergraduate students, Orientation (ORI26002, ORI26004, or ORI26005)

• Service Learning (60 hours of service)

• Internship (COR47500; 4 or 6 credits)

Earning one degree with double major

• 120 total credits

◦ 40 to 48 credits in each Competence (half of these - 20 to 24 - credits must be Upper Division coursework in each Major)

◦ 30-32 credits in General Education

• Minimum of 45 credits must be Upper Division coursework

• Components of General Education

• Approved Degree Plan

• Requisite coursework for major based on degree plan

• Documented assessment of all college wide learning outcomes through course work

• For On-Campus Undergraduate students, Orientation (ORI26002, ORI26004, or ORI26005)

• Service Learning (60 hours of service)

• Internship (COR47500; 4 or 6 credits)

Earning two degrees (BA and BAS)

• 150 total credits

◦ 40 to 48 credits in each degree/major (half of these - 20 to 24 - credits in each degree/major must be Upper Division coursework)

◦ 30-32 credits of General education

• Minimum of 60 credits must be Upper Division coursework

• Component of general education

• Approved Degree Plan

• Requisite coursework on degree plan

• Documented assessment of all college wide learning outcomes through general education

• For On-Campus Undergraduate students, Orientation (ORI26002, ORI26004, or ORI26005)

• Service Learning (60 hours of service)

• Internship (COR47500; 4 or 6 credits)

All students are invited to follow the suggested requirements for existing accredited degrees (listed below), with or without emphasis areas. Specific requirements for such degrees are found in departmental advising documents;

• BA in Adventure Education

• BA in Environmental Humanities

• BA in Critical Social Justice and Solidarity

• BA in Field Ecology and Conservation

• BA in Psychology

• BAS in Interdisciplinary Studies

Information about Overall Graduation Requirements

Service Learning

First-year students who begin at Prescott College with less than 30 transfer credits are required to complete 60 hours of service within their four years at Prescott College. Students transferring as second-year students (30-59 transfer credits) are required to complete 45 hours of service, and students transferring in as juniors (60-89 transfer credits) are required to complete 30 hours of service. Students transferring in as seniors (90 transfer credits) are not required to complete service hours.

Students are able to engage with Service Learning through:

- Prescott community connections
- Embedded service opportunities within classes
- Americorp/Arizona Serve opportunities (stipended positions available for students in Arizona)
- Opportunities found by the student in their local community

Internships

All undergraduate students are required to complete a minimum 150-hour external professional internship. Internships are offered for 4 credits, which requires 150 hours, or 6 credits, which requires 225 hours. Internships can be paid opportunities. Students are encouraged to select an internship opportunity that is complementary and supportive of their degree/major. All internships must be approved by the faculty adviser.

Students have the option to complete an *Innovative Internship* for their Senior Project (pending adviser approval), which can fulfill both the Senior Project requirement as well as the General Education internship requirement.

NOTE: Students in the Adventure Education major are required to complete 50-75 Leadership Days. These Leadership Days can be completed through an external internship and students are encouraged to do so.

Concentrations

Degree concentrations at Prescott College are intentional clusters of courses designed to provide students with flexible pathways that align with their learning goals. Our concentrations offer a transdisciplinary approach that invites students to engage deeply with topics while recognizing that learning doesn't always fit neatly within traditional disciplines. Concentrations are designed to cultivate critical thinking around systems change, resilience, and innovation, focusing on creating sustainable, equitable futures. With a flexible focus, students can develop skills to become though leaders and problem-solvers in dynamic, evolving fields.

All undergraduate concentrations are available to all Prescott College undergraduate students. Please note that course availability may vary due to scheduling rotations, and not all courses may be available each year. Please talk with your advisor to learn more.

Students may choose to complete one concentration with any major.

Undergraduate Concentrations

- Adventure Education
- Climate Justice
- Education for Social Justice

- Environmental Studies
- Equity Studies in Outdoor Leadership
- Natural History Interpretation
- Marine Studies
- Outdoor Leadership

Academics - Master's Degree Graduation Requirements

Residency Requirements

Prescott College offers master's degree orientations online or in-person as well as colloquia residencies in Prescott, Arizona. Enrolled students may attend the residency associated with their degree program. The residency is optional for the master's programs except for the Master of Science in Counseling program. The attendance requirements for those programs are documented below. Not all degree programs offer a residency.

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. The concept of social and ecological responsibility is inherent within the mission of Prescott College. Development of these literacies can be as broad or as specific as the student and their faculty advisor agree is appropriate, but should be a significant factor in the student's learning throughout the entire program. Each program specifies how social and ecological literacies are developed and assessed.

Master's Degree Graduation Requirements

Master's Level Core Curriculum and General Requirements

Each graduate program requires core 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 and experiences that involve interdisciplinary content, methods learning outcomes (e.g., research methods, social and ecological literacies, capstone project). At each phase of the students' program, online courses taught by faculty provide the curricular structure to support and integrate the individualized learning developed via self-directed studies, research or other experiential learning. 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. This learning occurs in a combination of structured sequences of core online courses with online electives and a smaller number of self-directed studies.

Online Courses and Electives

Each specific degree offers a sequence of online core as well as electives within the department and/or from other departments. These courses may be combined with self-directed studies courses in order to fulfill the requirements for the specific program per the specific program handbook and with the approval of program director.

Self-Directed Study Plans

Students intending to integrate a self-directed study course into their studies must complete the Self-Directed Study Plan form found on the Registrar's page on the college website to register for self-directed study courses.

Thesis and Other Capstone Projects

Students on track to complete 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 specific program handbooks.

The detailed sets of course and other learning requirements for each master's program are provided in the appendix.

Master of Arts Degrees

The Masters of Arts degree programs are 36 credits with the exception of the Master of Arts in Interdisciplinary Studies which is 30 credits in length.

Master of Education Degree

The Masters of Education is 36 credits.

Arizona State Certification Requirements for Educators

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

All of the educator preparation programs at Prescott College are approved by the Arizona Board of Education. For an Institutional Recommendation leading to Arizona provisional certification in education, students are required to complete or to have already earned a bachelor's degree; meet the College's requirements for teacher preparation; and complete student teaching. Students must complete the Structured English Immersion requirements (offered at the College) and pass the required professional and subject knowledge exams offered through the National Evaluation Series (NES). Arizona Constitution and U.S. Constitution are not required for provisional certification; however, students must complete both within a certain time frame for full certification in Arizona. See the Arizona Department of Education website for details: http://www.azed.gov/state-board-education/.

Earning an Institutional Recommendation also requires demonstrating the appropriate professional dispositions. Dispositions are the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation and development as well as the educator's own professional growth (National Council for the Accreditation of Teacher Education). These dispositions are based on the Prescott College Teacher Preparation Program mission statement and reflect the

Interstate New Teacher Support and Assessment Consortium (InTASC) Core Teaching Standards. All teacher candidates will be reviewed for dispositional growth and development throughout their program of study.

Institutional Recommendation

The Institutional Recommendation (IR) verifies the completion of a state-approved educator preparation program. Prescott College is authorized by the State of Arizona to issue an IR to students who complete the state- board approved program coursework (or transferrable equivalents); this includes student teaching, administrator internship and SGC practicum. The Prescott College IR must be requested and issued within 45 days of a student completing the College's program. The IR is valid for one year from the date it is issued, for the purpose of obtaining a teacher or principal certificate from the Arizona Department of Education (ADE). Students seeking certification in another state must research that state's licensure requirements and reciprocity agreements and adjust their requirements accordingly. Official transcripts are not required for Arizona state certification when students have an IR. Consult the ADE website for more details.

Preparation for Licensure Exams

Each state certification department requires the completion of specific competency exams in order to be licensed to teach in that state. The college has developed the PC Professional Preparation Resource Site on our online platform that will assist students in test preparation for the state of Arizona's competency exams. This site is also useful to inquire about specific state certification requirements and what competency exams.

Master of Science Degrees

The Master of Science, Environmental and Sustainability Studies is 36 credits in length.

The Master of Science in Counseling is 60 credits in length.

Graduate Concentrations

Graduate concentrations at Prescott College are carefully curated clusters of courses designed to deepen students' expertise within a specific field while fostering advanced critical thinking and practical application. Though typically aligned with a particular discipline, our graduate concentrations maintain a transdisciplinary perspective, encouraging students to explore how their chosen field intersects with broader systems and societal challenges. These concentrations cultivate leadership, resilience, and innovation, equipping students with the specialized knowledge and skills necessary to address complex, real-world problems.

Whether advancing in a professional career or preparing for doctoral-level research, graduate students are supported in developing nuanced, sustainable, and equitable solutions within their areas of focus. Masters-level concentrations are designed to offer flexibility, allowing students to shape their learning experience to meet their personal and professional goals.

The applicability of graduate concentrations may vary depending upon your area of study. Please speak with your advisor for more information.

Academics - Doctoral Degree Graduation Requirements

PhD in Education / Sustainability Education

The PhD is 72 credits in length (at a minimum).

- 72 credits, completed with satisfactory evaluation by faculty of all learning/study documents, written materials, and oral presentations within 10-years' time
- Required participation in First-year Orientation and one's last term Spring Sustainability Education Symposium/graduation.
- Attendance at all required residencies or documentation of prior written approval from the Faculty Advisor to miss a specific colloquium and in some way make up for it

Doctoral Residency Requirements

The program is designed to be limited residency, primarily conducted online with annual optional residential offerings, and one mandatory on-campus residencies. There is a recommended annual Spring Sustainability Education Symposium in Prescott, Arizona on the Prescott College campus.

All Programs

Adventure Education Concentration

General

Description
Students may take this concentration with any major.

Simple Requisites

Degree Requirements

12+ credits

→ NOTE: Some of the courses within this concentration will have prerequisites that can be fulfilled through Prescott College courses or through demonstrating sufficient skill proficiency.

Required Courses

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- ADV41000 - AE I: Expeditionary Instructor Develop
- ADV41002 - Adventure Education II: Practicum
- ADV46000 - Wilderness Orientation Instructors Pract

Required Certification	Wilderness First Responder (external certification)	
Additional Requirements	Outdoor Leadership Days (can be fulfilled through an internship)	50 leadership days

Learning Outcomes

Learning Outcomes

Objective
Leadership and Facilitation: Learners will apply leadership skills, experiential teaching strategies, and facilitation techniques to create intellectually, emotionally, and physically safe communities within adventure education.

Objective
Outdoor Skills: Learners will demonstrate technical competency in outdoor disciplines necessary for the implementation of safe, high-quality experiences.

Agroecology & Biodiversity Concentration

General

Description

Graduate concentrations at Prescott College are carefully curated clusters of courses designed to deepen students' expertise within a specific field while fostering advanced critical thinking and practical application. Though typically aligned with a particular discipline, our graduate concentrations maintain a transdisciplinary perspective, encouraging students to explore how their chosen field intersects with broader systems and societal challenges. These concentrations cultivate leadership, resilience, and innovation, equipping students with the specialized knowledge and skills necessary to address complex, real-world problems.

Whether advancing in a professional career or preparing for doctoral-level research, graduate students are supported in developing nuanced, sustainable, and equitable solutions within their areas of focus. Masters-level concentrations are designed to offer flexibility, allowing students to shape their learning experience to meet their personal and professional goals.

The applicability of graduate concentrations may vary depending upon your area of study. Please speak with your advisor for more information.

Simple Requisites

Degree Requirements

9 credits

Required courses

Type

Completion Requirement

Complete ALL of the following Courses:

- ENV57950 - Regenerative Agroecology
- ENV58910 - Food Systems Biodiversity: Ecosystem Ser
- GRA52100 - Traditional Ecological Knowledge & Wisdo

Learning Outcomes

Learning Outcomes

Objective

Define the characteristics and benefits of regenerative or agroecological approaches to food production, value chains, biodiversity, or ecosystem services.

Objective

Examine interrelationships that contribute to agrobiodiversity and assess key leverage points that support benefits for people and the planet.

Climate Justice Concentration

General

Simple Requisites

Degree Requirements

Concentration Requirements:

20 credits

Required Courses

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- ENV46100 - Climate Studies:The Future of the Planet
- CRS43500 - Climate Change, Migration Justice
- CRS43015 - Critical Human Rights
- CRS42100 - Color Line in U.S. History, The
- ENV47902 - Food Justice & Sustainable Food Systems

Learning Outcomes

Learning Outcomes

Objective
Students will understand and be able to communicate the realities of climate change and the ways in which communities can mobilize around climate justice

Objective
Students will develop and implement climate change systems interruptions that allow them to take action towards climate justice

Conservation Biology Concentration

General

Description

Graduate concentrations at Prescott College are carefully curated clusters of courses designed to deepen students' expertise within a specific field while fostering advanced critical thinking and practical application. Though typically aligned with a particular discipline, our graduate concentrations maintain a transdisciplinary perspective, encouraging students to explore how their chosen field intersects with broader systems and societal challenges. These concentrations cultivate leadership, resilience, and innovation, equipping students with the specialized knowledge and skills necessary to address complex, real-world problems.

Whether advancing in a professional career or preparing for doctoral-level research, graduate students are supported in developing nuanced, sustainable, and equitable solutions within their areas of focus. Masters-level concentrations are designed to offer flexibility, allowing students to shape their learning experience to meet their personal and professional goals.

The applicability of graduate concentrations may vary depending upon your area of study. Please speak with your advisor for more information.

Simple Requisites

Degree Requirements

9 credits

Required Courses

Type

Completion Requirement

Complete ALL of the following Courses:

- ENV54400 - Conservation Biology
- ENV54500 - Environmental Law and Policy

Complete at least 1 of the following courses:

- ENV54100 - Geographic Information Systems
- GRA51102 - Grant Writing & Nonprofit Essentials
- ENV58350 - Field Journaling

Learning Outcomes

Learning Outcomes

Objective

Demonstrate an understanding of ecological concepts and land-use policies relevant to conserving and restoring habitat, protecting and enhancing biodiversity, and planning for resilience.

Objective

Apply the theories, skills, and best practices related to solving problems in the field of Conservation Biology.

Education Social Justice Concentration

General

Description

Degree concentrations at Prescott College are intentional clusters of courses designed to provide students with flexible pathways that align with their learning goals. Our concentrations offer a transdisciplinary approach that invites students to engage deeply with topics while recognizing that learning doesn't always fit neatly within traditional disciplines. Concentrations are designed to cultivate critical thinking around systems change, resilience, and innovation, focusing on creating sustainable, equitable futures. With a flexible focus, students can develop skills to become thought leaders and problem-solvers in dynamic, evolving fields.
All undergraduate concentrations are available to all Prescott College undergraduate students. Please talk with your advisor to learn more.

Simple Requisites

Degree Requirements

Concentration Requirements:

12 credits

Required Courses

Type

Completion Requirement

Required Courses

Complete ALL of the following Courses:

- CRS22706 - Decolonial Pedagogy
- EDU22707 - Critical Literacy for Social Justice
- EDU47001 - Foundations of Education

Learning Outcomes

Learning Outcomes

Objective

Learners, whether they wish to work in the field of K-12 or in the field of community education, will understand the purpose, value, and structures that make up education, and their own responsibility to education as organizers and changemakers.

Objective

Learners will develop an analysis of the ways in which systems of education uphold and deconstruct systems of oppression and power.

Objective

Learners will apply the work of education to the practice of change making, and lead and participate in assessment and self-reflection through educational practice.

BA Education Early Childhood

General

Description

The Faculty of Education at Prescott College prepares students to teach in a variety of Early Childhood settings (from birth through age 8) through Program Learning Outcomes (PLOs). In addition to the bachelor's degree, undergraduate students are eligible to receive an Institutional Recommendation for the certified teaching of public Early Childhood Education to the Arizona Department of Education upon graduation and successful completion of certification requirements.

Simple Requisites

Degree Requirements

REQUIREMENTS FOR PROFESSIONAL PREPARATION PROGRAMS

Programs leading to Institutional Recommendation (certification) require a formal admission process. Students interested in teacher certification must meet the following requirements one semester before registering for full-time certification coursework:

- 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 teaching philosophy synopsis
- Completed application for admission to the Division of Professional Preparation Programs.

GENERAL BACHELOR'S DEGREE REQUIREMENTS FOR 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 core upper-division coursework and experiences:

- Foundations of Education
- Curriculum Design, Assessment & Evaluation
- Working in Schools: Orientation
- Student Teaching (12 weeks)

Type: B.A.BACH

Required Courses

Type

Completion Requirement

Required Courses

Complete ALL of the following Courses:

- EDU47035 - Introduction to Special Education
- EDU47025 - Diagnosis and Remediation of Reading Dif
- EDU47050 - Working in Schools: Orientation
- EDU47019 - Integrated S.T.E.M
- EDU48760 - Whole Child Foundations
- EDU47010 - Curriculum Design: Assessment and Evalua

- EDU47820 - Positive Child Guid & Incl Class Mgmt
- EDU47029 - Arts & Place-Based Methods Integration:
- EDU47899 - Student Teaching: Early Childhood Educat
- EDU47898 - Early Childhood Education Practicum
- EDU47020 - The Science of Reading Methods

Competence Electives, 12 credits of coursework in the Education Department

12 credits of interdisciplinary coursework

Learning Outcomes

Learning Outcomes

Name
Educational Contexts:

Objective
Prescott College Education Students can accurately engage historical, legal contexts and political trends within their educational fields of study.

Name
Instructional Design and Assessment

Objective
Prescott College Education Students can effectively design meaningful learner-based curricula and assessment in accordance with current and acceptable practice within their educational fields of study.

Name
Justice, Equity, and Inclusion:

Objective
Prescott College Education Students actively apply responsive cultural knowledge and inclusionary ethics to support minoritized/ marginalized students and their communities.

Name
Transformative Instructional Methods:

Objective
Prescott College Education Students can successfully utilize evidence-based instructional methods and differentiation strategies to develop relevant and transformative learning experiences within a variety of educational contexts.

Name
Content Area Expertise:

Objective
Prescott College Education Students can demonstrate subject-area expertise in Early Childhood Education (birth to age 8).

Ed for Social Justice Concentration

General

Description

Graduate concentrations at Prescott College are carefully curated clusters of courses designed to deepen students' expertise within a specific field while fostering advanced critical thinking and practical application. Though typically aligned with a particular discipline, our graduate concentrations maintain a transdisciplinary perspective, encouraging students to explore how their chosen field intersects with broader systems and societal challenges. These concentrations cultivate leadership, resilience, and innovation, equipping students with the specialized knowledge and skills necessary to address complex, real-world problems.

Whether advancing in a professional career or preparing for doctoral-level research, graduate students are supported in developing nuanced, sustainable, and equitable solutions within their areas of focus. Masters-level concentrations are designed to offer flexibility, allowing students to shape their learning experience to meet their personal and professional goals.

The applicability of graduate concentrations may vary depending upon your area of study. Please note that course availability may vary due to scheduling rotations, and not all courses may be available each year. Please speak with your advisor for more information.

Simple Requisites

Degree Requirements

9 credits

Type
Completion Requirement

Required Courses

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- MASJC50002 - Radical Pedagogy as Praxis
- MASJC51000 - Critical Youth Organizing Transfm Resist

Required Courses

Complete at least 1 of the following courses:

- MEDL50000 - Foundations of Sustainable Educational L
- MEDL50047 - Educational Politics & Policy

Learning Outcomes

Learning Outcomes

Objective
Learners will utilize and adapt educational tools and processes for community organizing campaigns and across other forms of community justice work, understanding the role that education plays within processes for assessment and reflection, which is crucial to the work of community justice.

Objective
Learners understand the systems, structures, and policies that make up education as it applies to community justice work, and they will apply this understanding to the development of strategic organizing plans that incorporate education as fundamental elements.

Objective
Learners will develop strategic organizing plans that integrate community education and communicate the role of organizer-as-educator.

Environmental Education Undergraduate Certificate

General

Description
Students who complete the following requirements will receive a Prescott College issued certificate as well as the option to pursue/receive Arizona Association For Environmental Education (AAEE) certificate as well. The AAEE is an affiliate of the North American Association for Environmental Educators (NAAEE).

The learning outcomes for the Prescott College issued Environmental Education Certificate are aligned with the NAAEE guidelines, learning outcomes, and required competencies for excellent environmental educators.

Simple Requisites

Degree Requirements

Certificate Requirements

20 credits

Required Courses

Type
Completion Requirement

Required courses

Complete ALL of the following Courses:

- ADV21225 - Teaching & Learning in Experiential Ed
- ENV22850 - Environmental Problems:Root Causes, Inno
- ENV47730 - Children & Nature
- EDU21100 - Environmental Education, Fundamentals of
- ENV41101 - Environmental Education in Practice

Learning Outcomes

Learning Outcomes

Objective
History and Foundation: Learners will articulate understanding of the goals, theory, practice, and history of the field of environmental education.

Objective
Skill Set: Learners will demonstrate competency in the foundational Environmental Education Skill Set through the following: (1) Learners will be able to apply critical thinking skills, including questioning, analysis, and interpretation, in environmental education contexts; (2) Learners will be able to apply knowledge of environmental processes and systems in environmental education contexts; (3) Learners will be able to address environmental issues in environmental education contexts.

Objective
Responsibility: Learners will showcase understanding and acceptance of the responsibilities associated with practicing environmental education.

Objective
Instruction and Design: Combining high-quality education fundamentals with the unique features of environmental education, learners will design and implement effective instruction.

Objective
Cultural Responsiveness: Learners will engage their students and participants in culturally relevant open inquiry, investigation, and reflection in environmental education contexts.

Objective
Assessment and Evaluation Skills: Learners will demonstrate the required knowledge, abilities, and commitment to make assessment and evaluation integral to instruction and programs.

Environmental Education Concentration

General

Description

Graduate concentrations at Prescott College are carefully curated clusters of courses designed to deepen students' expertise within a specific field while fostering advanced critical thinking and practical application. Though typically aligned with a particular discipline, our graduate concentrations maintain a transdisciplinary perspective, encouraging students to explore how their chosen field intersects with broader systems and societal challenges. These concentrations cultivate leadership, resilience, and innovation, equipping students with the specialized knowledge and skills necessary to address complex, real-world problems.

Whether advancing in a professional career or preparing for doctoral-level research, graduate students are supported in developing nuanced, sustainable, and equitable solutions within their areas of focus. Masters-level concentrations are designed to offer flexibility, allowing students to shape their learning experience to meet their personal and professional goals.

The applicability of graduate concentrations may vary depending upon your area of study. Please note that course availability may vary due to scheduling rotations, and not all courses may be available each year. Please speak with your advisor for more information.

Simple Requisites

Degree Requirements

Required Courses

Type

Completion Requirement

Required courses

Complete ALL of the following Courses:

- ENV57100 - Ecology, Culture, and Community
- MAED52000 - Design & Facilitation in Environmental E
- MAED57514 - Philosophies & Trends of Environmental E

Learning Outcomes

Learning Outcomes

Objective

Environmental Justice, Equity, and Inclusion: Graduate students can lead initiatives that support environmental justice by applying knowledge of historical and ongoing legacies of settler colonialism, systemic racism, and ecological impacts. They will be equipped to foster inclusive learning environments that address the needs of minoritized students and communities.

Objective

Instructional Design for Sustainability: Graduate students will demonstrate the ability to design and evaluate curriculum and assessment plans that integrate environmental education principles. They will align instructional practices with sustainability goals, fostering ecological literacy and promoting interdisciplinary approaches to teaching.

Objective

Content Area Expertise in Environmental Education: Graduate students will demonstrate advanced expertise in environmental education by deeply understanding ecological principles, environmental issues, and sustainable practices. They will effectively integrate this knowledge into their teaching, empowering students to become environmentally literate and responsible citizens.

Environmental Studies Concentration

General

Description

Degree concentrations at Prescott College are intentional clusters of courses designed to provide students with flexible pathways that align with their learning goals. Our concentrations offer a transdisciplinary approach that invites students to engage deeply with topics while recognizing that learning doesn't always fit neatly within traditional disciplines. Concentrations are designed to cultivate critical thinking around systems change, resilience, and innovation, focusing on creating sustainable, equitable futures. With a flexible focus, students can develop skills to become thought leaders and problem-solvers in dynamic, evolving fields.

All undergraduate concentrations are available to all Prescott College undergraduate students. Please talk with your advisor to learn more.

Simple Requisites

Degree Requirements

Concentration Requirements:

16 credits

Required Courses

Type

Completion Requirement

Required Courses

Complete ALL of the following Courses:

- ENV22850 - Environmental Problems:Root Causes, Inno
- ENV46100 - Climate Studies:The

Future of the Planet
OR ENV24752 - Earth Science: An Introduction to the Ho
- ENV42700 - Human Ecology
- ENV21500 - Energy & the Environment
OR ENV23319 - Cultural Geography

Learning Outcomes

Learning Outcomes

Objective
Environmental Literacy: Analyze current trends and research in environmental studies, with an emphasis on social justice, sustainability, and community development.

Objective
Values: Learners can explain the historical and cultural foundations of how humans value and manage nature and natural resources.

Equity Studies in Outdoor Leader Concentration

General

Description
Degree concentrations at Prescott College are intentional clusters of courses designed to provide students with flexible pathways that align with their learning goals. Our concentrations offer a transdisciplinary approach that invites students to engage deeply with topics while recognizing that learning doesn't always fit neatly within traditional disciplines. Concentrations are designed to cultivate critical thinking around systems change, resilience, and innovation, focusing on creating sustainable, equitable futures. With a flexible focus, students can develop skills to become thought leaders and problem-solvers in dynamic, evolving fields.

All undergraduate concentrations are available to all Prescott College undergraduate students. Please talk with your advisor to learn more.

Simple Requisites

Degree Requirements

Concentration Requirements:

16+ credits

Required Courses

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:
- ADV42603 - Wilderness and Colonization
- ADV41704 - Gender Topics in Outdoor Leadershp

OR ADV41710 - Leading Inclusively
- ADV21100 - Group Process for Adventure Educators
  OR CRS22706 - Decolonial Pedagogy
  OR EDU22707 - Critical Literacy for Social Justice
- ADV46000 - Wilderness Orientation Instructors Pract
  OR ADV40050 - Teaching Assistant

Learning Outcomes

Learning Outcomes

Objective
Leadership and Facilitation: Learners will apply leadership skills, experiential teaching strategies, and facilitation techniques to create intellectually, emotionally, and physically safe communities within adventure education.

Objective
Critical Analysis: Learners will employ critical theories to analyze and evaluate the relevant foundational theories, essential practices, and current trends in adventure education.

Food Justice Concentration

General

Description
Graduate concentrations at Prescott College are carefully curated clusters of courses designed to deepen students' expertise within a specific field while fostering advanced critical thinking and practical application. Though typically aligned with a particular discipline, our graduate concentrations maintain a transdisciplinary perspective, encouraging students to explore how their chosen field intersects with broader systems and societal challenges. These concentrations cultivate leadership, resilience, and innovation, equipping students with the specialized knowledge and skills necessary to address complex, real-world problems.
Whether advancing in a professional career or preparing for doctoral-level research, graduate students are supported in developing nuanced, sustainable, and equitable solutions within their areas of focus. Masters-level concentrations are designed to offer flexibility, allowing students to shape their learning experience to meet their personal and professional goals.
The applicability of graduate concentrations may vary depending upon your area of study. Please speak with your advisor for more information.

Simple Requisites

Degree Requirements

9 credits

Type
Completion Requirement

Complete ALL of the following Courses:
- ENV57901 - Critical Ethnography: Place, Id, & Food

- ENV57902 - Food Justice Seminar

Complete at least 1 of the following courses:

- MASJC50004 - Theories of Change
- ENV57700 - Social Equity & Community Engagement

Learning Outcomes

Learning Outcomes

Objective

Form ideological positions and inclusive strategies that identify opportunities for regenerative, conscious, and networked food systems to leverage transformative social change.

Objective

Make use of models and/or theories of leadership and change, community organizing, or the development of diverse and inclusive networks to envision justice in food systems transformation.

Innovative Entrepreneurship Conc

General

Description

Graduate concentrations at Prescott College are carefully curated clusters of courses designed to deepen students' expertise within a specific field while fostering advanced critical thinking and practical application. Though typically aligned with a particular discipline, our graduate concentrations maintain a transdisciplinary perspective, encouraging students to explore how their chosen field intersects with broader systems and societal challenges. These concentrations cultivate leadership, resilience, and innovation, equipping students with the specialized knowledge and skills necessary to address complex, real-world problems.

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The applicability of graduate concentrations may vary depending upon your area of study. Please speak with your advisor for more information.

Simple Requisites

Degree Requirements

9 credits

Type

Completion Requirement

Complete ALL of the following Courses:

- SBM57510 - Innovative Venture

Creation Development
- SBM57511 - Social Entrepreneurship & Impact Innovat
- SBM57501 - Transformative Leadership Sust Future

Learning Outcomes

Learning Outcomes

Objective
Evaluate the leadership and managment skills, knowledge, and holistic competencies essential for leading new and existing organizations across sectors (private, nonprofit, public), with a focus on social justice, environmental regeneration, economic sustainability, and creativity.

Objective
Develop a detailed and feasible business plan for a new nonprofit or public enterprise venture, incorporating market research, competitive analysis, and strategic planning.

Objective
Develop a detailed and feasible business plan for a new family or small business, or other private sector enterprise, incorporating market research, competitive analysis, and strategic planning.

Marine Studies Concentration

General

Description
Students may take this program with any major.

Simple Requisites

Degree Requirements

Required Courses

Type
Completion Requirement

Earn at least 20 credits from the following:
- ENV23319 - Cultural Geography
- ENV23321 - Natural History of the Gulf California
- ENV23328 - Oceanography
- ENV42025 - Island Biogeography
- ENV23325 - Diversity of Marine Life
- ENV42026 - Biological Field Methods
- ENV43310 - Climate Change, Fisheries, & Policy
- ENV43311 - Community-Based Marine Conservation
- ADV24110 - Sea Kayaking & Coastal Environments
- ENV43312 - Marine Conservation Practicum

Learning Outcomes

Learning Outcomes

Objective
Describe the oceanographic and ecological properties and importance of coastal and marine ecosystems.

Objective
Identify and analyze the socio-environmental issues facing marine ecosystems and human communities.

Objective
Practice the application of interdisciplinary skills needed to contribute to healthy human-environment relationships and systems.

Masters Transformative Arts Practice

General

Description

The MFA in Transformative Arts Practice focuses on the intersection of art and activism.
Specifically, it explores art in social change and the application of art as an agent of transformation for communities. 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 with faculty, visiting artists, and classmates.
The interdisciplinary MFA in Transformative Arts Practice degree is designed to engage with 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 or form, the interdisciplinary MFA in Transformative Arts Practice focuses on concept, purpose and intentional engagement within their broader community. A student entering the MFA will focus on and apply art and social practice theory within the context of their respective art practice. The MFA program requires 48 credits to complete.

Simple Requisites

Degree Requirements

Successful completion of the 48 credit degree requirements including core courses, electives, and an MFA capstone project. Each graduate program at Prescott College requires core 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

and experiences that involve interdisciplinary content, methods learning outcomes (e.g.,

research methods, social and ecological literacies, capstone project). At each phase of the

students' program, online courses taught by faculty provide the curricular structure to support

and integrate the individualized learning developed via mentored studies, research or other

experiential learning. Students are expected to complete a combination of theoretical and

applied learning in a range of courses and practical experiences typically followed by a

capstone project. This learning occurs in a combination of structured sequences of core

online courses with online electives and a smaller number of independent mentored studies.

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. The concept of social and ecological responsibility

is inherent within the mission of Prescott College. Development of these literacies can be as

broad or as specific as the student and their faculty advisor agree is appropriate, but should

be a significant factor in the student's learning throughout the entire program. Each program

specifies how social and ecological literacies are developed and assessed.

Core Program Courses 36 Credits:

- 15 Credits in Disciplinary Practice
- 21 Credits in Core courses.

Disciplinary Practice

Type
Completion Requirement

Disciplinary Practice

Earn at least 15 credits from the following:

- AHU59900 - Studio Practice I (Inactive)
- AHU59901 - Studio Practice II (Inactive)
- AHU59902 - Studio Practice: III (Inactive)
- AHU59903 - Studio Practice: IV (Inactive)

Core Courses

Type
Completion Requirement

Core Courses

Complete ALL of the following Courses:

- AHU53150 - Community Arts and Placemaking (Inactive)
- MASJC50004 - Theories of Change
- MASJC50002 - Radical Pedagogy as Praxis
- GRA51102 - Grant Writing & Nonprofit Essentials
- GRA51021 - MFA Applied Practicum

- AHU59500 - MFA Capstone

Advocacy Electives (12 credits)

Options might include the following courses, in addition to other appropriate course offerings

and Independent studies, as approved by the program advisor:

Advocacy Electives

Type
Completion Requirement

Advocacy Electives

Earn at least 12 credits from the following:

- MASJC50020 - Landscapes of Neoliberalism
- GRA53016 - Beyond Walls and Cages
- ENV57876 - Understanding Climate Change
- GRA52100 - Traditional Ecological Knowledge & Wisdo
- ENV57100 - Ecology, Culture, and Community
- MAED57033 - Place-based Education Theory
- ADV52000 - Earth in Mind: Ecological Literacies for

Additional Comments:
Advocacy Electives

Learning Outcomes

Learning Outcomes

Objective
To create art that influences social and cultural transformation in support of social and environmental justice and regenerative practice

Objective
To develop the technical skills and proficiencies in interdisciplinary arts practices necessary for expression and communication of intended themes with targeted audience and/or community

Objective
To evaluate systems of power and develop strategies for how written, visual, audial, movement-based, and/or embodied expression and communication contributes to holistic, collaborative, lasting, and systemic change

Objective
To demonstrate an understanding of one's own unique artistic expression within larger art historical contexts, including decolonization

Media & Communications Concentration

General

Description

Graduate concentrations at Prescott College are carefully curated clusters of courses designed to deepen students' expertise within a specific field while fostering advanced critical thinking and practical application. Though typically aligned with a particular discipline, our graduate concentrations maintain a transdisciplinary perspective, encouraging students to explore how their chosen field intersects with broader systems and societal challenges. These concentrations cultivate leadership, resilience, and innovation, equipping students with the specialized knowledge and skills necessary to address complex, real-world problems.

Whether advancing in a professional career or preparing for doctoral-level research, graduate students are supported in developing nuanced, sustainable, and equitable solutions within their areas of focus. Masters-level concentrations are designed to offer flexibility, allowing students to shape their learning experience to meet their personal and professional goals.

The applicability of graduate concentrations may vary depending upon your area of study. Please speak with your advisor for more information.

Simple Requisites

Degree Requirements

9 credits

Type

Completion Requirement

Complete at least 3 of the following courses:

- MASJC57700 - Strategic Media and Communications
- MASJC57707 - Community Journalism: Experiential Intro
- ENV56601 - Environmental Leadership & Communication
- GRA51102 - Grant Writing & Nonprofit Essentials

Learning Outcomes

Learning Outcomes

Objective

Learners will understand and assess the work of media and communications and the role that strategic communications, storytelling, and journalism play within the field of community organizing, with a focus on both practice and assessment.

Objective

Learners will plan, produce, and create media, participating in the work of media and communications as a tool for community justice through the development of op-eds, articles, digital and print media, and more.

Objective

Learners will assess the role that communication structures and systems play within upholding and deconstructing systems of power and oppression, particularly at the community level.

NaturalHist Interpretation Concentration

General

Description

Degree concentrations at Prescott College are intentional clusters of courses designed to provide students with flexible pathways that align with their learning goals. Our concentrations offer a transdisciplinary approach that invites students to engage deeply with topics while recognizing that learning doesn't always fit neatly within traditional disciplines. Concentrations are designed to cultivate critical thinking around systems change, resilience, and innovation, focusing on creating sustainable, equitable futures. With a flexible focus, students can develop skills to become thought leaders and problem-solvers in dynamic, evolving fields.

All undergraduate concentrations are available to all Prescott College undergraduate students. Please talk with your advisor to learn more.

Simple Requisites

Degree Requirements

Concentration Requirements:

20 credits

Required Courses

Type

Completion Requirement

Required Courses

Complete ALL of the following Courses:

- ENV22730 - Natural History & Ecology of the Southwe
- ENV22731 - Natural History & Ecology of the Southwe

Additional required courses

Type

Completion Requirement

Additional required courses

Complete at least 3 of the following courses:

- ADV24110 - Sea Kayaking & Coastal Environments
- ADV21023 - Wilderness Exploration & Landscape Studi
- ADV24050 - Environmental Perspectives & Whitewater
- ENV23321 - Natural History of the Gulf California
- ENV42115 - Field Botany
- ENV22201 - Ornithology: The Life of Birds

Learning Outcomes

Learning Outcomes

Objective

Ecological Literacy: Using adventure and experiential education modalities, learners will integrate ecological knowledge in place-based experiences.

Objective

Natural History Interpretation Skills: Learners will demonstrate competency in naturalist interpretation, including knowledge and interpretation of physical, biological, and cultural landscapes.

Org Ldrshp for Social Impact Conc

General

Description

Graduate concentrations at Prescott College are carefully curated clusters of courses designed to deepen students' expertise within a specific field while fostering advanced critical thinking and practical application. Though typically aligned with a particular discipline, our graduate concentrations maintain a transdisciplinary perspective, encouraging students to explore how their chosen field intersects with broader systems and societal challenges. These concentrations cultivate leadership, resilience, and innovation, equipping students with the specialized knowledge and skills necessary to address complex, real-world problems.

Whether advancing in a professional career or preparing for doctoral-level research, graduate students are supported in developing nuanced, sustainable, and equitable solutions within their areas of focus. Masters-level concentrations are designed to offer flexibility, allowing students to shape their learning experience to meet their personal and professional goals.

The applicability of graduate concentrations may vary depending upon your area of study. Please speak with your advisor for more information.

Simple Requisites

Degree Requirements

9 credits

Type

Completion Requirement

Complete ALL of the following Courses:

- SBM52000 - Impact Metrics: Measuring & Reporting
- SBM57501 - Transformative Leadership Sust Future

Complete at least 1 of the following courses:

- SBM55500 - Impact Marketing & Brand Strategy
- GRA51102 - Grant Writing & Nonprofit Essentials

Learning Outcomes

Learning Outcomes

Objective

Evaluate the leadership and management skills, knowledge, and holistic competencies essential for leading new and existing organizations across sectors (private, nonprofit, public), with a focus on social justice, environmental regeneration, economic sustainability and creativity.

Objective

Design and implement comprehensive communication, marketing and brand management strategies to (1) tell the story of how sustainable organizations drive community justice and positive environmental impacts; and (2) ensure that communications support revenues (e.g., sales, grants, public funding), in a way that aligns with organizational values, transparency and inclusivity.

Objective
Apply frameworks to measure and report environmental and social performance, supporting sustainability and social responsibility across diverse organizational contexts.

Outdoor Leadership Concentration

General

Description
Degree concentrations at Prescott College are intentional clusters of courses designed to provide students with flexible pathways that align with their learning goals. Our concentrations offer a transdisciplinary approach that invites students to engage deeply with topics while recognizing that learning doesn't always fit neatly within traditional disciplines. Concentrations are designed to cultivate critical thinking around systems change, resilience, and innovation, focusing on creating sustainable, equitable futures. With a flexible focus, students can develop skills to become thought leaders and problem-solvers in dynamic, evolving fields.

All undergraduate concentrations are available to all Prescott College undergraduate students. Please talk with your advisor to learn more.

Simple Requisites

Degree Requirements

Concentration Requirements:

20+ credits

Note: Some of the courses within this concentration will have prerequisites that can be fulfilled through Prescott College courses or through demonstrating sufficient skill proficiency.

Required Courses

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- ADV41000 - AE I: Expeditionary Instructor Develop
- ADV41002 - Adventure Education II: Practicum
- ADV46000 - Wilderness Orientation Instructors Pract
  OR ENV40050 - TA:

Complete One Technical Skills Suite

Type
Completion Requirement

Complete One Technical Skills Suite

Complete ANY of the following Courses:
- ADV24202 - River Guides Training (Inactive)
  AND ADV43005 - Alpine Mountaineering
- ADV43000 - Inter. Mountain Expedition
  AND ADV43010 - Avalanche Forecasting

Complete One Technical Skills Suite

Complete ALL of the following Courses:
- ADV24050 - Environmental Perspectives & Whitewater
- ADV24202 - River Guides Training (Inactive)

Complete One Technical Skills Suite

Complete ALL of the following Courses:
- ADV23151 - Backcountry Skiing & Avalanche Training
- ADV43010 - Avalanche Forecasting

Complete One Technical Skills Suite

Complete ALL of the following Courses:
- ADV42015 - Rock Climbing, Intermediate
- ADV43005 - Alpine Mountaineering
- ADV43000 - Inter. Mountain Expedition

Complete ALL of the following :

Required Certification: Wilderness First Responder (external certification)

Additional Requirements: Outdoor Leadership Days (can be fulfilled through an internship) 75 leadership days

Learning Outcomes

Learning Outcomes

Objective
Leadership and Facilitation: Learners will apply leadership skills, experiential teaching strategies, and facilitation techniques to create intellectually, emotionally, and physically safe communities within adventure education.

Objective
Outdoor Skills: Learners will demonstrate a high-level of technical competency in the outdoor skills needed for the implementation of safe, excellent, and educative outdoor experiences consistent with professional outdoor leaders.

Outdoor Education Concentration

General

Description

Graduate concentrations at Prescott College are carefully curated clusters of courses designed to deepen students' expertise within a specific field while fostering advanced critical thinking and practical application. Though typically aligned with a particular discipline, our graduate concentrations maintain a transdisciplinary perspective, encouraging students to explore how their chosen field intersects with broader systems and societal challenges. These concentrations cultivate leadership, resilience, and innovation, equipping students with the specialized knowledge and skills necessary to address complex, real-world problems.

Whether advancing in a professional career or preparing for doctoral-level research, graduate students are supported in developing nuanced, sustainable, and equitable solutions within their areas of focus. Masters-level concentrations are designed to offer flexibility, allowing students to shape their learning experience to meet their personal and professional goals.

The applicability of graduate concentrations may vary depending upon your area of study. Please speak with your advisor for more information.

Simple Requisites

Degree Requirements

9 credits

Type

Completion Requirement

Complete ALL of the following Courses:

- ADV53000 - Topics in Outdoor Education
- ADV58000 - Outdoor Education Practicum
- MAED52000 - Design & Facilitation in Environmental E

Learning Outcomes

Learning Outcomes

Objective

Graduate students will develop accessible and engaging experiential curricula that foster environmental awareness, leadership skills, and personal growth within diverse educational settings including schools, nature centers, and other non-formal learning environments.

Objective

Graduate students will demonstrate practical skills necessary for outdoor instruction, including technical outdoor skills, field-based educational methods, and group facilitation.

Objective

Graduate students will construct appropriate learner assessments consistent with program standards and objectives as well as learner needs and abilities.

Regenerative Design

General

Description

The unprecedented environmental and social challenges that our planet faces today require a new and more nuanced form of "design thinking." While historically, design efforts have focused more on human-centered solutions, regenerative design considers our complex and co-dependent ecosystems as an emergent whole. Questions that will be explored in this program include (but are not limited to):
- How can design human systems that make multi-species thinking central?
- How do we design our habitats, products, and systems to account for a more-than-human world?
- How can regenerative design restore ecosystems and empower local communities while preserving cultural identity?
- What Indigenous knowledge and ways of life can inform our decision-making and design proposals?

Students in the low-residency MA in Regenerative Design program will consider these and other challenges through the lenses of social justice, emerging technologies, education, and design frameworks while developing acute problem-solving skills that will help address such challenges and innovate new possibilities.

Simple Requisites

(No Requirement Levels)

Required Courses

Type

Completion Requirement

Required courses

Complete ALL of the following Courses:

- ENV51950 - Regenerative Design
- ENV51650 - Applied Systems Thinking
- ENV58750 - Sustainability & Resilience Planning
- ENV57876 - Understanding Climate Change
- ENV51250 - Land Use Planning & Policy
- ENV57100 - Ecology, Culture, and Community
- ENV54002 - Shape of Place: Culture, Ecology, and Vi
- ENV54001 - F of Reg Design: Visualize and Building
- ENV54003 - Practicum in Regenerative Design

Electives

Complete at least 3 of the following courses:

- GRA52100 - Traditional Ecological Knowledge & Wisdo
- ENV58800 - Emergency Management and Communication
- ENV54100 - Geographic Information Systems
- AHU53000 - The Rise of Performance Art in the Fine (Inactive)
- ENV57900 - Food Systems
- ENV53100 - Water Resources and Management
- ENV52225 - Energy and the Environment

Learning Outcomes

Learning Outcomes

Objective
Examine the complex environmental, social, and economic issues that challenge optimum design functionality across diverse systems, projects, and communities towards improved resiliency.

Objective
Investigate processes and relationships between human and non-human systems to enhance multi-scale system-design functionality and resilience.

Objective
Design and propose iterative solutions to challenges associated with the human-nature interface that draw from diverse perspectives.

Objective
Implement community and/or client-based initiatives by developing skills and competencies in participatory action, group dynamics, facilitated engagement, and conflict resolution.

Resilience Planning & Climate Solutions Concentration

General

Description
Students may take this concentration with any major.

Simple Requisites

Degree Requirements

9 credits

Type
Completion Requirement

Complete ALL of the following Courses:

- ENV52225 - Energy and the Environment
- ENV51250 - Land Use Planning & Policy

Professional Skills courses

Complete at least 1 of the following courses:

- ENV54100 - Geographic Information Systems
- ENV57700 - Social Equity & Community Engagement
- GRA51102 - Grant Writing & Nonprofit Essentials
- ENV58800 - Emergency Management and Communication

Learning Outcomes

Learning Outcomes

Objective
Prepare to create revitalized, sustainable, and more resilient and socially just communities by developing skills in leadership, planning, group organization, and stakeholder engagement.

Objective
Synthesize the knowledge necessary to plan sustainable and resilient communities, including land use policy, energy production, resource management, and social justice, in preparation for creating actionable plans for communities in their bioregion.

Sustainable Food Systems Certificate

General

Description
Food system perspectives are emerging to ensure our food security and wellbeing in the face of inequities, the profound impact of human-induced climate change, and increased pressure on natural resources and organisms. The Sustainable Food Systems certificate is grounded in the 10 Elements of Agroecology put forward by the Food & Agriculture Organization of the United Nations. Students who complete the following requirements will receive a Prescott College issued certificate.

Simple Requisites

Degree Requirements

Certificate Requirements

20 credits

Required Courses

Type
Completion Requirement

Required courses

Complete ALL of the following Courses:

- ENV23812 - Small-Scale Agricultural Production
- ENV23815 - Agroecology
- ENV43814 - The Art & Science of Food Preservation
- ENV43819 - Transforming Community Food Systems
- ENV47902 - Food Justice & Sustainable Food Systems

Learning Outcomes

Learning Outcomes

Objective
Synergies and Efficiencies: Learners can demonstrate knowledge of fundamental concepts and specific topics in agroecology, the science of food systmes.

Objective
Culture, Food Traditions and Biodiversity: Learners can articulate the contribution of agroecology to diversified, culturally appropriate diets.

Objective
Human and Social Values: Learners can illustrate the ways in which equity and social wellbeing are essential for just, sustainable food systems.

Objective
Co-creation and Sharing of Knowledge: Learners can apply a range of approaches to ethically engage with communities for food system assessment and action.

BACSCD - Sustainable Community Development

General

Description
Given the urgency of developing more just, sustainable, and resilient communities, the Bachelor of Arts in Sustainable Community Development (SCD) is designed to expose you to the worlds communities and help catalyze your own personal vision of how to design, enhance, or restore vibrant, healthful communities. The program defines community as the convergence of humans and all other resident living beings that, together, comprise the local ecosystem. Among other topics, you can study the physical, natural, and cultural environments of the community(ies) that interest you, their values, practices, and needs, and the influences of, and access points to, relevant government and private enterprises whose activities affect their well-being. SCD is truly a transdisciplinary degree. Projects done throughout the program can easily expand into your Senior Project and be a launch point for a timely and meaningful job, career, or further graduate study (including accelerated pathways into our diverse graduate programs such as Resilient and Sustainable Communities, Sustainable Food Systems, and Interdisciplinary Studies, among others).

Simple Requisites

Degree Requirements

COMPETENCE REQUIREMENTS

- 60 credits, 30 credits of which must be Upper Division (UD). If a student chooses to do a double competency, each competence must have at least 45 credits (24 credits of which are UD).

- Students must choose more than the minimum from each “distribution area” to reach the required 60 credits of the competence.
- Students with specific interests may also propose courses in place of those listed below from any other program around the college and submit your choices with rationale in writing to the SCD program director for approval.
- Senior Capstone Project: a convergence of your personal path of study
- Transfer students who want to substitute previous courses for our required ones can propose the substitutions to the director of SCD.

Required Course

Type
Completion Requirement

Complete ALL of the following Courses:
- COR40005 - Senior Project

Ecological Communities/Systems

Type
Completion Requirement

Complete at least 2 of the following courses:
- ENV22010 - Animal Biology
- ENV22725 - Ecology, Concepts of
- ENV22015 - Biological Principles: Life on Earth
- ENV22730 - Natural History & Ecology of the Southwe
- ENV22731 - Natural History & Ecology of the Southwe
- ENV22850 - Environmental Problems:Root Causes, Inno
- ENV21500 - Energy & the Environment
- ENV24752 - Earth Science: An Introduction to the Ho
- ENV24749 - Global Environmental Change: An Earth Sc
  OR ENV44749 - Global Environmental Change: An Earth Sc
- ENV23815 - Agroecology
  OR ENV43815 - Agroecology

Planning and Policy

Type
Completion Requirement

Complete at least 2 of the following courses:
- ENV21550 - Water in the West
  OR ENV41550 - Water in the West
- CRS23610 - Environmental Politics
  OR CRS43610 - Environmental Politics: Domestic & Globa
- ENV24005 - Creating a Sustainable World: Strategies
  OR ENV44005 - Creating a Sustainable World: Strategies
- ENV44004 - The Shape Of The City: Ecology, Psycholo
- ENV24740 - Topics In Sustainability Practice
  OR ENV44740 - Topics In Sustainability Practice

Human Social Systems

Type
Completion Requirement

env21700

Complete at least 2 of the following courses:

- ENV21700 - Explorations in Sustainable Community De
- CRS22100 - Color Line in U.S. History, The
  OR CRS42100 - Color Line in U.S. History, The
- CRS24010 - U.S. - Mexico Border Studies
  OR CRS44010 - U.S.- Mexico Border Studies
- CRS22001 - Economic and Social History of the U.S.
  OR CRS42001 - Economic and Social History of the U.S.
- HDP21145 - Human Nutrition & Food Choice
  OR HDP41145 - Human Nutrition & Food Choice
- ENV47730 - Children & Nature
- CRS21401 - Biocultural Landscapes (Inactive)
  OR CRS41401 - Biocultural Landscapes
- CRS23015 - Critical Human Rights
  OR CRS43015 - Critical Human Rights
- HDP22281 - Ecopsychology: Choices for a Sustainable
- CRS24025 - Introduction to Ethnic Studies

Community Engagement

Type
Completion Requirement

Complete at least 2 of the following courses:

- HDP21300 - Interpersonal Communication (Inactive)
- AHU21045 - Just Art: Art & Social Change
- AHU22705 - Introduction to Digital Photography: Ess
- AHU22855 - Video as Art: The Ethnography of Memory,
- CRS21205 - Radical Media: Podcasting
- CRS21050 - Image & Power in Mass Culture
  OR CRS41050 - Image & Power in Mass Culture
- HDP47150 - Positive Psychology and Social Engagemen
- CRS45119 - Anti-Racist Organizing
- CRS41102 - Funding Change: Grant Writing & Nonprofi
- ENV43819 - Transforming Community Food Systems
- ENV25114 - Community-based Conservation in Costa Ri
  OR ENV45114 - Community-based Conservation in Costa Ri

Electives

Students must take 24 credits.(May satisfy requirement categories above with advisor approval)

Lower Division Electives

Type
Completion Requirement

Lower Division Electives

Complete ALL of the following Courses:

- ENV23325 - Diversity of Marine Life
- ENV22724 - Restoration Ecology: Watersheds of the S
- ENV25020 - Geology of the Southwest
- CRS23651 - Changing World Order: The Political Econ
- CRS23500 - Climate Change, Migration Justice, and I

- ENV23600 - Environmental Photojournalism
- ADV21010 - Environmental Topics for Educators and A
- ADV21710 - Leading Inclusively

Upper Division Electives

Type
Completion Requirement

Upper Division Electives

Complete ALL of the following Courses:

- ENV42724 - Restoration Ecology
- ENV43325 - Marine Biology I: Diversity of Marine Li
- ENV45020 - Geology of Arizona
- CRS43651 - Changing World Order: The Political Econ
- ENV42013 - Behavior & Conservation: East African Wi (Inactive)
- ENV42724 - Restoration Ecology
- ENV43322 - Marine Studies III: Society & Environmen
- HDP41170 - Doing Good: Compassion and Sustainable C
- ENV43600 - Environmental Photojournalism
- ADV41710 - Leading Inclusively

Learning Outcomes

Learning Outcomes

Objective
describe the environmental, social, and economic challenges that diverse communities face

Objective
analyze essential interrelated processes between diverse human and non-human communities

Objective
design effective and meaningful solutions to diverse socio-ecological problems

Objective
participate appropriately in fostering regenerative, resilient, and socially just community-based initiatives

EDSEC - Experiential Counseling

General

Description

An Education Specialist (Ed.S.) degree is for individuals who have already completed a Masters degree, and wish to obtain specialized training and credentialing at a higher degree level. In this case with the Ed.S. in Experiential Counseling, students seeking this advanced training will already have a Masters degree in one of the recognized helping professions, or are concurrently enrolled in the Master of Science in Counseling at Prescott College. The Ed.S. in Experiential Counseling degree is designed to allow for specialized emphasis in adventure-based counseling or nature-based counseling fields. This degree focuses on the applied practice for the prescriptive use of experiential counseling experiences. The adventure-based counseling focuses on clinical experiences that kinesthetically engage clients on cognitive, somatic, affective, and behavioral levels, while nature-based counseling is grounded in the philosophy of ecopsychology and nature-based interventions that aim to improve mental and physical wellbeing through doing outdoor activities in nature. Students must select an emphasis (either nature-based or adventure-based) and complete both coursework and applied clinical experiences. Coursework is completed in both general content areas and clinical areas unique to the program specialty. Students will successfully complete at least 100 hours of clinical experience.

Simple Requisites

Degree Requirements

REQUIREMENTS

The Ed.S. in Experiential Counseling is 42 credits in length and has two emphasis area options: adventure-based and nature- based counseling.

Cumulative GPA of 3.0 to graduate.

30 credits in required courses including Experiential Counseling Intensive Practicum (three practicum experiences at 2 credits each) plus Capstone for Experiential Counseling (3 credits).

The course MAEP50000 is a 1 credit course that must be taken 3 times. The course MAEP51020 is a 2 credit course that must be taken 3 times.

Courses that are required in both the MS Counseling degree for those enrolled in both degrees, or content areas that may be transferred in for students who already hold a master's degree in mental health counseling, marriage family therapy, social work, or similar mental health degree are:

MACP50010 - Psychopathology: Diagnostic and Treatment Planning

MACP50020 - Human Growth and Development

MACP50030 - Social and Cultural Diversity in Counseling

MACP50080 - Group Work: Clinical Theory and Practice

MACP55031 - Trauma and Crisis: Intervention and Treatment in Counseling

Core Courses

Type

Completion Requirement

Core Courses

Complete ALL of the following Courses:

- MACP50010 - Psychopathology: Diagnosis and Treatment
- MACP50020 - Human Growth and Development
- MACP50030 - Social and Cultural Diversity in Counsel
- MACP50080 - Group Work: Clinical Theory and Practice
- MACP55031 - Trauma and Crisis:

Intervention and Trea
- MAEP50000 - Experiential Counseling Intensive
- MAEP50000 - Experiential Counseling Intensive
- MAEP50000 - Experiential Counseling Intensive
- MAEP51010 - Foundations of Experiential Counseling
- MAEP51020 - Experiential Counseling Practicum
- MAEP51020 - Experiential Counseling Practicum
- MAEP51020 - Experiential Counseling Practicum
- MAEP51050 - Experiential Counseling Capstone

This concentration option requires 12 credits and has the following competency requirements:

- Adventure-based Counseling students must demonstrate minimal competencies in backcountry travel/living, and at least one area of skill concentration – for example, rock-climbing, paddling, challenge course, skiing, etc. This will be demonstrated through the participation in practicum as well as supported with a national certification (i.e., Bareboat Sailing Certification).
- Adventure-based Counseling students must complete an 80-hour Wilderness First Responder course (or international equivalent) through a nationally established provider. This certification must be current at graduation and available for verification.

Concentration in Adventure-based Counseling

Type
Completion Requirement

Concentration in Adventure-based Counseling

Complete ALL of the following Courses:
- MAEP51041 - Treatment Applicat for Adventure-base
- MAEP51046 - AER for Adventure-Based Counseling
- MAEP51043 - Ethics & Risk Mitigation in Adventure-ba
- MAEP51045 - Advanced Treatment Applications for Adve

Concentration in Nature-based Counseling

Type
Completion Requirement

Concentration in Nature-based Counseling

Complete ALL of the following Courses:
- MAEP51031 - Treatment Applications for Nature-based
- MAEP51036 - Assessment, Evaluation & Res for NBC
- MAEP51033 - Ethics and Risk Mitig for Nature-Based
- MAEP51035 - Advanced Treatment Applications in Natur

Other Requirements

- Current Wilderness First Responder for Adventure-Based Counseling students only (or international equivalent) (see “Wilderness First Responder” below).
- Proof of Skill Competency Adventure-Based Counseling students only (see “Adventure Skills Training” below)

- Alternative Intensive - Attendance at a conference or external training for networking and specialization.
- Documentation of 300 direct service hours that utilize adventure-based counseling interventions.

Adventure Skills Training (AST)

In order to meet graduation requirements, Adventure-Based Counseling students must demonstrate relevant competencies in at least one area of skill concentration in the desired area of practice, e.g., rock-climbing, paddling, challenge course, skiing, etc. 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: Association for Experiential Education; 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)

In order to meet graduation requirements, emergency medical competency must be demonstrated through acquirement, or maintenance, of 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.

Counseling (MS) and Experiential Counseling (Ed.S.) concurrent degree pathway

Students enrolled in the MS Counseling program and the Ed.S. in Experiential Counseling concurrently, will be able to use five core counseling courses toward the Ed.S. degree, and use two Ed.S. courses aselectives toward their MS Counseling degree. This means there can be up to 21 shared credits between both degrees, with students only needing to complete an additional 21 credits beyond the 60-credit MS Counseling degree. Students may complete both degrees in an average of 3 to 3 ½ years.

Experiential Counseling (EdS) Only

For those enrolling in the Ed.S. only, the program is 42 credit hours, with students completing it in an average of 2 years. Up to 15 credits may be transferred in from already earned graduate degree in one of the helping professions with a clinical component (practicum/internship experience), or content areas may take in the MS Counseling Program as ‘course only’ courses.

Learning Outcomes

Learning Outcomes

Objective
To develop skills and knowledge necessary to facilitate and/or to provide support and oversight of the incorporation of the experience of adventure or nature-based counseling and outdoor therapy modalities to provide culturally relevant mental health healing as well as to facilitate well-being. This includes an understanding of the history of the field, foundational theory, treatment applications and interventions, risk management, assessment, and evaluation

Objective
To develop critical thinking skills and theoretical knowledge necessary to facilitate and/or to provide support and oversight counseling that integrates clinical adventure-based and nature-based interventions, including ethical considerations, cultural relevance, risk mitigation, clinical applications, and current research

Objective
To develop competencies in adventure or nature-based counseling administration applicable in a range of placement settings (i.e., educational, clinical, private practice, school-based, residential treatment, community-based, hospital, etc.), environmental settings (i.e., back-country, front-country, urban), clinical modalities (i.e.,individual, group, family, couples), and clinical populations (i.e., various diagnoses).

GCABC - Adventure Based Counseling

General

Description
The Graduate Certificate in Adventure-Based Counseling is designed for learners who have already attained a masters degree in a field of mental health practice and who wish to specialize in adventure-based interventions. 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 experiential learning and adventure in modalities designed to heal clients and facilitate their personal exploration. Graduates will possess competencies in both conventional counseling and adventure therapy, including in residential and community-based settings.

Simple Requisites

Degree Requirements

REQUIREMENTS

The graduate certificate in Adventure-based Counseling consists of 15 credits. Students concurrently enrolled in both the Master of Science in Counseling Program and the Adventure-based Counseling certificate must complete the following 15 credit hours in addition to the 60 credits for the master's program.

Cumulative GPA of 3.0 to graduate.

Required Courses

Type
Completion Requirement

Required Courses

The required course MAEP50000 Intensive Field Experience is a 1 credit course that will be taken 3 times.

Complete ALL of the following Courses:

- MAEP51010 - Foundations of Experiential Counseling
- MAEP50000 - Experiential Counseling Intensive
- MAEP50000 - Experiential Counseling Intensive
- MAEP51041 - Treatment Applicat for Adventure-base
- MAEP51043 - Ethics & Risk Mitigation in Adventure-ba
- MAEP51046 - AER for Adventure-Based Counseling
- MAEP50000 - Experiential Counseling Intensive

Other Requirements

- Current Wilderness First Responder or Wilderness First Aid (or international equivalent) (see “Emergency Medical Competency” below).
- Proof of Skill Competency (see “Adventure Skills Training” below)
- Attendance at a conference or external training for networking and specialization.
- Documentation of 300 direct service hours that utilize adventure-based counseling interventions.

Adventure Skills Training (AST)

In order to meet graduation requirements, Adventure-Based Counseling students must demonstrate relevant competencies in at least one area of skill concentration in the desired area of practice, e.g., rock-climbing, paddling, challenge course, skiing, etc. 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: Association for Experiential Education; 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.

Emergency Medical Competency

In order to meet graduation requirements, emergency medical competency that is appropriate for their practice setting must be demonstrated through acquirement, or maintenance, of Wilderness First Responder (WFR) or Wilderness First Aid (WFA). Students should plan to complete an 80-hour Wilderness First Responder or the 16-hour Wilderness First Aid course through a nationally established program prior to completion of their practicum experience. Often this course is taken concordantly with Risk Management and Ethics.

Learning Outcomes

Learning Outcomes

Objective
To develop skills and knowledge necessary to facilitate the experience of adventure-based and outdoor modalities to provide culturally relevant mental health healing as well as to facilitate well-being. This includes an understanding of the history of the field, foundational theory, treatment applications and interventions, risk management, assessment, and evaluation

Objective
To develop critical thinking skills and theoretical knowledge necessary to facilitate counseling that integrates clinical adventure-based interventions, including ethical considerations, cultural relevance, risk mitigation, clinical applications, and current research

Objective
To develop competencies in adventure-based counseling practice applicable in a range of placement settings (i.e., educational, clinical, private practice, school-based, residential treatment, community-based, hospital, etc.), environmental settings (i.e., back-country, front-country, urban), clinical modalities (i.e., individual, group, family, couples), and clinical populations (i.e., various diagnoses).

GCEAT - Expressive Arts Therapy

General

Description
The program follows the Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy Adopted by the Accreditation Council for Art Therapy Education and the Commission on Accreditation of Allied Health Education Programs. Graduates meet the Art Therapy Credentials Board (www.atcb.org) requirements to pursue art therapy registration. In addition, graduates can also qualify to pursue registration as an expressive arts therapist through the International Expressive Arts Therapy Association (www.ieata.org). Students can seek art therapy licensure in some states and must verify that their degree program meets the necessary requirements of the licensing board in their state.

Art therapy is an integrative mental health and human services profession that enriches the lives of individuals, families, and communities through active art-making, creative process, applied psychological theory, and human experience within a psychotherapeutic relationship. (AATA 2021). Expressive arts therapy involves the intermodal use of visual art, music, movement, poetry, and performance, in therapy and healing. Students have the option of preparing to pursue registration as an Art Therapist (ATR) through the Art Therapy Credentials Board or registration as an Expressive Arts Therapist (REAT) through the International Expressive Arts Therapy Association. The Prescott College model provides a flexible design that meets the course requirements for eventual art therapy and expressive arts therapy registration. Coursework includes a supervised practicum and internship, attendance at an Expressive Arts Therapy Summer Institute Residency, and a capstone project.

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 history, theory, practice, media intervention techniques, and research applications grounded in ethical, socially responsible and culturally sensitive perspectives.

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 masters degree in a field of mental health practice.

Simple Requisites

Degree Requirements

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 Arts Therapy Certificate program, will need to complete an additional 30 credits of coursework required for the certificate program beyond the 60 credit MS in Counseling program. The Expressive Arts Therapy program includes 1/4 coursework and a supervised expressive arts therapy practicum and internship, attendance at one Summer Institute, and a capstone project.

Cumulative GPA of 3.0 to graduate.

Required Courses

Type

Completion Requirement

Required Courses

Complete ALL of the following Courses:

- MAAT51301 - EAT I: Found EAT Hist & Theo
- MAAT51302 - EAT II: Materials and Techniques of Prac
- MAAT51303 - EAT III: Applications of Expressive Arts
- MAAT51304 - EAT IV: Group Work and Dynamics
- MAAT51305 - EAT V: Assessment in Expr Arts Ther
- MAAT51306 - EAT VI: Ethical and Legal Issues in Expr
- MAAT51308 - EAT VII: Cultural Diversity
- MAAT59301 - Expressive Arts Therapy Capstone Project
- MAAT51020 - Supervised Expressive Arts Therapy Prac
- MAAT51021 - Supervised Expressive Arts Therapy Inter
- MAAT51310 - Studio Art-Expressive Arts Studio

EXPRESSIVE ARTS THERAPY SUMMER INSTITUTE

The Expressive Arts Therapy Summer Institute (EATSI) is an on-campus residential program. The goal of the Institute is to provide participants with an immersive experience and the ability to study with renowned practitioners and educators. The Institute provides hands-on experience in which participants can learn in a supervised supportive environment. Students seeking the Expressive Arts Therapy Certificate are required to attend at least one summer institute. The institutes are non-credit bearing, however, there is a fee associated.

Learning Outcomes

Learning Outcomes

Objective
Understand the historical development of art therapy and expressive arts therapy and theories and techniques of expressive arts and art therapy as foundations for contemporary professional practice.

Objective
Apply principles of human, artistic, and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients and be aware of the therapeutic benefits of art processes and media, strategies and interventions, and their applicability to the treatment process of individuals, groups, and families.

Objective
Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.

Objective
Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of artmaking for promoting growth and well-being.

Objective
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.

Objective
Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients and an awareness of the need to cultivate respect for cultural differences and similarities and the ability to apply this cultural sensitivity in the therapeutic relationship, including use of culturally and developmentally appropriate assessment and evaluation methods and administration and interpretation of results to identify challenges, strengths, resilience, and resources for art therapy and expressive arts therapy treatment planning.

Objective
Know federal and state laws, professional ethics, and ethical decision-making models, and cultural considerations, engaging supervision, and consultation, when necessary, to recognize and respond appropriately to ethical and legal dilemmas within art therapy and expressive arts therapy practice and research.

Objective
Pursue professional development, continuously deepening self-understanding through supervision, current literature, research, personal growth experiences, reflective practice, and personal artmaking to strengthen a personal connection to the creative process, assist in self-awareness, promote well-being, and guide professional practice and advocacy.

GCNBC - Nature Based Counseling

General

Description
The Graduate Certificate in Nature-Based Counseling is designed for learners who have already attained a masters degree in a field of mental health practice and who wish to specialize in nature-based interventions. 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 integrate ecological perspectives within the concepts and practices of mental health counseling, such as ecotherapy, deep ecology, earth-based traditional healing practices, non US-centric nature healing practices, ritual and rites of passage, mindfulness, horticultural, or nature- based settings. Graduates will possess competencies in both conventional counseling and adventure therapy, including in residential and community-based settings.

Simple Requisites

Degree Requirements

The graduate certificate in Nature-based Counseling consists of 15 credits. Students concurrently enrolled in the Master of Science in Counseling will complete the 15 credit hours required in the Nature-based Counseling Certificate in addition to the required 60 credits in the master's program.

Cumulative GPA of 3.0 to graduate.

Required Courses

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- MAEP51010 - Foundations of Experiential Counseling
- MAEP51031 - Treatment Applications for Nature-based
- MAEP51033 - Ethics and Risk Mitig for Nature-Based
- MAEP51036 - Assessment, Evaluation & Res for NBC
- MAEP50000 - Experiential Counseling Intensive
- MAEP50000 - Experiential Counseling Intensive
- MAEP50000 - Experiential Counseling Intensive

Additional Comments:

The required course MAEP50000 Intensive Field Experience is a 1 credit course that will be taken 3 times.

Other Requirements

- Attendance at a conference or external training for networking and specialization.
- Documentation of 300 direct service hours that must utilize nature-based counseling interventions.

Learning Outcomes

Learning Outcomes

Objective

To develop basic skills and knowledge necessary to incorporate culturally relevant nature-based modalities into mental health settings, from healing to well-being. This includes a general understanding of the history of the field, foundational theory, broad treatment applications, and ethical practices.

Objective

To develop critical thinking skills and knowledge necessary to facilitate as a practitioner in counseling that integrates nature-based interventions, including ethical considerations, cultural relevance, risk mitigation, evaluation, and integration of current research.

Objective

To develop competencies in nature-based counseling practice applicable in a range of placement settings (i.e., educational, clinical, private practice, school-based, residential treatment, community-based, hospital, etc.), environmental settings (i.e., back-country, front-country, urban), clinical modalities (i.e., individual, group, family, couples), and clinical populations (i.e., various diagnoses).

MADVED - Outdoor Leadership

General

Description

The online Master of Arts in Outdoor Leadership refines your expertise essential for successful outdoor leadership. As the longest-standing credit-bearing curriculum of its kind in the nation, our program integrates both theoretical foundations and practical applications of outdoor education and leadership. It encompasses transformational leadership principles and in-depth risk management strategies, fostering the development of critical thinking necessary for effective outdoor programming. Out dynamic curriculum places a strong emphasis on various key areas, including outdoor industry entrepreneurship and management, wellness, and the comprehensive understanding of outdoor education--from field-based learning to the classroom. Through theory, praxis, and hands-on experience, our program equips students with the necessary skill set to excel as outdoor leaders. The Master of Arts in Outdoor Leadership can set the groundwork for studies leading to a Ph.D. or other advanced professional degrees.

Degree Map Name
Fall Starts Full-time status with Summer
Total Degree Map Credits
21
Degree Map Effective Catalog Year
2025FA -

Year	Term	Actual Credits	Progress Credits
Year 1	Fall	9	0

Requirement Select

- ADV57050 - Philosophies & Methods in Outdoor Experi

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- ADV57100 - Transformative Leadership

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- ADV52010 - Diversity, Equity, and Inclusion: Outdoo

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 1	Spring	6	0

Requirement Select

- ADV57075 - Ethical Risk Management

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- ADV52000 - Earth in Mind: Ecological Literacies for

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 1	Summer	0	0

Requirement Select

- Students take two Elective course 6 total credit hours (Generic)

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	-
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 2	Fall	3	0

Requirement Select

- ADV51000 - Sources of Knowledge: Applied Research &

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- Students take one elective for 3 credit hours (Generic)

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	-
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 2	Spring	3	0

Requirement Select

- ADV59001 - Capstone: Outdoor Education Leadership

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- Students take one elective course for 3 credit hours (Generic)

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	-
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Total General Education Credits	**Total Major Credits**
0	0
Total Minor Credits	**Total Elective Credits**
0	0

Degree Map Name

Fall Starts Fall Starts Full-time status without Summer

Total Degree Map Credits

21

Degree Map Effective Catalog Year

2025FA -

Year	Term	Actual Credits	Progress Credits
Year 1	Fall	6	0

Requirement Select

- ADV57050 - Philosophies & Methods in Outdoor Experi

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- Students take one Elective course for 3 credits (Generic)

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	-
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- ADV52010 - Diversity, Equity, and Inclusion: Outdoo

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 1	Spring	6	0

Requirement Select

- ADV57075 - Ethical Risk Management

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- ADV52000 - Earth in Mind: Ecological Literacies for

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- Students take one Elective course for 3 credits (Generic)

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	-
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 2	Fall	3	0

Requirement Select

- ADV57100 - Transformative Leadership

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- Students take one elective course for 3 Credit hours (Generic)

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	-
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 2	Summer	3	0

Requirement Select

- ADV59001 - Capstone: Outdoor Education Leadership

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- Students take one elective course for 3 Credit hours (Generic)

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	-
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 3	Fall	3	0

Requirement Select

- ADV51000 - Sources of Knowledge: Applied Research &

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Total General Education Credits	**Total Major Credits**
0	0
Total Minor Credits	**Total Elective Credits**
0	0

Simple Requisites

Degree Requirements

REQUIREMENTS

- 36 credits
- Online Orientation
- Cumulative GPA of 3.0 to graduate

Core Required Courses

Type

Completion Requirement

Core Required Courses

Complete ALL of the following Courses:

- ADV57050 - Philosophies & Methods in Outdoor Experi
- ADV57075 - Ethical Risk Management

- ADV57100 - Transformative Leadership
- ADV51000 - Sources of Knowledge: Applied Research &
- ADV52000 - Earth in Mind: Ecological Literacies for
- ADV59001 - Capstone: Outdoor Education Leadership

Complete at least 1 of the following courses:

- EDU71035 - Concepts for Sustainability:Decolonizing
- MASJC50002 - Radical Pedagogy as Praxis
- MASJC50005 - Community Organizing Tools and Practices
- PHD77540 - Critical Disability Studies

Electives

Students select 15 credits of electives (typically five 3-credit courses). Students may use elective credit to pursue a certificate program.

Sub-Total Credits

15

Learning Outcomes

Learning Outcomes

Objective

Evaluate interdisciplinary, social, and behavioral science theories associated with outdoor leadership and 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 and cultural change.

Objective

Develop and apply values-based ethics to guide leadership, judgment, risk management, and decision-making, that reflect an ethical analysis and interpretation of outdoor education.

Objective

Engage stakeholders in developing sustainable solutions to social and environmental challenges common to groups, organizations, communities, and ecosystems.

Objective

Analyze and appreciate socio-cultural relationships, intersectionality, and the implications for outdoor education in fostering socially just and equitable experiences.

Objective
Understand advanced ecological literacy concepts, reflecting analysis and appreciation of how humans relate to their environment (ecological, spiritual, and cultural) and the relevance of these ideas to outdoor education.

Objective
Incorporate interdisciplinary, social, and behavioral sciences theories to apply skills and knowledge to create and implement integrative outdoor education experiences.

MCOUNS - Counseling

General

Description
The Master 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 (split across two terms). 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 Arts Therapies (EAT), Nature- based Counseling (NBC), and Adventure-Based Counseling (ABC). 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.

Degree Map Name
Fall Start Full time
Total Degree Map Credits
51
Degree Map Effective Catalog Year
2025FA -

Year	Term	Actual Credits	Progress Credits
Year 1	Fall	12	0

Requirement Select

- MACP50000 - Professional Orientation to Mental Healt

Course Requirement Group	
Course Requirement Group (Free Text)	Required Courses
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- MACP50010 - Psychopathology: Diagnosis and Treatment

Course Requirement Group	
Course Requirement Group (Free Text)	Required Courses
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- MACP50060 - Helping Relationships: Basic Counseling

Course Requirement Group	
Course Requirement Group (Free Text)	Required Courses
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- MACP51190 - Professional Counseling Ethics

Course Requirement Group	
Course Requirement Group (Free Text)	Required Courses
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 1	Spring	9	0

Requirement Select

- MACP51010 - Counseling Theories

Course Requirement Group	
Course Requirement Group (Free Text)	Required Courses
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- Choose one Elective course (Generic)

Course Requirement Group	
Course Requirement Group (Free Text)	Electives Courses
Minimum Grade	-
Area	-
Actual Credits	-
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- MACP50080 - Group Work: Clinical Theory and Practice

Course Requirement Group	
Course Requirement Group (Free Text)	Required Courses
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- MACP50090 - Assessment: Psychological Testing and Ap

Course Requirement Group	
Course Requirement Group (Free Text)	Required Courses
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 1	Summer	6	0

Requirement Select

- MACP50020 - Human Growth and Development

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- MACP50070 - Career and Lifestyle Development: Challe

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 2	Fall	9	0

Requirement Select

- MACP51020 - Supervised Counseling Practicum

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- Choose one elective course (Generic)

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	-
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- MACP50040 - Research and Program Evaluation in Menta

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- MACP50030 - Social and Cultural Diversity in Counsel

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 2	Spring	9	0

Requirement Select

- MACP51021 - Supervised Counseling Internship

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- Choose one elective course (Generic)

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	-
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- MACP51000 - Social Justice in Counseling

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- MACP51150 - Marriage, Couple, & Family Counseling

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 2	Summer	6	0

Requirement Select

- MACP51021 - Supervised Counseling Internship

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- MACP51170 - Addiction Counseling

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Total General Education Credits
0

Total Major Credits
0

Total Minor Credits
0

Total Elective Credits
0

Degree Map Name
Fall Start Part Time

Total Degree Map Credits
51

Degree Map Effective Catalog Year

2025FA -

Degree Map Narrative

This map is for students wanting to 6 credits a semester.

Year	Term	Actual Credits	Progress Credits
Year 1	Fall	6	0

Requirement Select

- MACP50000 - Professional Orientation to Mental Healt

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- MACP51010 - Counseling Theories

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 1	Spring	6	0

Requirement Select

- MACP50060 - Helping Relationships: Basic Counseling

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- MACP51190 - Professional Counseling Ethics

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 1	Summer	6	0

Requirement Select

- MACP50020 - Human Growth and Development

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- MACP50070 - Career and Lifestyle Development: Challe

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 2	Fall	6	0

Requirement Select

- MACP50080 - Group Work: Clinical Theory and Practice

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- MACP50010 - Psychopathology: Diagnosis and Treatment

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 2	Spring	6	0

Requirement Select

- MACP50090 - Assessment: Psychological Testing and Ap

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- MACP50030 - Social and Cultural Diversity in Counsel

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 2	Summer	3	0

Requirement Select

- MACP51170 - Addiction Counseling

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- Choose one elective course (Generic)

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	-
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 3	Fall	3	0

Requirement Select

- MACP50040 - Research and Program Evaluation in Menta

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- MACP51020 - Supervised Counseling Practicum

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- Choose one elective course (Generic)

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	-
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- Choose one elective course (Generic)

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	-
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 3	Spring	3	0

Year	Term	Actual Credits	Progress Credits
Year 3	Summer	6	0

Requirement Select

- MACP51021 - Supervised Counseling Internship

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- MACP51150 - Marriage, Couple, & Family Counseling

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Year	Term	Actual Credits	Progress Credits
Year 4	Fall	6	0

Requirement Select

- MACP51021 - Supervised Counseling Internship

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Requirement Select

- MACP51000 - Social Justice in Counseling

Course Requirement Group	
Course Requirement Group (Free Text)	-
Minimum Grade	-
Area	-
Actual Credits	3
Progress Credits	-
Contact Hours	-
Clinical	-
Criticality	No

Total General Education Credits	**Total Major Credits**
0	0
Total Minor Credits	**Total Elective Credits**
0	0

Simple Requisites

Degree Requirements

REQUIREMENTS

Cumulative GPA of 3.0 to graduate.

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 3 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 monitors the quality of the student's training and provides group supervision.

Internship Supervision

Students at the practicum and internship stage of their program are required to participate in synchronous group supervision for an average of 2 hours per week with a faculty supervisor and an additional hour a week with their site supervisor.

Personal Counseling

Students are required to participate as a client in a therapeutic process with a licensed mental health practitioner while completing their graduate degree at the College. The minimal requirement is 20 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 during their degree program. Students must minimally attend two colloquia during the first year in the program (one of these colloquia must be attended in-person), and also attend the Counseling Program specific full-day New Student Orientation prior to the start of their first term. 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.

Required Courses

Type
Completion Requirement

Complete ALL of the following Courses:

- MACP50000 - Professional Orientation to Mental Healt
- MACP50010 - Psychopathology: Diagnosis and Treatment
- MACP50020 - Human Growth and Development
- MACP50030 - Social and Cultural Diversity in Counsel
- MACP50040 - Research and Program Evaluation in Menta
- MACP51000 - Social Justice in Counseling
- MACP50060 - Helping Relationships: Basic Counseling
- MACP50070 - Career and Lifestyle Development: Challe
- MACP50080 - Group Work: Clinical Theory and Practice
- MACP50090 - Assessment: Psychological Testing and Ap
- MACP51010 - Counseling Theories
- MACP51190 - Professional Counseling Ethics
- MACP51170 - Addiction Counseling
- MACP51020 - Supervised Counseling Practicum
- MACP51150 - Marriage, Couple, & Family Counseling
- MACP51021 - Supervised Counseling Internship
- MACP51021 - Supervised Counseling Internship

Counseling Electives -Within the 60 credit hour Master of Science in Counseling, students can take three electives for a total of nine credits. Students can select electives based on their interest, need for licensure, or they can take them strategically to form an area of Concentration (see Counseling Concentration section). Listed below are approved electives that students can take to complete their degree. Students may also complete an independent study as an elective.

Type
Completion Requirement

Earn at least 9 credits from the following:

- MACP55151 - Advanced Theories in Marriage, Couple an
- MACP55150 - Advanced Skills in Marriage, Couple and
- MACP55032 - The Neurobiology of Relationships: Appli
- MACP55031 - Trauma and Crisis: Intervention and Trea
- MACP51235 - Child and Adolescent Counseling
- MACP51387 - Psychopharmacology & the Counseling Prof
- MACP53201 - Human Sexuality in Counseling
- MACP51391 - Mindfulness in Clinical Practice
- MACP55030 - The Body in Counseling: A Somatic Approa
- MACP55160 - Advanced Human Sexuality in Counseling

Electives

Type
Completion Requirement

Earn at least 9 credits from the following:

- MACP55151 - Advanced Theories in Marriage, Couple an
- MACP55150 - Advanced Skills in Marriage, Couple and

- MACP55032 - The Neurobiology of Relationships: Appli
- MACP55031 - Trauma and Crisis: Intervention and Trea
- MACP51235 - Child and Adolescent Counseling
- MACP51387 - Psychopharmacology & the Counseling Prof
- MACP53201 - Human Sexuality in Counseling
- MACP51391 - Mindfulness in Clinical Practice
- MACP55030 - The Body in Counseling: A Somatic Approa
- MACP55160 - Advanced Human Sexuality in Counseling
- MAEP51031 - Treatment Applications for Nature-based
- MAEP51033 - Ethics and Risk Mitig for Nature-Based
- MAEP51041 - Treatment Applicat for Adventure-base
- MAEP51043 - Ethics & Risk Mitigation in Adventure-ba
- MAAT51303 - EAT III: Applications of Expressive Arts
- MAAT51306 - EAT VI: Ethical and Legal Issues in Expr

Counseling Concentrations

A unique aspect of the Master of Science in Counseling are the optional Concentration areas of study. These Concentrations are a cluster of three, 3 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 Concentrations are:

Human Sexuality Counseling

Type
Completion Requirement

Complete ALL of the following Courses:

- MACP55032 - The Neurobiology of Relationships: Appli
- MACP53201 - Human Sexuality in Counseling
- MACP55160 - Advanced Human Sexuality in Counseling

Marriage, Couple, and Family Counseling

Type
Completion Requirement

Complete ALL of the following Courses:

- MACP51150 - Marriage, Couple, & Family Counseling
- MACP55151 - Advanced Theories in Marriage, Couple an
- MACP55150 - Advanced Skills in Marriage, Couple and

Somatic Counseling

Type
Completion Requirement

Complete ALL of the following Courses:

- MACP55032 - The Neurobiology of Relationships: Appli
- MACP55031 - Trauma and Crisis: Intervention and Trea
- MACP55030 - The Body in Counseling: A Somatic Approa

Social Justice

Required course: MACP51000 Social Justice in Counseling

To complete the emphasis, students will pick any 2 of the following advanced critical psychology courses (6 credits total).

Social Justice

Type
Completion Requirement

Complete at least 2 of the following courses:

- HDP52212 - Concepts in Critical Psychology
- HDP52220 - Critical Theoretical and Historical Foun
- HDP51000 - Community Psychology
- HDP57000 - Liberation Psychology
- HDP53000 - Psychology of Culture and Diversity

MACP51000 Social Justice in Counseling

Complete ALL of the following Courses:

- MACP51000 - Social Justice in Counseling

Learning Outcomes

Learning Outcomes

Objective
Learning Outcomes of the Counseling program are guided by the standards of the Council for Accreditation of Counseling and Related Educational Program (CACREP). The 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 outcomes

Objective
The student will demonstrate understanding of ethical and legal considerations in professional counseling through their application in practice of counseling.

Objective
The student will identify and articulate theories and models social/cultural identity development.

Objective
The student will understand and be able to articulate theories of human development across the lifespan and the systemic and environmental factors that affect it.

Objective
The student will identify and apply theories and models of career development, and counseling.

Objective
The student will be able to demonstrate essential interviewing, counseling, and case conceptualization skills.

Objective
The student will articulate an understanding of the characteristics and functions of effective group leadership.

Objective
The student will demonstrate the ability to select assessment instruments that appropriately measure a psychological construct and utilize these results to diagnose developmental, behavioral, and mental disorders.

Objective
The student will demonstrate the ability to critique and synthesize current research in the advancement of the profession and into the practice of counseling.

Objective
The student will demonstrate understanding of the diagnostic process and the use of the current diagnostic classification system, the Diagnostic and Statistical Manual of Mental Disorders (DSM).

Objective
The student will demonstrate professional dispositions inherent to the counseling profession: professional conduct, ethical practice, supervision, documentation, multicultural competence, appropriate boundaries, self-awareness and growth, tolerance for vulnerability and risk, and appropriate self-care.

MEDEDL - MEd Educational Leadership

General

Description

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 educational leaders who are satisfying PreK-12 administrator certification requirements, as well as supporting non-certification sustainable leadership requirements. This program has interdisciplinary courses from other leadership programs, as well as providing courses that are available for the PhD program, and other programs within the College. Graduate student attendance at the annual Colloquium is required.

Simple Requisites

Degree Requirements

Total credits 36

Online Orientation

Cumulative GPA of 3.0 to graduate

Residency Requirement

As a limited-residency program, students are required to attend a minimum of one colloquium per academic year. Students may choose from the Education colloquium (January) and the Graduate colloquium (November).

Required Courses

Type

Completion Requirement

Required Courses

Complete ALL of the following Courses:

- MEDL50000 - Foundations of Sustainable Educational L
- MEDL50026 - Current Issues in Education
- MEDL50030 - Ethical & Legal Decision-Making in Educa
- MEDL50040 - Financial Leadership
- MEDL50045 - Designing the Educational Program
- MEDL50047 - Educational Politics & Policy
- MEDL50090 - Personnel Management in Education
- MEDL51020 - Educational Leadership I
- MEDL51021 - Educational Leadership II
- SBM52000 - Impact Metrics: Measuring & Reporting
- MEDL59002 - Signature Portfolio Project: Sustainable
- EDU71012 - Culturally Responsive and Sustaining Ped

Learning Outcomes

Learning Outcomes

Objective

Educational Contexts: Graduate students analyze and discuss the intersections of historical, legal contexts and political trends of mentorship and leadership in education.

Objective
Operations Management: Graduate students effectively demonstrate competence in school finance, human resources, and other school operations under current and acceptable administration standards.

Objective
Sustainable DEI: Synthesize leadership and management theories to foster sustainability and regenerative practices in diverse organizational contexts, emphasizing social justice, environmental sustainability, and innovation.

Objective
Transformative Methods and Strategies: Graduate students successfully utilize several evidence-based leadership methods to develop, lead, and evaluate transformative, relevant, data-driven learning experiences in a variety of contexts.

MEDSC - MEd School Counseling

General

Description
The Master of Education 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 PreK-12 schools. Successful completion of degree requirements leads to an Institutional Recommendation for Arizona Standard School Counselor, PreK-12 certification. Graduate student attendance at the annual Colloquium is required.

Simple Requisites

Degree Requirements

Total credits 36

Online Orientation

Cumulative GPA of 3.0 to graduate

Residency Requirement

As a limited-residency program, students are required to attend a minimum of one colloquium per academic year. Students may choose from the Education colloquium (January) and the Graduate colloquium (November).

Required courses

Type
Completion Requirement

Required courses

Complete ALL of the following Courses:

- MASG50000 - Foundations of School Counseling
- MASG51010 - Counseling Theories and Techniques

- MASG50020 - Human Growth and Development
- MASG50030 - Social and Ecological Perspectives
- MASG50070 - Vocational Counseling and Career Develop
- MASG50080 - Group Dynamics Processing and Counseling
- MASG50081 - The Transformed School Counselor: 21st C
- MASG50111 - Research, Assessment and Testing Practic
- MASG50112 - School Counseling: Program Development
- MEDL50026 - Current Issues in Education
- MASG51021 - Supervised School Counseling Internship

Objective
Sustainable DEI: Synthesize leadership and management theories to foster sustainability and regenerative practices in diverse organizational contexts, emphasizing social justice, environmental sustainability, and innovation.

Objective
Transformative Practice: Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, and demonstrate competence as leaders, collaborators, and advocates for students and their families.

Learning Outcomes

Learning Outcomes

Objective
School Counseling Foundations: Graduate students analyze and discuss the intersections of historical, legal contexts, and political trends of School Counseling in the American Education System.

Objective
Program Design and Assessment: Graduate students effectively design and lead meaningful learner-based multimodal programming and assessment under current and acceptable practice within the field of School Counseling.

MENVST - Envir St & Sus

General

Description

The MS in Environmental Studies and Sustainability prepares students for the essential work of helping reduce the harm caused by human activities to the ecological systems on which we depend. This may lead some students to a concentration in Conservation Biology, conducing research and developing policies to preserve or restore threatened habitats and populations of species. Others may focus on transforming the human impact through a concentration in Sustainability and Climate Solutions, helping envision and plan communities, practices, and networks that are more resilient, sustainable, and even regenerative. Throughout this degree students apply what they learn to the places where they live and work, acquiring knowledge and professional skills that prepare them for work in agencies and organizations, or to continue their research at the next level.

Simple Requisites

Degree Requirements

- 36 credits
- Online Orientation
- Cumulative GPA of 3.0 to graduate

Core Required Courses

Type

Completion Requirement

Core Required Courses

Complete ALL of the following Courses:

- ENV57100 - Ecology, Culture, and Community
- ENV57876 - Understanding Climate Change
- ENV50505 - Cross-Cultural Environmental History
- ENV57150 - Natural Systems Ecology & Restoration
- ENV50505 - Cross-Cultural Environmental History
- ENV51650 - Applied Systems Thinking
- ENV53100 - Water Resources and Management
- ENV56601 - Environmental Leadership & Communication
- COR57700 - Capstone

Electives

Students select 9 credits of electives (typically three 3-credit courses). Students may use elective credits to pursue a concentration or certificate.

Learning Outcomes

Learning Outcomes

Objective

Build a solid foundation in systems thinking, environmental science, human ecology, leadership, and planning and policy, and show the capacity of these disciplinary areas to shape engagement with specific environmental challenges.

Objective

Demonstrate diverse and inclusive approaches to analyzing contemporary environmental and sustainability isues at local, regional, and global scales.

Objective
Apply a suite of sophisticated skills that incorporate theoretical knowledge into problem-solving on the ground.

Objective
Evaluate the particular challenges that communities face - environmental, social and political - in becoming more sustainable and resilient, and to research and develop effective approaches for addressing these challenges.

MINTST - Inderdisciplinary Studies

General

Description
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. MAIS students need a minimum of 30 credits to graduate from this program. Preapproved, graduate-level transferred credits can be included in the MAIS student's degree plan: up to 15 credits earned within 10 years of being admitted into the MAIS program. Approval comes from the Registrar and the MAIS Program Coordinator.
2. MAIS students can take graduate courses offered in other Prescott College programs and/or create their own mentored/independent study courses.
3. Only three courses are required, which includes the Capstone.
4. Students can pursue a graduate concentration or certificate through this degree.
5. Opportunities are virtually endless to individualize what is studied.
6. Cumulatively, the student's MAIS degree path must broadly encompass the Mission, Vision, and Values of Prescott College

Note: Students using Veterans Administration benefits may not pursue individualized degrees and must choose from prescribed titles approved by the Arizona State Approving Agency.

Simple Requisites

Degree Requirements

- 30 credits
- Online Orientation

- Cumulative GPA of 3.0 to graduate

MAIS students need 30 credits to graduate. Nine of those credits come from required courses. The remaining 21 credits can come from online graduate courses offered at Prescott College, and/or through mentored/independent studies courses. Students can pursue a graduate concentration or certificate within those 21 credits.

Required Courses

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- COR57114 - Critical Foundations of Research & Schol
- COR57120 - Being Interdisciplinary
- COR57700 - Capstone

Electives-Students select 21 credits of electives (typically seven 3-credit courses). Students may use elective credits to pursue a concentration or certificate. Recommended electives include:

Type
Completion Requirement

Electives

Complete at least 7 of the following courses:

- GRA52100 - Traditional Ecological Knowledge & Wisdo
- ENV57100 - Ecology, Culture, and Community
- MASJC50004 - Theories of Change
- ENV57900 - Food Systems
- ENV57876 - Understanding Climate Change
- ENV58750 - Sustainability & Resilience Planning
- ENV57700 - Social Equity & Community Engagement
- SBM57510 - Innovative Venture Creation Development
- MASJC50003 - Social Movements & Global Justice

Learning Outcomes

Learning Outcomes

Objective
Interdisciplinary Synthesis: Students will be able to synthesize knowledge drawing from multiple fields of study.

Objective
Critical Analysis: Students will analyze reasoning and create effective critical arguments.

Objective
Creative Communication: Students will develop and apply skills in various modes of communication.

Objective
Career Alignment: Students will translate interdisciplinary learning to career pathways.

MSFOOD - Transformative Food Systems

General

Description

Food systems have a unique and complex capacity to leverage transformative social change. The Master of Arts in Transformative Food Systems is a leading-edge response to the planet's urgent challenges, acknowledging a need for change that engages multiple systems and modalities. In a vibrant experiential online learning environment, supporting peer learning and sense of place as an asset, students acquire a comprehensive understanding of food from a systems perspective. history, critique, diverse ways of knowing, and local-to-global context inform analyses and the development of strategies that value relationships as strategic opportunities to guide the emergence of a conscious and regenerative food system.

Emphasizing food systems as a complex adaptive system, providing the knowledge, skills, and support to influence transformative change across sectors and systems, the curriculum aspires to create new leaders in the movements to establish food justice, create inclusive regional economies, address climate change, and support policy reform, health and wellbeing, and regenerative, agroecological approaches to the environment. The program is designed to be completed in one year (full time) or two years (part time). All students complete a final Capstone project which can be a practicum, professionalization portfolio, a creative project, an applied research project or a thesis document.

Simple Requisites

Degree Requirements

- 36 Credits
- Online Orientation
- Cumulative GPA of 3.0 to graduate

Core Required Courses

Type
Completion Requirement

Core Required Courses

Complete ALL of the following Courses:

- ENV57900 - Food Systems
- ENV57902 - Food Justice Seminar
- ENV57901 - Critical Ethnography: Place, Id, & Food
- ENV57910 - Building Diverse Networks for Change
- ENV57950 - Regenerative Agroecology
- ENV57955 - Social Values and Value Chains
- ENV57960 - Food and Agriculture: Advanced Policy
- MASJC57700 - Strategic Media and Communications
- COR57700 - Capstone

Electives - Students select 9 credits of electives (typically three 3-credit courses). Students may use elective credit to pursue a concentration or certificate program.

Learning Outcomes

Learning Outcomes

Objective
Recognize food systems as a complex system with historical and bioregional perspectives

Objective
Identify agroecological approaches to food production and ecosystem services.

Objective
Characterize and analyze elements that constitute a food system.

Objective
Recognize challenges and identify opportunities for supporting food systems transformation and policy change

Objective
Develop just and inclusive strategies for food systems transformation.

MSJO - Organizing and Community Justice

General

Description

The Master of Arts in Organizing and Community Justice integrates theory and practice, equipping students with the skills, experience, and knowledge required to be effective community organizers, community leaders, and/or social movement actors. The courses combine skill-building, case-study, ecosystem building, and theory, emphasizing base-building, strategic organizing, and leadership development. Additionally, students will develop a complex understanding of culture, power, systems of oppression, and the history and future of movements for community justice, whether those communities be social or ecological. Finally, students will come to understand the ways in which more resilient community justice movements can be built and assessed.

Simple Requisites

Degree Requirements

Total credits 36

Cumulative GPA of 3.0 to graduate

Required Courses

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- MASJC50004 - Theories of Change
- MASJC50005 - Community Organizing Tools and Practices
- ENV57910 - Building Diverse Networks for Change

- MASJC51111 - Advocacy Research
- MASJC50003 - Social Movements & Global Justice
- GRA51102 - Grant Writing & Nonprofit Essentials
- MASJC57700 - Strategic Media and Communications
- MASJC59001 - Capstone

Complete at least 1 of the following courses:

- SBM52000 - Impact Metrics: Measuring & Reporting
- GRA52150 - Equitable Program Evaluation & Developme

Learning Outcomes

Learning Outcomes

Objective

Organizing Methodologies: Learners will cultivate and develop strategies to analyze, evaluate, and participate in multiple approaches to build power of impacted communities.

Objective

Communication: Learners will communicate ideas to multiple scales of audiences in oral, visual, and written forms to solicit feedback and advocate for a particular position.

Objective

Applied Social Theory: Learners will demonstrate the ability to articulate, evaluate, and compare scholarly and applied theories of culture, power and social.

Objective

Research for Change: Learners will demonstrate ethical design in applying a variety of research skills, from stakeholder engagement to policy analysis to academic reviews, to specific advocacy and organizing practices.

MSLEAD - Sustainable Leadership & Management

General

Description

Prescott College's graduate certificate in Sustainable Leadership and Management equips students and professionals with essential management tools that help leaders in all industries and sectors become more effective. Ideal for individuals seeking to enhance their leadership and management skills, the program offers knowledge and holistic competencies that are crucial for leading new and existing organizations across private, nonprofit, and public sectors. With a focus on social justice, environmental regeneration, economic sustainability, and creativity, students are prepared to excel in leadership positions in entrepreneurial/ ecopreneurial ventures, local community organizations, family businesses, non-profits, and public enterprises, among others.

The program's five-course curriculum is concise yet enables students to develop critical competencies necessary for effective leadership of 21st-century organizations. During the program, students learn:

Development and implementation of differentiation strategies that drive economic success, and positive social and environmental impact.
Design of sustainable marketing and branding plans, as well as funding strategies for non-profit organizations (for students whose post-graduation goals are in the public and non-profit sectors).
Development of a detailed and feasible business plan for a new venture, incorporating market research, competitive analysis, and strategic planning for a for-profit, non-profit, or public enterprise.
Measurement and reporting of environmental and social performance.
Ethical financial management principles in accounting, budgeting, capital budgeting, and financial reporting.

These skills are transferable across industries, making the certificate a valuable asset for those looing to make an impact in any sector.

Primary Objective:
The certificate is primarily targeted at professionals and students aiming to deepen their understanding of leadership and management, enhancing their ability to drive organizational success across sectors. The program emphasizes the integration of financial principles, sustainability frameworks, and strategic planning techniques to foster leadership that promotes social justice, environmental regeneration, and economic resilience.

Simple Requisites

Degree Requirements

REQUIREMENTS

- 15 credits

Required Courses

Type

Completion Requirement

Core Required Courses

Complete ALL of the following Courses:

- SBM57501 - Transformative Leadership Sust Future
- SBM52000 - Impact Metrics: Measuring & Reporting
- SBM52003 - Socially Responsible Financial Managemnt

Complete one

Complete at least 1 of the following courses:

- SBM57510 - Innovative Venture Creation Development
- SBM57511 - Social Entrepreneurship & Impact Innovat

Complete one

Complete at least 1 of the following courses:

- SBM55500 - Impact Marketing & Brand Strategy
- GRA51102 - Grant Writing & Nonprofit Essentials

Learning Outcomes

Learning Outcomes

Objective
Evaluate the leadership and management skills, knowledge, and holistic competencies essential for leading new and existing organizations across sectors (private, non-profit, public), with a focus on social justice, environmental regeneration, economic sustainability, and creativity.

Objective
Develop a detailed and feasible business plan for a new venture, incorporating market research, competitive analysis, and strategic planning, for a private-sector, non-profit, or public enterprise.

Objective
Design comprehensive sustainable marketing, branding, and sales/fund-raising strategies that drive environmental and social impact, and effectively align with organizational goals and values.

Objective
Apply frameworks to measure and report environmental and social performance, supporting environmental regeneration and social responsibility in diverse organizational contexts.

Objective
Apply frameworks to measure and report environmental and social performance, supporting environmental regeneration and social responsibility in diverse organizational contexts.

Objective
Apply accounting and financial principles to drive ethical financial management practices and decision-making in budgeting, financial reporting, and other foundational areas of financial management.

OCUAE - Adventure Education

General

Description

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 foundations, leadership abilities, experiential teaching and group facilitation competencies, technical skills, and sensitivity to and care for the environment.

Simple Requisites

Degree Requirements

Major Requirements:

44+ total credits; 24+ UD credits

→ NOTE: Although courses may be listed in multiple distribution areas, students cannot count a course twice to meet their distribution area requirements.

Prerequisite Course

Type

Completion Requirement

Prerequisite Course Requirement

This course is a prerequisite course for all Adventure Education courses.

Complete ALL of the following Courses:

- ORI26002 - Orientation: Desert, Mountain & Canyon E

Required Courses

Type

Completion Requirement

Required Courses

Complete ALL of the following Courses:

- ADV21225 - Teaching & Learning in Experiential Ed
- ADV21052 - Outdoor Experiential Education
- ADV41050 - Origins & Directions in Adventure Educat
- ADV41000 - AE I: Expeditionary Instructor Develop
- ADV41002 - Adventure Education II: Practicum
- COR40005 - Senior Project

Outdoor Skills

Type

Completion Requirement

Outdoor Skills

Complete ANY of the following Courses:

- ADV22010 - Rock Climbing, Introduction to
- ADV24050 - Environmental Perspectives & Whitewater
- ADV24202 - River Guides Training (Inactive)
- ADV23151 - Backcountry Skiing & Avalanche Training
- ADV43010 - Avalanche Forecasting
- ADV42015 - Rock Climbing, Intermediate
- ADV43005 - Alpine Mountaineering
- ADV43000 - Inter. Mountain Expedition
- ADV24110 - Sea Kayaking & Coastal Environments

- ADV21025 - WELS I: Expeditionary Technical Skills
- ADV44201 - Expeditionary Rivers:

Ecological Literacies

Type
Completion Requirement

Environmental & Ecological Literacies

Complete ANY of the following Courses:

- ADV21023 - Wilderness Exploration & Landscape Studi
- ADV24050 - Environmental Perspectives & Whitewater
- ENV22730 - Natural History & Ecology of the Southwe
- ADV24110 - Sea Kayaking & Coastal Environments
- ENV41550 - Water in the West

Social Justice Literacy

Type
Completion Requirement

Social Justice Literacy

Complete ANY of the following Courses:

- ADV41704 - Gender Topics in Outdoor Leadershp
- CRS42603 - Wilderness and Colonization
- ADV41710 - Leading Inclusively

Human Dynamics Literacies

Type
Completion Requirement

Human Dynamics & Interpersonal Literacies

Complete ANY of the following Courses:

- ADV21100 - Group Process for Adventure Educators
- HDP42281 - Ecopsychology: Choices for a Sustainable
- HDP21050 - Therapeutic Use of Nature and Outdoors
- ADV46000 - Wilderness Orientation Instructors Pract

Leadership

Type
Completion Requirement

Leadership

Complete ANY of the following Courses:

- ADV46000 - Wilderness Orientation Instructors Pract
- ADV40050 - Teaching Assistant

Embedded Certificates

ADV23151 Backcountry Skiing & Avalanche Training →
Recreational Avalanche Level 1 (through American Avalanche Association)

ADV43010 Avalanche Forecasting →
Recreational Avalanche Level 2 (through American Avalanche Association)

ADV2402 River Guides Training →
Swiftwater Technician (through Sierra Rescue)

Required Certification

Wilderness First Responder (external certification)

Additional Requirements

Outdoor Leadership Days (can be fulfilled through an internship) 50 leadership days

Students that take the qualifying coursework may be eligible for a certificate in River Studies & Leadership certificate through the River Management Society.

Qualifying coursework includes:

River Science	ENV42724 Restoration Ecology	4 Credits
River Policy	ENV41550 Water in the West **OR** ENV42020 Conservation Biology	4 Credits
Geographic Information Science & Technology	ENV21400 Geographic Information Systems, Introduction	4 Credits
Swiftwater Rescue (Required Certification)	ADV24202 River Guides Training → Swiftwater Technician (Sierra Rescue)	4 Credits
Emphasis in River-based Recreation, Education, and Tourism	ADV24050 Environmental Perspectives & Whitewater Rafting	6 Credits
	ADV44201 Expeditionary Rivers: Canoeing the Rio Grande	4 Credits

River-Related Professional Project	COR40005 Senior Project	4 Credits

Learning Outcomes

Learning Outcomes

Objective
Theory and Philosophy: Learners will identify, analyze, and evaluate the key elements and perspectives, essential practices, and current trends in adventure education

Objective
Leadership and Facilitation: Learners will apply leadership skills, experiential teaching strategies, and facilitation techniques to create intellectually, emotionally, and physically safe communities within adventure education.

Objective
Ecological Literacy: Learners will integrate ecological knowledge and practice in adventure education experiences.

Objective
Outdoor Skills: Learners will demonstrate technical competency in outdoor disciplines necessary for the implementation of safe, high-quality experiences.

OCUAH - Environmental Humanities

General

Description
Healing the world requires deep imagination, creative action, and skillful practices. The Environmental Humanities Program uses the lenses of the humanities – art, history, literature, anthropology, philosophy, religious studies – to complement scientific approaches to the human-environment relationship in order to investigate, envision, and celebrate human engagements with the non-human world. Using narrative, interpretive and creative approaches, we consider how the environment is socially constructed and represented, and bring intellectual and creative rigor to our aspirations for just, sustainable and inspiring relationships among humans and the natural world.

Simple Requisites

Degree Requirements

Major Requirements:

40 total credits including 20 Upper Division credits

→ *NOTE: Students must select an Upper Division course within the distribution area course options.*

Required Course

Type
Completion Requirement

Required Course

Complete ALL of the following Courses:

- AHU21040 - Intro to Humanities
- AHU24006 - Foundations of Regenerative Design

- AHU21045 - Just Art: Art & Social Change
- AHU47001 - Environmental Humanities
- AHU41030 - Topics in Global Environmental Humanitie
- AHU43323 - Sense of Place
- COR40005 - Senior Project

Arts Practices & Perspectives

Type
Completion Requirement

Arts Practices & Perspectives

Complete at least 3 of the following courses:

- AHU22010 - Topics in Creative Writing
- AHU42010 - Topics History, Literature, Philosophy

Additional Comments:
These courses may be repeated for credit.

Students must take one Upper Division course.

Learning Outcomes

Learning Outcomes

Objective
Learners demonstrate a critical understanding of the theories, concepts and social and historical contexts in the environmental humanities.

Objective
Learners effectively employ the techniques of their chosen disciplines in the environmental humanities.

Objective
Learners produce original creative visual, literary, or regenerative design work or a critical analysis that effectively communicates some aspect of the human-environment relationship with an audience.

Objective
Learners are able to discuss topics within the environmental humanities through multiple lenses, including Indigenous, Western, and cross-cultural global perspectives.

OCUBAE - Field Ecology & Conservation

General

Description

The aim of this degree is to develop ecologically and scientifically literate, informed, and responsible citizens who are prepared to offer solutions to environmental problems, and to help develop sustainable relationships between people and nature. Students gain an interdisciplinary understanding and experience of the scientific, political, economic, community-based, and social justice aspects of contemporary environmental problems. Through field-based application of knowledge, they develop the skills to be part of the solutions in a variety of fields ranging from field ecology to resource management to community-based conservation and science communication. Students pursuing a BA in Field Ecology & Conservation 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 program advances and integrates 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 community development, application to real-world situations, critical thinking, field and laboratory methods, and oral and written communication

Simple Requisites

Degree Requirements

Major Requirements:

48 total credits including 24 Upper Division credits

→ NOTE: Students must select an Upper Division course within the distribution area course options.

Required Courses

Type

Completion Requirement

Required Courses

Complete ALL of the following Courses:

- ENV22725 - Ecology, Concepts of
- ENV22730 - Natural History & Ecology of the Southwe
- ENV22731 - Natural History & Ecology of the Southwe
- ENV25020 - Geology of the Southwest **OR** ENV23328 - Oceanography

Required Capstone Courses

Type

Completion Requirement

Complete ALL of the following Courses:

- ENV47100 - Ecological Research Methods
- ENV42020 - Conservation Biology
- COR40005 - Senior Project

Social Systems Course

Type

Completion Requirement

Social Systems Course

Complete ANY of the following Courses:

- ENV23319 - Cultural Geography
- ENV42700 - Human Ecology
- ENV47730 - Children & Nature
- ENV41550 - Water in the West

Environment and Sustainability Course

Type
Completion Requirement

Complete ANY of the following Courses:

- ENV22850 - Environmental Problems:Root Causes, Inno
- ENV46100 - Climate Studies:The Future of the Planet
- ENV43310 - Climate Change, Fisheries, & Policy
- ENV43819 - Transforming Community Food Systems
- ENV23815 - Agroecology

Biology and Field Ecology Course

Type
Completion Requirement

Field Ecology Course

Complete ANY of the following Courses:

- ENV22015 - Biological Principles: Life on Earth
- ENV42115 - Field Botany
- ENV22201 - Ornithology: The Life of Birds
- ENV43321 - Marine Studies I: Natural History of the
- ENV43000 - Human Evolution
- ENV23325 - Diversity of Marine Life
- ENV42025 - Island Biogeography
- ADV21023 - Wilderness Exploration & Landscape Studi

Applied Conservation Course

Type
Completion Requirement

Applied Conservation Course

Complete ANY of the following Courses:

- ENV43311 - Community-Based Marine Conservation
- ENV45114 - Community-based Conservation in Costa Ri
- ENV42724 - Restoration Ecology

Learning Outcomes

Learning Outcomes

Objective
Values: Learners can explain the historical and cultural foundations of how humans value and conserve nature and natural resources.

Objective
Processes: Learners can describe ecological and evolutionary processes across temporal and spatial scales.

Objective
Application: Learners can articulate effective solutions to ecological challenges based on analysis of complex natural and human systems.

Objective
Research and Inquiry: Evaluate validity of current field research and scientific data around environmental topics and issues.

OCUHDP - Psychology

General

Description

The BA in Psychology at Prescott College emphasizes critical, holistic, and social/ environmental justice perspectives to approach the study of individual, societal, and institutional/organizational psychological processes and well-being. These perspectives include centering diverse voices, experiences, and ways of knowing, and understanding the complex interactions between sociocultural and individual factors, as well as the influence of power, privilege, and oppression.

Simple Requisites

Degree Requirements

Major Requirements

40 total credits including 20 Upper Division credits

Required Courses

Type

Completion Requirement

Required Courses

Complete ALL of the following Courses:

- HDP22210 - Introduction to Psychology
- HDP22212 - Foundations of Critical Psychology
- HDP22242 - Social Science Research Methods
- HDP21200 - Lifespan Development: A Cultural Approac
- HDP42241 - Social Cognition
- HDP42240 - Psychopathology and Health
- COR40005 - Senior Project

Social & Cultural Wellbeing

Type

Completion Requirement

Social & Cultural Wellbeing

Complete ANY of the following Courses:

- HDP42281 - Ecopsychology: Choices for a Sustainable
- HDP42220 - Critical Communications
- HDP47500 - Women's Psychology & Sexuality
- HDP41170 - Doing Good: Compassion and Sustainable C

Holistic Approaches to Health & Wellbeing

Type

Completion Requirement

Holistic Approaches to Health & Wellbeing

Complete ANY of the following Courses:

- HDP21150 - Holistic Health & Wellness
- HDP47400 - Living with Loss: Studies of Grief & Tra
- HDP21171 - In Service of a Sane World
- HDP21050 - Therapeutic Use of Nature and Outdoors

Psychological Theories & Applications

Type

Completion Requirement

Psychological Theories & Applications

Complete ANY of the following Courses:

- HDP42250 - Family Systems Theory
- HDP42260 - Relationship Dynamics
- HDP42230 - Psychology of

Consumerism
- HDP45110 - Neuropsychology

Learning Outcomes

Learning Outcomes

Objective
General Content Knowledge and Applications: Learners articulate key historical and contemporary concepts, theoretical perspectives, and cultural trends in psychology.

Objective
Scientific Inquiry, Psychological Literacy, and Critical Thinking: Learners analyze psychological research, theories, and applications using critical and scientific thinking.

Objective
Professional Communication: Learners demonstrate professional written and oral communication skills, including appropriate use of APA style.

Objective
Personal and Professional Development: Learners engage in personal and professional development relevant to psychology and the helping professions.

Objective
Values-Informed Applications of Psychology: Learners apply critically and ethically informed psychological knowledge towards supporting individual and societal well-being.

OCUIS - Interdisciplinary Studies

General

Description

Contributing to a society with complex issues requires a workforce capable of synthesizing and transforming multiple perspectives and approaches into dynamic solutions. Interdisciplinary Studies students integrate skills, knowledge, and dispositions from two or more distinct disciplines to tackle challenges of the 21st century. This major is ideal for students who are systems thinkers, who wish to pave their path through their studies, and who want to contribute creatively to an ever-changing world.

Simple Requisites

Degree Requirements

Major Requirements

40 total credits including 20 Upper Division credits
Transfer students must have 80 credits to apply
No more than 6 courses can be taken through mentored study

Required Course

Type

Completion Requirement

Required Course

Complete ALL of the following Courses:

- COR40005 - Senior Project

Additional Comments:

Area of Focus - 30 credits. Applicable courses are guided by broader academic disciplines such as social systems, ecological systems, cultural systems, etc.

Change Agent/Leadership

Type

Completion Requirement

Change Agent/Leadership

Complete at least 1 of the following courses:

- ADV41704 - Gender Topics in Outdoor Leadershp
- ENV41101 - Environmental Education in Practice
- EDU45100 - Culture, Power, & Societal Change
- HDP42220 - Critical Communications
- SBM57501 - Transformative Leadership Sust Future
- MASJC50004 - Theories of Change
- MASJC50005 - Community Organizing Tools and Practices
- ADV57100 - Transformative Leadership
- ENV51650 - Applied Systems Thinking
- MEDL50000 - Foundations of Sustainable Educational L
- ENV56601 - Environmental Leadership & Communication
- ENV58500 - Impact Management and Project Design

Interdisciplinary Inquiry

Type

Completion Requirement

Interdisciplinary Inquiry

A research methods course may also be used for this requirement.

Complete at least 1 of the following courses:

- COR57120 - Being Interdisciplinary
- AHU24006 - Foundations of Regenerative Design

Learning Outcomes

Learning Outcomes

Objective
Disciplinary Foundation: Learners will demonstrate foundational proficiencies in two or more disciplinary fields, identifying theory, vocabular, and approaches central to each disciplinary field, and evaluation the limitations of single disciplinary approaches to specific projects.

Objective
Technical Skills and Methods: Learners will effectively apply the techniques or methods from more than one disciplinary field to research or creative projects, including a rigorous capstone thesis or project.

Objective
Interdisciplinary Synthesis: Learners will synthesize knowledge from multiple disciplinary fields to effectively communicate a holistic and interdisciplinary approach to a topic of inquiry.

OCUSJS - Critical Social Justice & Solidarity

General

Description
Critical Social Justice and Solidarity is an action oriented undergraduate program serving students who are drawn to understanding the big questions of our time and how everyday people can generate power for change. Critical Social Justice and Solidarity welcomes people who want to develop their skills, experience, and knowledge to directly participate in building a more socially and environmentally just and life-affirming world. Our curriculum moves our students beyond opinion to an analysis of the world and its social systems while developing social, environmental, and political consciousness and cultural competencies. Additionally, our students learn to recognize, learn from, and participate in the movements that are reframing and re-describing what is possible in the world. Finally, our students learn to identify their own sense of purpose and mobilize their talents to contribute to movements for justice.

Simple Requisites

Degree Requirements

Major Requirements:

40 total credits including 20 Upper Division credits

Required Courses

Type
Completion Requirement

Required Courses

Complete ALL of the following Courses:

- CRS25000 - Class, Capitalism and

Colonization
- CRS22706 - Decolonial Pedagogy
- CRS22708 - Decolonial Gender & Sexualities
- CRS23612 - Globalization & the Global Left
- CRS24300 - Maasai Lands and Colonial Legacies
- CRS43500 - Climate Change, Migration Justice
- EDU45100 - Culture, Power, & Societal Change
- CRS42100 - Color Line in U.S. History, The
- COR40005 - Senior Project

Field-Based Course

Type
Completion Requirement

Field-Based Course

Complete ANY of the following Courses:
- CRS44301 - Maasailand II: Ecology, Economy & Cultur
- CRS44302 - Maasailand III: Community Organizing
- CRS41016 - Spanish Intensive & Cultural Immersion
- CRS44010 - U.S.- Mexico Border Studies
- ADV42603 - Wilderness and Colonization

Learning Outcomes

Learning Outcomes

Objective
Learners will analyze structures, from diverse perspectives, through which systems of oppression are produced.

Objective
Learners will engage in solidarity work with impacted communities.

Objective
Learners will analyze and critique racial, class, and gender formations.

Objective
Learners will be able to situate themselves within socio-political and economic landscapes.

Objective
Learners will demonstrate an understanding of decoloniality and a vision that another world is possible

PHDLOW - Sustainability Education

General

Description

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. in Sustainability Education is to help prepare a new generation of culturally sustaining and responsive 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 justice achieved through equity pedagogy and praxis. Building on Prescott College's long-standing reputation for experiential, adventure, and ecological education, the Ph.D. program's learning environment is community engaged, collaborative, and participatory. Achieving sustainability in all dimensions relies on 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 by building a more just and liberatory future. The Ph.D. in Sustainability Education provides an opportunity for advanced, interdisciplinary, applied and student-centered learning that addresses important global, regional, and local issues. It is based on the social and environmental justice philosophies that have differentiated Prescott College from other educational institutions since the 1960s. This PhD program emphasizes rigorous scholarship, critical thinking, and action-oriented, community-based participatory research. Based on a cohort-model of learning and scholarship, the program fosters open discourse and design of an ecologically sustainable and socially just world, examining systemic minorization and climate injustices, and reimagining whole, integrated, healthy futures. Through respect for diverse perspectives and scholarly collaboration and integrated, applied theory, the Ph.D. program promotes the evolution of ecological understanding, psychological/philosophical consciousness, and equitable learning for a humane and sustainable future. Students gravitate to and leverage this program from myriad scholarly and professional angles. It supports a transdisciplinary group of scholar-practitioners focused on sustainability in their fields, which often manifests professionally into careers in teaching, research, consulting and leadership.

Simple Requisites

Degree Requirements

Program Plan/Degree Completion Specifications

The PhD in Sustainability Education consists of 72 credits (at a minimum). The program is designed to be limited residency, primarily conducted online with annual optional residential offerings, with one mandatory on-campus residency. There is a recommended annual Spring Sustainability Education Symposium in Prescott, Arizona, on the Prescott College campus, for student scholars to present their work, to network with students and faculty, and is required for graduating doctoral students.

Cumulative GPA of 3.0 to graduate.

The degree must be completed in ten or fewer years.

Required Participation:

First-year Orientation, and one’s last term Spring Sustainability Education Symposium/graduation. All other convenings are optional to attend, but recommended.

Coursework in three phases

Generally, these phases correspond with years in the program, but there is overlap. The first phase of the program is devoted to participating in foundational courses taught by the Ph.D. faculty. Most courses are offered in a session format of 8 weeks. Students enroll each term in one or two courses per session.

Phase I

Type
Completion Requirement

Phase I

Complete ALL of the following Courses:

- EDU71010 - Critical Foundations of Research and Sch
- EDU71012 - Culturally Responsive and Sustaining Ped
- EDU71013 - Sustainability Education
- EDU71011 - Sustainability: Principles and Practice
- EDU71014 - Climate Advocacy & Praxis
- GRA58003 - Advanced Research Design

Phase I

Complete at least 2 of the following courses:

- GRA58001 - Quantitative Research Methods
- GRA58002 - Qualitative Research Methods
- GRA52150 - Equitable Program Evaluation & Developme

Phase II

Phase II consists of 24 credits of Electives.

Students may take Master's and/or PhD level elective courses.

During the second phase, students develop and participate in online elective courses that reflect their personal, academic, and specialized orientations. Some students will also still be completing core courses. The electives are chosen in collaboration with the students' Core Faculty Advisor. Students need some combination of:

- up to 24 credits in 5000 - 7000 level courses
- these could include a practicum (up to 6 credits)

Suggested electives are included below.

Students identify, in collaboration with their Core Faculty Advisor, the student's Chair, two Dissertation Committee Members and Expert External Reader prior to Phase III.

Phase II

Type
Completion Requirement

Phase II

Earn at least 24 credits from the following:

- ENV51250 - Land Use Planning & Policy
- ENV57876 - Understanding Climate Change
- MASJC52000 - Race, Class, and Housing Justice
- ENV57902 - Food Justice Seminar
- MASJC50005 - Community Organizing Tools and Practices
- SBM57501 - Transformative Leadership Sust Future
- MEDL50045 - Designing the Educational Program
- MEDL50090 - Personnel Management in Education
- MASJC50004 - Theories of Change
- MASJC50003 - Social Movements & Global Justice
- MASJC50002 - Radical Pedagogy as Praxis
- MASJC50020 - Landscapes of

Neoliberalism

Phase III

Phase III consists of between 21 and 24 credits and is the benchmark and dissertation phase. It consists of:

- Academic Writing Seminar - the outcome is a Qualifying Paper (QP) (note: this could also be accomplished during Phase II, and this course can be substituted with a graduate elective if the Qualifying Paper benchmark is satisfied elsewhere), which, if approved, leads to
- Dissertation Proposal: Doctoral Research Design - if approved, leads to
    - One must present the Dissertation Proposal to the Committee in a Zoom meeting, or as a public presentation. The Institutional Research Board (IRB) proposal and appropriate consent forms must be reviewed and approved by the primary Dissertation Committee Members and the Institutional Review Board. The DP must be approved by the Dissertation Committee prior to candidacy and prior to taking dissertation credits. The student advances to candidacy when Phase III project are complete and the DP has been approved by the Doctoral Committee.
- Dissertation
    - Present Dissertation at (mandatory) Sustainability Education Symposium

Phase III

Type
Completion Requirement

Phase III

Earn at least 24 credits from the following:

- EDU77001 - Dissertation Proposal: Doctoral Research
- WRW57001 - Academic Writing Seminar
- EDU79002 - Dissertation

Phase III
EDU79002 Dissertation is a 3-credit course that must be taken six times for a total of 18 credits required for dissertation.

Learning Outcomes

Learning Outcomes

Objective
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 fields and movements.

Objective
Analyze sustainability education as a social and environmental justice phenomenon, expressly employing an equity literacy lens.

Objective
Synthesize critical, innovative, and systems thinking skills as reflected in sustainability education theory, inquiry, research, and practice.

Objective
Produce and disseminate scholarly knowledge, including: written, visual, and oral products.

Objective
Build leadership skills that foster environmental and social justice values and pedagogies.

All Courses

ADV21010 - Environmental Topics for Educators and A

General

College
RDP

Course 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.SPECIAL NOTES: It is recommend that students have a background in adventureeducation and/or environmental studies. One all-day field trip, date TBD; $40.00 estimated student expense for food in the field, misc

ADV21011 - Environmental Education Methods for Adve

General

College
RDP

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

ADV21014 - WELS I: (Plateau) Expeditionary Leadersh

General

Course Description

This course develops students' canyon and river-based expeditionary skills through design, implementation, and facilitation of expeditionary technical skills. Multiple extended river and backpacking expeditions across the Colorado Plateau, by foot and boat are the primary modes of delivery for technical and leadership skills. Course outcomes include a working knowledge of trip planning and logistics; equipment use and care; minimum impact camping techniques; map and compass navigation; technical canyon travel, whitewater rafting hydrology and raft-piloting techniques; risk management; and strategies for facilitating group dynamics and decision-making during collaborative, educational expeditions. In the context of expeditions into remote country, students cultivate proficiency in outdoor technical skills related to backpacking, canyoneering, and whitewater rafting. The knowledge and skills gained in this course are fundamental to successful completion of the concurrent Phase II and Phase III.

ADV21015 - WELS I: (Marine) Expeditionary & Technic

General

Course Description

SPECIAL NOTES: Meets 1st 2-3 weeks in town, 8:00 a.m. -12:45 p.m., in San Juan 201-C. This course will take place in the Sea of Cortez, Sonora, Mexico. $550.00 estimated student expense for personal gear, food, misc. STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER!!

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.

ADV21016 - WELS II: (Marine) The Ocean Classroom

General

Course Description

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.

ADV21019 - WELS I: (River) Expeditionary & Technica

General

College

RDP

Course Description

With the Green and Colorado Rivers as our floating classroom, this course will introduce students to the fundamentals of whitewater rafting and river expedition skills. Through readings, extensive first-hand practice, class discussions, and presentations, students will learn about expedition planning and logistics, group management and outdoor leadership, Leave No Trace practices, raft repair and maintenance, boat piloting, whitewater hydrology, safety and swift water rescue, and recreation on public lands. Students will also investigate fundamental theories, current issues, and historical perspectives in expeditionary leadership, and develop strategies that help create an effective learning community.

ADV21020 - WELS II: (River): Exploration of the Col

General

College
RDP

Course Description
In this course, whitewater rafting and river expeditioning are utilized to study the natural history, cultural history, and contemporary conservation issues of the Colorado Plateau with an emphasis on the region's river systems and watersheds. Through readings, first hand observations, and field exercises, students will study the Plateau's geology, biogeography, and riparian landscape ecology, and learn to identify the common plant and animal communities. An overview of the Plateau's human history - both Native American and European - will include a special focus on the John Wesley Powell expeditions and other historic figures of the Colorado River system. These studies will set the stage for exploring current conservation issues related to public lands, river conservation, and water resource management on the Plateau. Finally, from an educator's perspective, this course provides students with an experiential model of how a bioregional theme can be used in wildlands-based adventure education.

ADV21022 - WELS II: Desert Geography

General

College
RDP

Course Description
This course is an exploration of arid landscapes in the context of an extended, immersive field expedition. Landscape study will emphasize physical, biological, and cultural geographic factors at work in these varied environments. The Curricular focus will be on geomorphic processes and landscape evolution, weather and climate, desert vegetation and adaptation, distribution and migration of flora, fauna, past and present human occupation, and contemporary topics relating to water in the West. This course has a strong regional focus but also includes a survey of arid regions across the globe. Expedition skills will include all aspects of planning, preparing, and implementing a multi-week desert expedition in remote country, including logistics planning, route planning, and the necessary accompanying technical skills for our specific expedition.

ADV21023 - Wilderness Exploration & Landscape Studi

General

College
RDP

Course Description
This field-based course is an exploration of mountain landscapes and the physical, biological, and cultural geographic factors at work in mountain environments. We will survey mountain-building processes, geomorphic processes and landscape evolution, mountain weather and climate, snow dynamics, basic glaciology, biogeography of mountain flora and fauna, and human cultural lifeways in high mountain environments. This course has a regional focus but also includes a survey of mountain regions and mountain people across the globe. Students will also gain sustained experience practicing the skills necessary for safe and efficient travel in remote mountain environments, including on and off-trail backpacking, snowfield travel, scrambling, hazard assessment, decision-making, food planning, backcountry cooking, and group and camp management. We will also cover land management with a focus on federally designated wilderness in mountain regions.

ADV21024 - WELS II: (TOPIC)

General

College
RDP

Course Description
Replace TOPIC placeholder, Special Notes, Course Description, etc. whenever ADV21024 is scheduled and this information is determined.

SPECIAL NOTES: TBA

COURSE DESCRIPTION: TBA

ADV21025 - WELS I: Expeditionary Technical Skills

General

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

ADV21030 - Risk Management

General

Course Description
SPECIAL NOTES: N/A

COURSE DESCRIPTION: 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.

ADV21052 - Outdoor Experiential Education

General

College
RDP

Course Description
This course provides a hands-on introduction to the field of Outdoor Experiential Education, with a special focus on Adventure Education. Employing both academic theory and field-based practice, students explore outdoor teaching and facilitation strategies, logistical competencies, technical skills, and leadership approaches. Through classroom-based learning and outdoor experiences, students engage with current topics in outdoor experiential education and recreation. Throughout the course, learners will conceptualize key elements of outdoor experiential education such as inclusive community building, group development, experiential teaching techniques, communication, feedback, self-awareness, supporting others through challenges, risk management, and decision making, and other skills essential to a continued progression in facilitating and leading outdoor experiences. This foundational course for Adventure Education majors also allows students from all study areas to explore the many facets comprising this unique discipline. SPECIAL NOTES: PREREQUISITE: ORI26002 Orientation: Desert Mountain and Canyon Expedition.

ADV21053 - Recreation Management Practicum

General

College
RDP

Course Description
SPECIAL NOTES: N/A

COURSE DESCRIPTION: 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.

ADV21055 - Ways of Being in Wilderness

General

Course Description
SPECIAL NOTES: NONE

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 world wide? In this class, we examine the ways in which a nature-loving culture and scientific based methods of conservation and preservation coming ourt 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.

ADV21066 - Youth Empowerment: Developing and Leadin

General

Course Description

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.

COURSE DESCRIPTION: 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.

ADV21075 - Introduction to Outdoor Expeditionary Sk

General

Course Description

COURSE DESCRIPTION: This 4-day, 1 credit field course offers all students the opportunity to build backcountry expeditionary skills in a learning environment designed to support students who want to gain more confidence in the Outdoors. Students will participate in an introductory canoeing expedition to learn foundational technical and interpersonal backcountry living skills that will aid them in multi-disciplinary field courses at Prescott College. Technical skill topics include, but are not limited to: How to set up a shelter, how to cook in a backcountry setting, expeditionary self-care, personal risk management, how to sleep outside, Leave No Trace basics, and basic expeditionary canoe travel skills. Special emphasis will be placed on developing an expedition mentality, compassionate community-building skills, and how to build an equitable and inclusive group dynamic in the field.

Additionally, this course offers an alternate pathway for students who did not participate in Wilderness Orientation or who did not successfully complete Wilderness Orientation to gain the field experience needed for introductory adventure education classes or field-based environmental studies courses.

SPECIAL NOTES: There is an additional course fee to completely cover student food costs.

ADV21100 - Group Process for Adventure Educators

General

Course Description

What are the tools, methods, and values that drive an effective and inclusive group process in adventure education? As an adventure educator, what shapes my approach to fostering and facilitating group dynamics in various outdoor educational settings? Within the experiential and adventure education framework, learners will read about, discuss, and practice skills such as group facilitation and conflict resolution, inclusive community building, equitable student and participant support, and facilitation of group development. Through expeditionary experiences, outdoor initiatives, and experiential activities, this course will be structured to support student's professional outdoor leadership development.SPECIAL NOTES: PREREQUISITE: ORI26002: Orientation: Desert Mountain & Canyon Expedition.

ADV21200 - Maps & Wilderness Navigation

General

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.SPECIAL NOTES:

ADV21210 - Wilderness Emergency Care

General

College
RDP

Course Description
COURSE DESCRIPTION: This course combines scientific information with practical skills and common sense. The curriculum is designed to make the student proficient in administering care to the sick and injured. An emphasis is placed on the wilderness context of prolonged transport, severe environments, and improvised equipment. Successful completion results in two certifications: CPR and Wilderness First Responder through the Wilderness Medicine Institute of the National Outdoor Leadership School.SPECIAL NOTES:

ADV21215 - Whole Athlete, The

General

College
RDP

Course Description
SPECIAL NOTES: N/A

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.

ADV21225 - Teaching & Learning in Experiential Ed

General

Course Description

What does it mean to be a highly effective educator? This course introduces students to the intentional application of various effective teaching practices applicable to a wide range of experiential education settings. Particular focus is placed on facilitating cognitive and psychomotor skills development, increasing student engagement through effective 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. SPECIAL NOTES:

ADV21704 - Gender Topics in Outdoor Leadership

General

Course Description

In this course, students will examine how gender formations intersect with the history of the Outdoors, outdoor leadership, and outdoor education, with a special focus on women's** experiences. **In this class, 'women' refers to a gender-expansive understanding of women including cis women, transwomen, and any woman-identified individual. We will also focus on the development of outdoor expeditionary skills (this will include at least one of the following: expeditionary whitewater rafting, backpacking, and introductory rock climbing). Leadership and technical skill sets will be fostered within a unique learning environment designed to deconstruct the barriers that women students face in developing confidence, competence, and community in outdoor leadership and Adventure Education. Recognizing the interwoven nature of identity, gender, and leadership will be explored in conjunction with race, sexuality, and class. There will be several expeditionary field sections that offer opportunities and inclusive learning environments designed specifically for women's technical skill acquisition and leadership development. This course is intended to serve as additional preparation for upper-division technical skills courses and students will ideally leave this course with an in-depth understanding of how to further expansive gender leadership in the outdoors and adventure education. Students of all gender identities (allies and accomplices included!) are encouraged to enroll. SPECIAL NOTES: This course will include several required multi-day expeditions. Exact dates TBA. The course fee covers student food expenses.

ADV21710 - Leading Inclusively

General

Course Description
In response to the low rates of racial and ethnic diversity in the outdoors and, by extension, in Adventure Education (AE), this leadership course is intended to cultivate more compassionate, inclusive, and culturally responsive outdoor instructors. In order to move towards a future of meaningful racial and ethnic diversity in AE, students and practitioners must look critically at the history of race, colonization, class, as well as gender, and understand how it applies to outdoor recreation and education. Students will be introduced to relevant theories and concepts (e.g. critical race theory, racial capitalism, critical indigenous studies, and decolonizing education pedagogy) and asked to critically engage by reading texts, participating in course discussions, and completing a research project on a related and relevant topic of their choice. With weekly field activity days and possible extended field trips in multiple disciplines (e.g. white water rafting, backpacking, rock climbing), students will implement their learning in real-life adventure education contexts. The field of AE can and should be at the forefront of compassionate, equitable, and inclusive outdoor programming, and students in this course can help to shape that reality.

SPECIAL NOTES:

ADV22010 - Rock Climbing, Introduction to

General

College
RDP

Course 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.

SPECIAL NOTES:

ADV22011 - Rock Climbing for Women, Introduction to

General

Course Description
SPECIAL NOTES: NONE

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.

ADV22012 - Top-Rope Climbing, Introduction to

General

Course Description
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.

ADV22016 - Introduction to Rock II: Ropework and M

General

Course Description
None

ADV22048 - Rock Climbing & Geology

General

College
RDP

Course Description
SPECIAL NOTES: <<>>

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.

ADV22050 - Rock Climbing & Yoga

General

Course Description
SPECIAL NOTES: N/A

COURSE 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.

ADV22210 - Explorers & Geographers: The Polar Regio

General

College
RDP

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

ADV22211 - Explorers & Geographers

General

College
RDP

Course Description
This interdisciplinary course combines global geography, history of exploration, and perspectives on expedition leadership to investigate the gradual expansion and movements of humankind across the globe. Through lectures, seminar discussions, map work, films, and field excursions we will examine and compare the historical context, motives, outcomes, and consequences of the many ventures of discovery that punctuate human history. Beginning with a foundation in general geographic concepts, we will investigate early migrations of humans and human ancestors, followed by a study of the early explorations of individuals such as Leif Ericsson, Marco Polo, Columbus, Magellan, and subsequent explorations of individuals such as Lewis and Clark, Vitus Bering, and Richard Burton. With an understanding of the history and geography that surrounds exploration, we will then turn our attention to the polar explorers and examine the lives and fates of such leaders as Nansen, Peary, Cook, Shackelton, Scott, and Amundsen. The course culminates with a student research seminar series on explorers and geographers of the modern era.

ADV22212 - Mountain Landscape Geography

General

College
RDP

Course Description
This course is an intensive field exploration of mountain landscapes and the geographic factors contributing to high mountain environments. The course consists of a survey of general geographic factors and case studies that apply to a specific region. Topics include mountain building processes, regional geologic history, geomorphic processes and landscape evolution, mountain weather and climate, snow science, glaciology, biogeographic perspectives on high mountain plant communities, and human cultural lifeways in high mountain environments. This course will have a regional focus on North American Cordilleran mountains which will vary depending on the course location, but will also consider mountains across the globe. As a necessary aspect of its academic mission, this course requires extensive wilderness travel.

ADV23000 - International Mountain Expedition: (Loca

General

College
RDP

Course Description
SPECIAL NOTES: A VALID PASSPORT is required to enroll in this class.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.

ADV23151 - Backcountry Skiing & Avalanche Training

General

College
RDP

Course Description
This course is designed to equip aspiring backcountry skiers and splitboarders with the skills and information needed to safely travel through and interpret the winter environment. The winter environment is fundamental to the course curriculum, focusing on how snow dynamics affect ski conditions, avalanche hazards, and winter ecology. Starting on gently rolling terrain and progressing to more complex terrain, beginning backcountry skiers and riders will start with the diagonal stride and advance stride to more advanced techniques for ascending and descending on touring equipment. Following the American Avalanche Association's Level 1 curriculum, students will learn about the contribution of terrain, weather, snowpack, and the human factor to avalanche hazards and how to evaluate risks and effectively initiate self-rescue. Students will be introduced to winter ecology including the nivean environment, snow tracking, and plant, animal, and human adaptations for survival. The teaching format involves both experiential and presentation-based instruction. Experiential outings are primarily day trips from a hut, yurt, or lodge and are not lift assisted. Other topics in the course include temperature regulation, snow camping, winter survival; equipment design, care, and repair; cultural implications of snow sports; cold stress and ailments; nutritional requirements; and practical weather forecasting.

ADV23152 - Backcountry Ski Touring & Winter Ecology

General

College
RDP

Course Description
SPECIAL NOTES: N/A

COURSE DESCRIPTION: This introductory course is designed for students wishing to integrate safe travel in winter environments with formal study of winter ecology. The skiing skills progression begins with diagonal stride techniques on gentle, rolling terrain and graduates to Telemark touring on moderate, mountainous terrain. Concurrent with instruction on skiing technique is an introduction to winter as an environmental condition in which snow cover and sub-freezing temperatures are defining elements. Winter ecology topics will include characteristics of winter and the nivean environment, snow dynamics, winter storms and weather, winter natural history, and plant, animal, and human adaptations for survival. Avalanche awareness and hazard evaluation instruction will follow AAA level 1 curriculum and certification guidelines. The teaching format involves both experiential and presentation-based instruction.

Students will select a suitable topic pertaining to winter ecology, which they will research and present to their classmates. Outings are mainly day trips into the mountains from a rural outdoor education center or from remote yurt-styled accommodations. One overnight camping experience is planned where students will learn to construct snow shelters.

ADV23320 - Marine Studies I: Skills for Ocean Explo

General

Course Description

This course is intended to introduce students to the basic knowledge needed by all mariners with a specific emphasis on the origins, skills and techniques of sea kayaking. Daily sessions on the water are utilized for skill development and short overnight trips serve as an introduction to kayak touring. Students learn oceanographic concepts relevant to all marine activities, including tides, currents and related moon phases, wind and wave formation and behavior, and marine weather forecasting. Students gain experience in the use of maps, charts and GPS for coastal navigation and they practice route planning and sea conditions risk assessment. Additional topics include marine first aid and the use of emergency signaling devices and VHF radios.

ADV24050 - Environmental Perspectives & Whitewater

General

Course Description

COURSE 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.SPECIAL NOTES:

ADV24102 - Individualized Studies in Adventure Educ

General

College
RDP

Course Description
This course is offered on an individual basis for continuing studies in whitewater rafting. Students may contract for a variety of study topics, which they will research and teach to the other participants in the course. These may include: swiftwater rescue; river guidebook use and whitewater rating systems; river hydrology; water issues and conservation, river access and permit systems.

ADV24110 - Sea Kayaking & Coastal Environments

General

Course Description
Sea kayaking places us in intimate contact with the coastal environment and its characteristic interactions between land and sea. Kayakers are as much in the sea 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 shore. This course is an introductory exploration of sea kayak touring and study of coastal environments. Topics for study include nautical geography, moon phases, tides and currents, wind and waves, and an introduction to habitats including nearshore waters, estuaries, rocky and sandy intertidal zones. Kayak topics include an exploration of the cultural context for the development of kayak craft, and paddling, touring, rescue, and navigation techniques drawn from the rich, thousand-year history of sea kayaking. Students can expect to complete the course at a level II-III ACA.BCU standard.This course occurs on the Gulf of California in Mexico. Students must have a valid passport throughout the duration of the program. Students must be able to swim.

ADV24200 - Canoeing: Introduction to Expeditionary

General

College
RDP

Course Description
SPECIAL NOTES: N/A

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.

ADV25001 - ST in ADV: Surfing & Oceanographic Princ

General

College
RDP

Course Description
This course will introduce the student to the fundamental skills of surfing in the context of a theoretical and experiential understanding of the oceanographic principles of wave dynamics. Skills instruction will follow a progression from body-surfing, to body-boarding, to boardsurfing. Water time will be proceeded by an orientation to safety practices for each activity. Students will gain experience with a variety of different board shapes and designs; they will document their knowledge about the ideal wave conditions and performance characteristics of each type of equipment. An understanding of wave dynamics will begin with readings and discussions about global, regional and local current patterns. Students will then examine the relationships between wave form and bottom topography, beach substrate and orientation, swell direction and origin, and swell size and period. Learning will be acquired through daily observations, readings, field journal entries, weather map consultation, discussions, and water time. Learning will be demonstrated through class participation and through one oral presentation, a field journal, and a bibliography and reading reviews. This course will take place in Baja California, Mexico and will include an introduction to several different types of surf breaks on this spectacular peninsula.

ADV25002 - ST in AE: Whitewater Kayaking & Swiftwat

General

College
RDP

Course Description
This course provides students with the opportunity to learn the basic skills of whitewater kayaking in several different western rivers. The educational value of the course is heightened by involving the group in discussion and observation of the widely varying geographical locations and the natural history of river valleys. Course content may include: equipment selection and care, kayaking terminology, safety issues, wet exits, self rescue and rescue of others, eddie turns, ferry gliding, surfing techniques, and other related subject matter. The grade of difficulty encountered ranges from easy to class III white water. Students are encouraged to paddle at a level that is comfortable and enjoyable for them.

A swiftwater rescue training seminar is integrated into this course using an independent service provider to supplement and diversify the students scope of training.

ADV25003 - ST in ADV: River Guides Training & Swift

General

College
RDP

Course Description
This course is designed as a river guides' training course and is suited to students with no previous river experience as well as those with previous river guide experience. Basic white water rafting and expeditionary river trip leadership are primary components of the curriculum. The intention is to approach modern river running from a commercial guides' training perspective. Students will assist in organizing an initial river trip during which basic training in a broad spectrum of river trip related topics will be covered. These include: raft piloting and equipment care and repair, camp procedures and food preparation, sanitation, participant briefings and client/guide relations, conducting side hikes and interpretive presentations on regional natural and cultural history and current conservation issues. A follow up trip is then fully planned and led by student participants as a culminating element to the course curriculum.

A swiftwater rescue training seminar is integrated into this course using an independent service provider to supplement and diversify the students scope of training.

ADV25004 - ST in ADV: Snow Science & Recreation

General

College
RDP

Course Description
This course is designed to enable students to discover the dramatic role played by the medium 'snow' in its influence on the earth's natural and human systems. Snow will be studied in all of its aspects including formation in the cloud, distribution on the landscape, metamorphism in the
seasonal snowpack, and ablation or contribution to the earth's glaciers. Topics covered will include snow's relevance in the studies of: natural hazards, climate change, economic development, agricultural planning, recreation, and water resources. Students will be taught methods to describe, quantify and assess the physical and mechanical properties of snow. Following biweekly field exercises, students will be expected to write lab reports based on these. As a culminating exercise, each student will develop an experiment, the results of which are intended to demonstrate and further their understanding of this mysterious and fascinating substance. Gaining skills
in scientific writing, quantitative analysis and applied mathematics will be an additional objective of the course.

ADV25005 - ST in ADV: The Copper Trail: Exploration

General

College
RDP

Course Description
The Copper River and its tributaries are one of the great river systems of North America. Draining some of the continent’s most magnificent glaciers, this system forms the boundary between the Chugach and Wrangle/ St Elias Mountains in Alaska and the Yukon Territory. Home to a variety of northern latitude mega fauna and world famous for its salmon fishery, the river also provides a glimpse into Alaska’s human history, for the river country was a pathway for the exportation of some of the purest copper ore ever uncovered. In this course students will travel from the upper reaches near Kennicott Glacier to the Copper River Delta where the murky waters finally reach the ocean. The focus of the course will be on understanding this wild and magnificent country through various phases of land use from pre-European discovery through an era of boom in natural resource exploitation, and finally towards a modern economy based primarily on appreciation of wilderness values and outdoor recreation. Study and exploration will be by foot travel, glacier walking, backpacking and river rafting.

ADV25008 - In the Creeks & Canyons: Exploration of

General

Course Description
SPECIAL NOTES: N/A

COURSE DESCRIPTION: 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.

ADV27000 - ST: Facilitating Adaptive Sports

General

Course Description
COURSE DESCRIPTION: This course presents an overview of concepts and techniques used in facilitating adaptive sports activities. This course will provide a sample of multiple adaptive sports along with the history and theory of adaptive sports as a therapeutic intervention. This course will also cover basic facilitation techniques for delivering adaptive sports and other recreational therapy services. This course will be a blend of classroom and field experiences with some onsight visitations to adaptive recreational facilities.

ADV27500 - ST:Recreational Entrepreneurship

General

Course Description
COURSE DESCRIPTION: In this course, students will create and execute a business plan for an outdoor adventure business. From identifying a business need to financial aspects to marketing and risk management, this course offers a thorough understanding of how to start a new venture. Students will learn various aspects of accounting such as Profit and Loss, start up budgets, and Break even Analysis. In addition, students will develop entrepreneurial skills that are desirable at many levels in the outdoor adventure field. The course will meet the first week and last week of the term on campus and the interim weeks will be online with synchronous instruction and independent work.

ADV40000 - IS: No Contract

General

College
RDP

Course Description
See registration material for contract due dates!

ADV40050 - Teaching Assistant

General

College
RDP

Course Description
See registration material for contract due dates! All course fees apply to TA position.

ADV40070 - SP:

General

College
RDP

Course Description
See registration material for contract due dates!

ADV41000 - AE I: Expeditionary Instructor Develop

General

Course Description
This advanced field course is designed to equip learners with the tools to instruct in professional adventure education settings, including backpacking-based expeditionary contexts and either river or top-rope climbing outdoor education environments. This course develops experiential education theory and practice concepts grounded in fundamental expedition skills and models, teaching strategies, and technical skills. Through presentations, discussions, and practice, students will review and build on expedition skills and investigate fundamental theories and current issues in expedition leadership, including equity and belonging in outdoor education. Ideally, learners will be able to instruct basic outdoor skills from cooking to camp crafts and develop advanced rafting and climbing instruction skills while using the river or rock environments to build an inclusive community and inspire confidence. Finally, students will develop a diverse range of experiential teaching methods in preparation for the practica offered in AE II.SPECIAL NOTES:PREREQUISITES: ORI26002: Orientation: Desert, Mountain & Canyon Expedition; ADV22010: Introduction to Rock Climbing; ADV24202 River Guides Training or ADV24050 Environmental Perspectives & Whitewater; Or, equivalent experience granted through Permission of Instructor.COREQUISITE: ADV41002 AE II: Practicum

ADV41002 - Adventure Education II: Practicum

General

Course Description

This capstone course for adventure educators incorporates skills from the breadth of Adventure Education courses. Building specifically from AE I: Expeditionary Instructor Development, this course will provide students with a hands-on, experiential, and practical opportunity to lead adventure education activities. Students will implement an outdoor program for either peers or groups from the community. The focus will be teaching and leading basic backcountry living and traveling skills and top rope climbing or water-based expeditions. The stages of each experience, from programming and food planning to logistics and leadership and inclusive community building, will be student-led but instructor-facilitated. Finally, in this professional development experience, students will receive and respond to mentorship and specific feedback regarding their development as outdoor educators.SPECIAL NOTES: Participation in this course comes with the opportunity (if all AmeriCorps requirements are met) to earn a $1,176 cash stipend and an AmeriCorps Certificate of Service. Contact the instructor or program leader to enroll in the Americorps internship.COREQUISITE: ADV41000 AE I: Expeditionary Instructor DevelopmentPREREQUISITE: ORI26002: Orientation: Desert, Mountain & Canyon Expedition; ADV22010: Introduction to Rock Climbing; ADV24202 River Guides Training or ADV24050 Environmental Perspectives & Whitewater; Or, equivalent experience granted through Permission of Instructor.

ADV41004 - Adventure Education III: Teaching Practi

General

College

RDP

Course Description

This is a capstone course for adventure educators that incorporates skills from the breadth of Adventure Education courses. Building specifically from Adventure Education I and II this course will provide students a hands-on experiential and practical opportunity to the leadership of adventure education activities. Students will implement an outdoor program for either peers or groups from the community. The focus will be on teaching and leading basic backcountry living and traveling skills and either top rope climbing or water-based expeditioning. The stages of each experience, from programming and food planning to logistics and leadership, will be student-led but instructor-facilitated. Finally, in this professional development experience, students can expect mentorship and specific feedback, regarding their development as outdoor educators.SPECIAL NOTES: Participation in this course comes with the opportunity (if all AmeriCorps requirements are met) to earn a $1,176 cash stipend and an AmeriCorps Certificate of Service. Contact the instructor or program leader to enroll in the Americorps internship.

ADV41010 - Environmental Topics for Educators and A

General

College
RDP

Course Description
COURSE 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.SPECIAL NOTES: Writing Emphasis.

ADV41015 - WELS I: (Marine) Expeditionary & Technic

General

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.

ADV41018 - WELS I: (Generic) Expeditionary & Techni

General

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.

ADV41021 - WELS III: (River) Teaching & Facilitatio

General

College
RDP

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

ADV41025 - WELS I: (Generic) Ex

General

College
RDP

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

ADV41029 - Grand Canyon Semester IV: Cultural Geogr

General

Course Description

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.

ADV41041 - Origins & Directions: AE for

General

Course Description

This course provides students with academic literacy in the field of adventure education. In this special offering, our focus will key into topics of justice that have led to the creation of adventure education as well as those which remain a challenge for the field. Economic status, gender, and physical capability are just a few factors that have shaped the norms of adventure education and similar fields including outdoor education, recreation, environmental sciences and experiential education. In this course, students rigorously practice several modes of research, discussion and writing while critically examining current trends. Additionally, students have the opportunity to plan and present a workshop at the AEE Rocky Mountain Regional conference held in Prescott. Upon course completion the successful student will have developed the ability, as well as the real life experience, to converse intelligently with professionals demonstrating depth regarding the past, current and future significance of adventure education as a field of study and career. This course is a true resume builder.

ADV41050 - Origins & Directions in Adventure Educat

General

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.SPECIAL NOTES: This course is appropriate for Junior and Senior level students who have taken several field courses and/or worked in the field of adventure education

ADV41053 - Recreation Management Practicum

General

College
RDP

Course Description
PREREQUISITES: LD: None; UD: Introduction to Rock Climbing and Concepts of Ecology.

SPECIAL NOTES: All day Friday field days! $25.00 estimated student expense for misc. expenses.

COURSE DESCRIPTION: 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.

ADV41055 - Ways of Being in Wilderness

General

Course Description

SPECIAL NOTES: NONE

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 world wide? In this class, we examine the ways in which a nature-loving culture and scientific based methods of conservation and preservation coming ourt 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.

ADV41060 - Outdoor Program Administration

General

Course Description

SPECIAL NOTES: Writing Emphasis

COURSE 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.

ADV41066 - Youth Empowerment: Developing and Leadin

General

Course Description

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.

ADV41100 - Group Process for Adventure Educators

General

Course Description

SPECIAL NOTES: N/AWithin 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.

ADV41156 - ST in AE: The Deeper Dimensions of Yoga

General

Course Description
SPECIAL NOTES: N/A

COURSE DESCRIPTION: 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.

ADV41200 - Maps & Wilderness Navigation

General

College
RDP

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.SPECIAL NOTES:

ADV41215 - Whole Athlete, The

General

College
RDP

Course Description
SPECIAL NOTES: N/A

COURSE DESCRIPTION: This course takes holistic approach to physical training and coaching. Modern and traditional principles of exercise physiology will be studied from eastern and western medical traditions. 'Alternative' training methods are also considered. This foundation will then be applied in rigorous student-designed exercise programs; these programs are integral academic components of the course. Students will learn techniques for increasing body and mental strength and their connection to the health of the whole person. An emphasis will be placed on the study of awareness as an athlete. The goal of the course is to raise levels of overall fitness and bodily awareness. Students are encouraged to look beyond issues pertaining to their own health and discover how methods acquired in this course can be transferred to others while working in a facilitator role such as coach, outdoor instructor, or classroom teacher.

ADV41250 - Search & Rescue

General

College
RDP

Course Description
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.

ADV41500 - Adventure Therapy Program Models and Mod

General

Course Description

COURSE DESCRIPTION: This course introduces students to a variety of program models and modalities 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. A tentative field experience is planned for Week 3 of the block (pending a risk management assessment) to provide students an opportunity to apply course principles in a field setting.

SPECIAL NOTES: N/A

ADV41701 - Wilderness Leadership, I

General

College

RDP

Course Description

SPECIAL NOTES: Must enroll in all three phases concurrently; Adventure Education, WELS, or equivalent life experience, plus Intermediate/advanced skills in backcountry skiing and an Avalanche Level II required; Additionally, Intermediate Rock with a climbing log documenting >10 traditional leads OR River Guides Training (or equivalent) are required; Wilderness Emergency Care training such as OEC, EMT or WFR certification and Interpersonal Communication are recommended. After initial classroom meeting, this course is primarily field-based in remote locations in the West. $500-$1200.00 estimated student expense for personal equipment, clothing, supplies, food, misc. (depends on the amount of equipment students own.) Course fee includes some out-of-town accommodations and partial coverage of an AMGA Single Pitch Instructor Course.

COURSE 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.

ADV41702 - Wilderness Leadership, II

General

College
RDP

Course Description
SEE WILDERNESS LEADERSHIP I FOR DESCRIPTION, PRE-REQUISITES, FEES, AND SPECIAL NOTES!

COURSE DESCRIPTION: 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.

ADV41703 - Wilderness Leadership, III

General

College
RDP

Course Description
SEE WILDERNESS LEADERSHIP I FOR DESCRIPTION, PRE-REQUISITES, FEES, AND SPECIAL NOTES!

COURSE DESCRIPTION: 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.

ADV41704 - Gender Topics in Outdoor Leadershp

General

Course Description

In this course, students will examine how gender formations intersect with the history of the Outdoors, outdoor leadership, and outdoor education We will also focus on the development of outdoor expeditionary skills (this will include at least one of the following: expeditionary whitewater rafting, backpacking, and introductory rock climbing). Leadership and technical skill sets will be fostered within a unique learning environment designed to deconstruct the barriers that students and participants from traditionally minoritized gender identities face in developing confidence, competence, and community in outdoor leadership and Adventure Education. Recognizing the interwoven nature of identity, gender and leadership will be explored in the context of critical histories and in conjunction with race, sexuality, and class. There will be several expeditionary field sections that offer opportunities and inclusive learning environments. This course is intended to serve as additional preparation for upper-division technical skills courses and students will ideally leave this course with an in-depth understanding of how to further inclusive leadership in the outdoors and adventure education. Students of all gender identities (allies and accomplices included!) are encouraged to enroll.

SPECIAL NOTES: This course will include several required multi-day expeditions. Exact dates TBA. The course fee covers student food expenses. Students are encouraged to have UD leadership experience (teaching assistantship, orientation instructor practicum, AE I, II, III) to enroll in this upper division course.

ADV41705 - ST in AE: Advanced Models for Leadership

General

Course Description

SPECIAL NOTES: N/A

COURSE DESCRIPTION: 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.

ADV41710 - Leading Inclusively

General

Course Description

This leadership theory course is intended to cultivate more effective outdoor instructors through culturally responsive pedagogy. Taken in conjunction with Practices for Leading Inclusively in Adventure Education, students will be introduced to 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. Students will be asked to critically engage by reading texts, participating and facilitating course discussions, and completing a research paper on a related and relevant topic of their choice. The ultimate objective of this course is for students to integrate theory into practice to forward compassionate, inclusive, and culturally responsive outdoor programming.

SPECIAL NOTES: N/A

ADV42015 - Rock Climbing, Intermediate

General

Course Description

This course is 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 overview of curricular standards followed in the Rock Guide Course taught by the American Mountain Guide Association (AMGA) may be included.

SPECIAL NOTES:

ADV42048 - Rock Climbing & Geology

General

Course Description

SPECIAL NOTES: <<>>

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.

ADV42050 - Rock Climbing & Yoga

General

Course Description

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.

COURSE 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.

ADV42210 - Explorers & Geographers: The Polar Regio

General

College
RDP

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

ADV42211 - Explorers & Geographers

General

College
RDP

Course Description
This interdisciplinary course combines global geography, history of exploration, and perspectives on expedition leadership to investigate the gradual expansion and movements of humankind across the globe. Through lectures, seminar discussions, map work, films, and field excursions we will examine and compare the historical context, motives, outcomes, and consequences of the many ventures of discovery that punctuate human history. Beginning with a foundation in general geographic concepts, we will investigate early migrations of humans and human ancestors, followed by a study of the early explorations of individuals such as Leif Ericsson, Marco Polo, Columbus, Magellan, and subsequent explorations of individuals such as Lewis and Clark, Vitus Bering, and Richard Burton. With an understanding of the history and geography that surrounds exploration, we will then turn our attention to the polar explorers and examine the lives and fates of such leaders as Nansen, Peary, Cook, Shackelton, Scott, and Amundsen. The course culminates with a student research seminar series on explorers and geographers of the modern era.

ADV42221 - Geography of the Eastern World

General

College
RDP

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

ADV42222 - Geography of the Western World

General

College
RDP

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

ADV42225 - Geology Through Bikepacking

General

Course Description

Ultralight mountain bike touring, also known as bikepacking, allows riders to cover ground with ease and efficiency. It also permits riders to get off the beaten path and explore broad swaths of countryside while avoiding highways, providing an ideal means to become immersed in the geology of any given region. This course will explore the geology of the Colorado Plateau, the evolution of the modern landscape, and the intersection of geology and the cycling experience. Equally important, the course will introduce students to the increasingly popular form of recreation known as bikepacking.

Beginning with day trips within the region surrounding Prescott, students will learn basic principles of geology and analyze the differences between day rides and multi-day trips. The bulk of the course will be spent exploring the geologic history and landforms of the Colorado Plateau and the Colorado Rocky Mountains through a series of 2-4-day self-supported trips. Cycling-related subject matter will include gear choices, bike maintenance, emergency repairs, safety considerations, route planning, mountain bike access issues, and trail construction. Geologic subject matter will include identifying rock types, reconstructing sedimentary depositional environments, basic geomorphology, and regional geologic history.

ADV42603 - Wilderness and Colonization

General

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.

ADV43000 - Inter. Mountain Expedition

General

College
RDP

Course Description
This intensive, field-based course is appropriate for intermediate and advanced students with solid backgrounds in extended backcountry travel in mountain environments. The focus is on the implementation of a self-contained mountain expedition in a foreign country. The course will include the exploration of regional cultures, geography, and ascents of appropriate mountaineering objectives. The expectation is that students will be building on existing skills and knowledge. Topics to be covered include: expedition planning and logistics, itinerary development, area-specific technical skills, safety and hazard evaluation, place-based natural history and cultural studies, and leadership. SPECIAL NOTES:

ADV43002 - Ski Mountaineering

General

Course Description
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.

ADV43005 - Alpine Mountaineering

General

Course Description

This is an intermediate/advanced course for students with solid backgrounds in rock climbing and general backcountry 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.Students who enroll in this course should have the ability to lead climb 5.7 traditional routes, have climbed at least 2 multi-pitch rock routes, and can build climbing anchors efficiently. A climbing logbook with a minimum of 15 documented traditional lead climbs >/= 5.7 is required; Wilderness Emergency Care or WFR certification recommended. SPECIAL NOTES:

ADV43010 - Avalanche Forecasting

General

College

RDP

Course Description

This advanced course focuses on avalanche forecasting for backcountry skiers and splitboarders. While spending three weeks in a suitable mountain environment, students will learn and then perform the functions involved in operational forecasting using the conceptual model of avalanche hazard. Through a designated leadership model student will lead daily tours, gather avalanche observations, interpret remotely gathered data and use the information to write daily forecast narratives and make terrain-based decisions about daily tour operations. American Avalanche Association recreational level 2 certification will serve as a foundation for developing further knowledge on meteorology, mountain snowpack, snow formation and metamorphism, crystal ID, avalanche modeling, stability testing and evaluation, avalanche rescue, decision making, and group management. As the course progresses, material will include Professional Level I lessons. In summary, the course emphasizes all aspects of operational and site-specific forecasting methodology relevant to professional and recreational applications in snow science and avalanche hazard evaluation.SPECIAL NOTES: Required completion of a Level 1 avalanche course. Course will meet first 2 days in Prescott, 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

ADV43150 - Snowboard & Ski Mountaineering

General

Course Description
This is an intermediate/advanced course for students with a solid background in backcountry skiing or snowboarding skills. The concentration will be on acquiring basic mountaineering skills and perfecting them to a level suitable for use in conducting adventure experiences in an alpine setting during the spring season. This field-based course will take place in a suitable alpine region and will emphasize ascents of mountains with a broad range of characteristics. Topics covered will include: expedition planning and logistics; safety and hazard evaluation; communication and leadership; self-rescue and emergency procedures; snow and ice climbing technique; glacier travel and crevasse rescue; spring avalanche awareness; route finding; adventure skiing; ski mountaineering; practical weather forecasting; and accident prevention. Freeheel or alpine touring skis or splitboards will be used as the primary method of travel on non-technical terrain.

ADV44002 - Individualized Studies in Adventure Educ

General

College
RDP

Course Description
This course is offered on an individual basis for continuing studies in scuba. Students may contract for a variety of study topics, including diving safety and emergency management, dive specialty education, divemaster training, instructor training or diving internships. Students and the instructor will design an individualized course of study and an appropriate course title and description depending on the student's study goals.

ADV44102 - Individualized Studies in Adventure Educ

General

College
RDP

Course Description
This course is offered on an individual basis for continuing studies in whitewater rafting. Students may contract for a variety of study topics, which they will research and teach to the other participants in the course. These may include: swiftwater rescue; river guidebook use and whitewater rating systems; river hydrology; water issues and conservation, river access and permit systems.

ADV44150 - Path of the Paddle

General

Course Description

SPECIAL NOTES: This course is planned to run in Kino Bay, Mexico so students will need a VALID PASSPORT to cross the border. If travel to Mexico is not possible this class will visit rivers and lakes in the South West.

COURSE DESCRIPTION: This course examines the rich origins, designs and features of paddle craft and the techniques needed to use them safely, skillfully and in harmony with the environment. Throughout the course, we will seek to develop a relationship with water as an ally and teacher instead of an adversary. Students will engage in practices and exercises that explore the rich, kinesthetic relationship of boats, bodies, and blades to water. Topics will include safe boating practices and the principles of reading water and assessing weather. Depending on the season, course location and instructor background, the vessels employed in this course might be rafts, rowboats, canoes or kayaks.

ADV44201 - Expeditionary Rivers:

General

College

RDP

Course Description

This intensive, field-based course is appropriate for intermediate and advanced students with solid backgrounds in extended backcountry travel. The expectation is that participants are committed to building on existing skills and knowledge in remote and challenging environments. The focus is on the planning and implementation of a self-contained river expedition in that context. The course will include the exploration of regional cultures, geography, and descents of appropriate rivers. Topics to be covered include: paddle strokes and maneuvers, river reading and running, expedition planning and logistics, area specific technical skills, safety and hazard evaluation, place-based natural history, cultural studies and leadership.SPECIAL NOTES: This course includes a 12 day canoe expedition along a remote section of the U.S.-Mexico border. $200.00 estimated student expense for special clothing and food in the field.

ADV44202 - River Guides Training

General

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. SPECIAL NOTES: This class meets first 3 days and the last 2 days of Block 1 in Prescott. The College provides most personal equipment such as 'lifejacket', helmets, splash jackets and paddles. Individuals are responsible for river shoes, and a sleep kit. Course is a combination between daily and overnight trips. Class includes a Swift Water Rescue course and an opportunity to obtain Utah Guides License. UD credit will require a culminating project. Course fee covers most group meals.

ADV45003 - ST in ADV: River Guides Training & Swift

General

College
RDP

Course Description
This course is designed as a river guides' training course and is suited to students with no previous river experience as well as those with previous river guide experience. Basic white water rafting and expeditionary river trip leadership are primary components of the curriculum. The intention is to approach modern river running from a commercial guides' training perspective. Students will assist in organizing an initial river trip during which basic training in a broad spectrum of river trip related topics will be covered. These include: raft piloting and equipment care and repair, camp procedures and food preparation, sanitation, participant briefings and client/guide relations, conducting side hikes and interpretive presentations on regional natural and cultural history and current conservation issues. A follow up trip is then fully planned and led by student participants as a culminating element to the course curriculum.

A swiftwater rescue training seminar is integrated into this course using an independent service provider to supplement and diversify the students scope of training.

ADV45004 - ST in ADV: Snow Science & Recreation

General

College
RDP

Course Description
This course is designed to enable students to discover the dramatic role played by the medium 'snow' in its influence on the earth's natural and human systems. Snow will be studied in all of its aspects including formation in the cloud, distribution on the landscape, metamorphism in the
seasonal snowpack, and ablation or contribution to the earth's glaciers. Topics covered will include snow's relevance in the studies of: natural hazards, climate change, economic development, agricultural planning, recreation, and water resources. Students will be taught methods to describe, quantify and assess the physical and mechanical properties of snow. Following biweekly field exercises, students will be expected to write lab reports based on these. As a culminating exercise, each student will develop an experiment, the results of which are intended to demonstrate and further their understanding of this mysterious and fascinating substance. Gaining skills
in scientific writing, quantitative analysis and applied mathematics will be an additional objective of the course.

ADV45008 - In the Creeks & Canyons: Exploration of

General

Course Description
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.

COURSE DESCRIPTION: 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.

ADV46000 - Wilderness Orientation Instructors Pract

General

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. SPECIAL NOTES: Senior-level status preferred. WFR certification is required. Completion of the application process includes a supportive faculty reference. Students are required to participate in staff training beginning on 1/11/24. This training will take place daily until the beginning of the Block. Students will also receive a $400 stipend to cover gear and food expenses. Alternatively, participation in this course comes with the opportunity (if all AmeriCorps requirements are met) to earn a $3,529 cash stipend, a $1,459 scholarship award, and an AmeriCorps Certificate of Service. Contact Orientation Director (Cecil Goodman) for the application to register and enroll in the Americorps internship.

ADV47000 - ST: Facilitating Adaptive Sports

General

Course Description

COURSE DESCRIPTION: This course presents an overview of concepts and techniques used in facilitating adaptive sports activities. This course will provide a sample of multiple adaptive sports along with the history and theory of adaptive sports as a therapeutic intervention. This course will also cover basic facilitation techniques for delivering adaptive sports and other recreational therapy services. This course will be a blend of classroom and field experiences with some onsight visitations to adaptive recreational facilities.

ADV47500 - ST:Recreational Entrepreneurship

General

Course Description

COURSE DESCRIPTION: In this course, students will create and execute a business plan for an outdoor adventure business. From identifying a business need to financial aspects to marketing and risk management, this course offers a thorough understanding of how to start a new venture. Students will learn various aspects of accounting such as Profit and Loss, start up budgets, and Break even Analysis. In addition, students will develop entrepreneurial skills that are desirable at many levels in the outdoor adventure field. The course will meet the first week and last week of the term on campus and the interim weeks will be online with synchronous instruction and independent work.

ADV51000 - Sources of Knowledge: Applied Research &

General

Course Description

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.

SPECIAL NOTES:

ADV52000 - Earth in Mind: Ecological Literacies for

General

Course Description

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.

SPECIAL NOTES: N/A

ADV52010 - Diversity, Equity, and Inclusion: Outdoo

General

Course Description

COURSE DESCRIPTION: 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.

ADV53000 - Topics in Outdoor Education

General

Course Description

These immersive field courses are designed for graduate students pursuing advanced Outdoor Leadership skills and a required Outdoor Education Concentration course. Students will engage in field-based experiences focusing on developing technical outdoor skills, leadership capabilities, and teaching and facilitation techniques. Through real-world application in diverse and challenging environments, students will enhance their ability to lead groups in adventure education settings, participating with students from the Adventure Education program. Graduate-level expectations include integrating scholarly project-based learning and assignments. Key areas of study include outdoor technical skill acquisition, risk management and decision-making, group facilitation and dynamics, experiential teaching and learning strategies, and outdoor leadership. These courses emphasize hands-on learning, with students practicing and refining their skills and essential competencies for effective leadership in outdoor and adventure education contexts.SPECIAL NOTES: Permission of instructor dependent on specific field course requirements.

ADV57050 - Philosophies & Methods in Outdoor Experi

General

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.

SPECIAL NOTES: Graduate students (including those approved for accelerated masters) 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.

ADV57075 - Ethical Risk Management

General

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.

SPECIAL NOTES: N/A

ADV57100 - Transformative Leadership

General

Course Description

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.

ADV58000 - Outdoor Education Practicum

General

Course Description

The graduate Outdoor Education Practicum is a period of experiential learning and praxis relating to the theoretical work that the student is completing for the Outdoor Leadership (OL) MA, the concentration in Outdoor Education or an elective credit to advance OL students' practical outdoor skills. Each practicum is specific to the student's broader goals in the outdoor education field. Examples include a field expedition as an instructor, guide, or educator through one's place of work (e.g., NOLS, Outward Bound, World Challenge, Alpine Ascents, etc.), or an internship, or active project in which the student reflects on the relationship between theory and practice in their studies and professional work as an outdoor practitioner/educator. The student's advisor must approve this practicum and include 3 credit contact hours culminating in an academic paper or paper/project presentation in addition to reported hours and activities. It is possible to use one's work site for a practicum—as long as the practicum is based on the student's learning in the program, aligns with practicum requirements, hours, and learning objectives, and provides new challenges representing professional growth. Examples include planning and implementing (e.g., course directing, instructing) an expedition-length field course (e.g., NOLS instructor), developing a new program or course, and an internship. All practica must be in the educational/instructional realm of the outdoor industry.SPECIAL NOTES: Practicum proposal form submitted and approved by the student's advisor before the start of the course.

ADV59001 - Capstone: Outdoor Education Leadership

General

Course Description

Upon completion of the 6 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 3-credit 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 course of study and apply it to examine a specific idea and project. The Applied Project involves designing and creating a resource (e.g., resource booklet, program design document, operating procedures, teaching unit lesson plans) 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. There are a number of possible types of theses that may be considered appropriate (e.g., empirical research, mixed methods, qualitative research).

SPECIAL NOTES:

AHU20000 - IS: No Contract

General

Course Description

See registration material for contract due dates!

AHU21010 - Topics in Visual and Performing Arts

General

Course Description
This course introduces students to skills, techniques, and practices in the visual and performing arts. The topical focus rotates each time the course is offered, and students may take this course more than once. Potential topics include but are not limited to drawing, painting, photography, ceramics, dance, acting, and design.

AHU21020 - Gallery Management in a Contemporary Con

General

Course Description
SPECIAL NOTES: NONE

COURSE DESCRIPTION: This course is for students to participate in a working cooperative of gallery management and operations for designated visual arts spaces on the Prescott College campus including the Gallery at Sam Hill Warehouse. Under the supervision of the instructor, students will be responsible for all aspects of gallery management which includes exhibition installations, assistance with art archive, public relations, establishing an annual fundraising event, and coordinating the student visual arts competition. This course can be repeated for upper division credit. Students will explore a variety of gallery and museum preparation and presentation techniques, policies and professional logistics. All students enrolled in this practicum will work in the gallery as gallery attendants and installation assistants.

AHU21030 - Art Appreciation

General

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).

SPECIAL NOTES:

AHU21040 - Intro to Humanities

General

Course Description
This course introduces the humanities using an interdisciplinary approach. We will focus on the central concepts and the fundamental nature of the arts, philosophy, social theory, history, and language, seeking to understand a chosen theme in light of historical and cultural conditions.

AHU21045 - Just Art: Art & Social Change

General

Course Description

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.SPECIAL NOTES: N/A

AHU22000 - Driftless Field School: A Bioregional Im

General

Course Description

How can we live responsibly in a world ravaged by climate change, rampant inequality, and accelerating technological omnipresence? Hoow can the development of ethical food systems help reconnect us to more sustainable modes of being? How can revitalizing our relationship to land help us revitalize our relationship to ourselves and our communities?

Using the unique landscapes and cultures of the Driftless Area of southwestern Wisconsin as our classroom, this course will explore how various grous of people have attempted to answer these urgent questions of jow to live intentionally on and with the breaking world we've inherited. Located near the Mississippi river in the heart of the Upper Midwest, the Driftless Area is one of the most distinctly defined bioregions of North America. it is a region of unusual agricultual, cultural, and biological diversity and is also a microcosm for manny of the economic, environmental, and political forces impacting rural America. this class will explore perspectives grounded in many different disciplines, including geology, ecology, history, anthropology, and agriculture, and will combine reading-and discussion-based academic learning with many field trips and guest speakers. The stories and experience of the indiginous Ho-Chunk people will be explored, along with more recent examine a number of different approaches to sustainable and regenerative agriculture practiced by farmers in the region, as well as get to try our hand practicing some of their techniques.

The academic elements of this course will be immersed in and integrated with a variety of experiential components, including labor projects, site visits to farms and ecological niches, workshops on crafts and homesteading skills, and canoring and camping

expeditions. the assigned readings and schedule may change as the craft, labor, expedition, and field visit schedule for the course develops and adapts to the weather, so that the academic classroom time may better support the outside the classroom learning (and vice versa)

AHU22001 - Ecological Literacy in the Driftless Bio

General

Course Description

That land is a community is the basic concept of ecology, but that land is to be loved and respected is an extension of ethics. That land yields a cultural harvest is a fact long known, but latterly often forgotten."
Aldo Leopold, A Sand County Almanac

"Most of us are still related to our native fields as the navigator to undiscovered islands in the sea. We can any afternoon discover a new fruit there which will surprise us by its beauty or sweetness. So long as I saw in my walks one or two kinds of berries whose names I did not know, the proportion of the unknown seemed indefinitely, if not infinitely, great."

Henry David Thoreau, Wild Fruits

"There is no neat and easy way to tell the story of a farm. A farm is a process, where everything is related, everything happening at once. It is a circle of life; and there is no logical place to begin a perfect circle. This is an unsolved paradox for me. Part of the folly of our time is the idea that we can see the whole of something by looking at the pieces, one at a time.

Ben Logan, The Land Remembers

As you arrive in southwestern Wisconsin for the Metamorphosis Gap Semester, you are joining a human community inhabited by people with diverse perspectives and outlooks on life, as well as deeper or more shallow roots in this place. But you have also arrived in the midst of an even wilder and more splendid community beyond the human, inhabited by the plants and fungi, the mammals and the birds, the fish and the insects, and even by the stones, rivers, clouds, and stars, whose life and sentience have been acknowledged and experienced by many cultures

around the world and throughout history.

In this course, we will begin the process of greeting and learning from these new neighbors, our fellow dwellers on the land here in the Driftless Bioregion. Slowly and steadily, day by day, we will turn our attention and tune our senses to really see and recognize all that lives and breathes and has its being so close at hand. Explorations of fields, forests, and rivers, aided by knowledgeable guides and the master naturalists will be our point of departure and we will use journaling, sketching, and cooking and preparation of wild edible and medicinal plants and fungi to deepen our engagement.

Along the way, we will also be reading and discussing excerpts from some classic texts exploring the relationship between human beings and the land, including Aldo Leopold, Robin Wall Kimmerer, Ben Logan, Henry David Thoreau, and a selection of nature poets. Through guest speakers, texts, and visits to sacred sites, we will also engage with the concepts and stories from the indigenous nations who have inhabited and stewarded this region for centuries, especially the Ho-Chunk and Ojibway peoples.

AHU22002 - Culture & Agriculture: Crafting Foodways

General

Course Description

What is the relationship between culture and agriculture? How is the industrial food system a mirror for American culture, and vice versa? What does it mean for a food to be of a place? What does it mean for a place to produce food? How do we make choices about what to eat that aligns with our values? What even are our values around food to begin with? This course will examine all these questions and more through the lens of harvest season in the Driftless region of Wisconsin. We'll start by learning about the current state of the American agricultural system, then examine a series of alternative approaches to industrial food, learning about the benefits and the shortcomings of these alternatives. The course will finish by looking at the personal and cultural traditions that particular food traditions carry, and the final project will invite students to tell pieces of their own stories through cooking and eating food together. We'll explore these questions through text-based study in class, and complement these conversations with harvest work in the gardens, preserving work in workshops, and field trips to farms throughout the region. Coursework will involve written reflections, practice ethnographic observation, and telling a story through food for a final project.

AHU22003 - Our Common Ground: World Religions

General

Course Description

This course will survey the world's major religions, as well as non-religious belief systems. It will explore what each of these groups teaches about humanity's relationship with nature and how those teachings are currently practiced. The faith traditions/belief systems being considered are:
Hinduism
Buddhism
Islam
Judaism
Christianity
Primal Religions
Atheism and Humanism

AHU22004 - Community Solitude in Nature: Thoreau Co

General

Course Description

This course is intended to orient students to Thoreau College's unique educational philosophy, structure, and community, while also teaching practical outdoor skills and communal living and collaboration, as well as cultivating inner capacities for resilience, creative problem solving, introspection, appreciative observation, wonder, and gratitude. These activities also serve as a touchstone of the Nature pillar of the Thoreau College curriculum, as students are immersed into the rich and changing plant and animal communities and landscapes of the Driftless and North Woods bioregions.

AHU22010 - Topics in Creative Writing

General

Course Description

In this course, students will practice and hone their creative writing skills. The topic rotates each time the course is offered, and students may take this course more than once. Potential topics include but are not limited to creative nonfiction, poetry, memoir writing, and short fiction. Themes may vary by ecoregion, cultural tradition, and social and environmental issues.

AHU22025 - Film & Literature: Elements of Desire

General

Course Description

"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 modern 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 review the works, considering thematic and structural concerns, cultural implications, historical references, and current trends.

SPECIAL NOTES: Writing Emphasis. Students must meet prerequisite WRW26000 Writing Workshop OR WRW27001 Academic Writing Skills OR have transcript notation of a college-level composition, writing, or literature course.

AHU22026 - Film & Literature: Stories from the Land

General

Course Description

SPECIAL NOTES: NONECOURSE 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.

AHU22027 - Decolonizing Literature and Film

General

Course Description

Who gets to be the heroes of film and literature? Whose stories are at the forefront of our societies? For decades, for the millions living in the previously colonized world, the western man was the sole hero of cultural expression. The European culture was dominant, and anything else that might be considered indigenous or “uncivilized” was automatically inferior.

Although the major European colonies began to crumble through the 50’s and 60’s, the trauma of having one’s society and identity relegated to second class has long outlasted the official end of “colonization”. Globalization has subtly reinforced the old colonial hierarchies where “Western” is on top and anything else is “backwards”, “primitive”, or “developing”. This course will seek to investigate the novels and films from around the world that are talking back. The works within this course place non-western voices at the forefront of the action, as the heroes of the tales. They dare to critique the damage the colonial centuries might have had on societies and question the ongoing neocolonialism that still takes place. We will investigate how the arts interplay with the political realm in the ongoing anti-imperialist struggle worldwide.

AHU22028 - Media Ecology: Understanding Communicati

General

Course Description

COURSE DESCRIPTION: This course explores the interdisciplinary field of study called media ecology. In this field, 'cultures are produced by or emerge out of media environments, and as media environments change, so do the cultures that they contain' (Strate, 2017, p. 26). Approaching media technologies in an ecological or environmental manner allows unique insights into the effects that media has on individuals, cultures, and societies. How do ubiquitous media technologies—smartphones, smart assistants, smart watches, etc.—effect individuals, cultures, and societies? This course will combine theory and praxis through extensive readings as well as student-led investigations into how they personally experience the transformative effects of media.

AHU22330 - Prescott Singers: Lift Every Voice

General

Course Description

SPECIAL NOTES: NONE

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.

AHU22351 - Dance Improvisation

General

Course Description

SPECIAL NOTES: N/A

COURSE DESCRIPTION: 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.

AHU22380 - Creative Practice & Performance

General

Course Description
SPECIAL NOTES: NONE

COURSE DESCRIPTION: 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.

AHU22381 - Boal & Beyond: Theatre as Transformative

General

Course Description
SPECIAL NOTES: NONE

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.

AHU22382 - ST in AHU: Acting/Non-acting: Developing

General

Course Description

SPECIAL NOTES: Writing emphasis 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.

AHU22383 - Theatre Lab: Performing Acts for Social

General

Course Description

COURSE DESCRIPTION: This is an interdisciplinary performance studies and qualitative research methods course that introduces students to various ways in which theatre operates as a vehicle for social justice, active citizenship, and transformative public dialogue. The course is designed to broaden student knowledge and skills in the use of creative interdisciplinary tools for conducting anti-oppressive community-based social justice research, outreach initiatives, and advocacy. Students will gain direct experience using anti-oppressive performance creation techniques from different liberatory theatre praxes that facilitate social justice by amplifying the voices of individuals and communities that are marginalized, misrepresented, misunderstood, or discriminated against. Coursework combines the study of interdisciplinary work produced by international performance studies research practitioners from diverse cultural contexts with the exploratory application of radical participatory performance-based qualitative research techniques within localized student-led project-based assignments. Ancient Athenians viewed theatre as a vital element of a democracy. The stage was a place where social legislation could take place in public. Narratives could pose social questions that investigated the need for laws and live public discourse could ensue. Students taking the course will create original works of legislative theatre. Throughout the course students will engage in academic research, community-based field work, performative writing, and performance creation in the mode of participatory action research. Research methods include: autoethnography & collaborative autoethnography, embodied research, narrative inquiry, participatory action research, documentary and cultural dramaturgical research. Theatre techniques include: Theatre of Witness, Verbatim Theatre, Forum Theatre,

and Legislative Theatre.
ACTIVITIES
In undertaking the coursework students will:
-Participate in exploratory exercises and train in techniques derived from different liberatory theatre praxes and performance studies research models.
-Examine the role of theatre in society beginning with its earliest associations with democracy in ancient Greek culture and culminating with their own assessment of the role of theatre and performance in contemporary cultures.
-Read and discuss peer-reviewed case studies written by international performance studies practitioners working in the fields of social justice, human rights, conflict transformation, critical race theory, intersectionality, cultural ethnography, and mental health.
-Participate in performative writing exercises and performance research technique labs that explore the application of different tools and methods used in qualitative and performance studies research.
-Develop community-based PAR projects that use narrative inquiry and embodied research techniques in tandem with anti-oppressive performance creation praxes to co-script and construct legislative theatre performances that engage co-creators, performers, and audiences in productive communal dialogues surrounding issues of social justice, the co-construction of community policy, and legislative decision making.
-Engage in outcomes assessments for project works using assessment tools developed by professional research practitioners working in the field.
Write performance-based research case studies following the execution of PAR performance projects. (APA format)
-Construct annotated reference bibliographies with relevant reflections on significant knowledge gained from each reference used in the construction of the project. (APA format)
-Participate in a classroom blog laboratory for sharing and discussing work among peers.
-Participate in archiving project work in a class blog webpage for viewing and feedback from a public audience.

AHU22705 - Introduction to Digital Photography: Ess

General

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 NOTES:

AHU22715 - Alternative Photgraphic Processes

General

Course Description

COURSE DESCRIPTION: In this course students will have the opportunity to use many different historical photographic processes to make images including Wet Plate Collodion, Ambrotype, Cyanotype, Pinhole Photography, and Camera Obscura. Students will be exposed to the chemical processes involved with each process and will experiment conceptually with each. These processes predate the digital images we interact with daily and will allow students to learn about the history of photography and how images have changed the way we see the world.

AHU22802 - Stop Motion Photography

General

Course Description

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 camers's that can be reserved for the course. Estimated student expense $50-$500.

COURSE DESCRIPTION: 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.

AHU22855 - Video as Art: The Ethnography of Memory,

General

Course 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 NOTES: N/A

AHU22860 - Photoshop I

General

Course Description

COURSE DESCRIPTION: Photoshop I is designed to provide students with an opportunity to learn technical and creative uses for Adobe Photoshop. Students will be exposed to the technical application of design principles and encouraged 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, 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. Students will examine activists and artists using Adobe Photoshop for social, political, and environmental causes - and will have the opportunity to create their own campaigns for just cause.

SPECIAL NOTES: A digital camera (DSLR, point and shoot, or cell phone) is required. Students should contact its.helpdesk@prescott.edu to gain free access to Adobe CC and Photoshop before the class start. An external hard drive or flash drive is recommended.

AHU22910 - Documentary Photography: Theory & Practi

General

Course Description

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

COURSE DESCRIPTION: 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.

AHU23053 - Voices from the American Mosaic

General

Course Description
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 Twain, Faulkner, Hurston, Morrison, Steinbeck, Silko, and Diaz. This course requires extensive reading, discussion and writing.

AHU23200 - Utopias, from Eden to Ecovillage

General

Course Description
SPECIAL NOTES: NONE

DESCRIPTION: What would the ideal society look like? Drawing on mythology, memoir, and speculative fiction, this course invites students to consider how people have imagined utopias across time and cultures. Since utopias are projections of ideal societies, they raise profound philosophical and ethical questions: what would a just, equitable, and sustainable society look like? What can we learn from historical experiments in intentional communities inspired by utopian visions? Building on the lessons learned from readings, reports, and field trips, students will complete the course by creating and sharing their own visions of utopia through original creative writing, visual arts, or some other media.

AHU23323 - Sense of Place

General

Course Description
In this creative writing and literature course, students will explore their relationships to places by writing about them as well as expand their understanding of the human connection to place by reading works of literature in which place is central. They will read poetry and prose by both classic and contemporary authors; engage in a variety of writing exercises designed to enhance their facility with a variety literary techniques; present their own works-in-progress for class critique; and compile a manuscript of revisions.

SPECIAL NOTES: Instructor Permission required.

AHU23350 - Poetry Workshop

General

Course Description

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.

SPECIAL NOTES:

AHU23422 - Short Shorts: Adventures in Flash Prose

General

Course Description

SPECIAL NOTES: NONE

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.

AHU23423 - Tiny Love Stories

General

Course Description

SPECIAL NOTES: NONE

COURSE DESCRIPTION: Students will share (in very brief prose and/or speech, cell phone video) their own love stories…All loves (for people, places, activities, flora, fauna, ideas, etc.) lovingly documented and presented.

AHU23425 - Creative Nonfiction

General

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.

SPECIAL NOTES:

AHU23502 - Voices from the World Mosaic

General

Course Description
SPECIAL NOTES: NONE

COURSE DESCRIPTION: In this course, students will become familiar with modern and contemporary authors whose voices are unique in responding to an evolving world, and whose works, when considered together, create a bigger picture, a mosaic, of what it can mean to be human beings within the varied landscapes and cultures that span the globe. Students will examine the historical implications of the works as well as the thematic and structural concerns. The reading list will include established and emerging authors from Europe, Asia, Africa, and the Americas. This course requires extensive reading, discussion, and writing.

AHU24006 - Foundations of Regenerative Design

General

Course Description
In an age in which we are facing large-scale, multifaceted challenges, regenerative design offers us an avenue to step beyond sustainability into a world where humans and nature thrive in tandem. In this class, students will explore why and how different ways of thinking can provide holistic solutions, gain direct experience of and skills for regenerative living practices as they explore the history and development of ideas in sustainability, and use design thinking, human-centered design, biomimicry, and permaculture as approaches to projects as they broaden their understanding of what is possible in the face of the complex challenges we face.

AHU24105 - Figure in Context: Narrative Painting

General

Course Description
SPECIAL NOTES: NONE

DESCRIPTION: 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.

AHU24120 - Creative Explorations: Words + Images

General

Course Description

COURSE DESCRIPTION: Creative Explorations: Words + Images
In this creative writing and visual arts course, students will explore the relationship between words and visual elements. Students will experiment with a variety of techniques and pursue those most conducive to their own creative process for their final projects. Topics will include ekphrasis; blackout/erasure, found, and concrete/shape poetry; illustration; exquisite corpse; illuminated manuscripts; film; children's books; comics; and others.

AHU24150 - Drawing: Interpreting the Figure

General

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, perfecting figurative exercises including anatomy and self-portraiture. Readings and discussions will examine the figurative artwork of influential contemporary and classical artists.

Notes: N/A

AHU24155 - The Art of Drawing: Contemporary Approac

General

Course Description

SPECIAL NOTES: N/A

COURSE DESCRIPTION: 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.

AHU24510 - Ceramics

General

Course Description
SPECIAL NOTES: NONE

COURSE 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.

AHU24526 - Printmaking: Beyond the Press: Large-sca

General

Course Description
SPECIAL NOTES: NONE

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.

AHU24527 - Large Format Digital Printing

General

Course Description

SPECIAL NOTES: Students should have access to a DSLR or mirrorless camera. Cameras are available to borrow from the instructor and Library. A 500GB external hard drive is recommended. Estimated student expense of $500 for camera and hard drive.

COURSE DESCRIPTION: In this course, students will have the opportunity to bring their ideas to life through print – whether they are interested in human ecology, environmental preservation, or social justice. Students will learn how to capture their ideas using manual controls on a DSLR camera, prepare images for print in Adobe Photoshop, and print large images on a variety of archival papers on an Epson Large Format Printer. Students will also be exposed to color theory and contemporary artists and activists using digital processes to create, print, and inspire. At the end of the course, students will have perfected the digital workflow and present their thoughts and large format printed work at a student-designed exhibition.

AHU24651 - Form & Function: Sculpture in Theory & P

General

Course Description

SPECIAL NOTES: NONE

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.

AHU25000 - Collage and Assemblage

General

Course Description

COURSE DESCRIPTION: This course explores the inclusion of collage and assemblages through art history as a way to understand how concepts are literally constructed into coherent artworks. Students will review contemporary works to inform the many possibilities for planning and creating their own pieces based on the personal stories they want to depict in a form that allows for layering of meaning, metaphor and responsivity to one's conditions and environment.

SPECIAL NOTES: Students will need to purchase art supplies throughout the duration of this course.

AHU25100 - Cookbooklets

General

Course Description
SPECIAL NOTES: NONE

COURSE DESCRPTION: In this creative writing workshop, students will transform favorite recipes as well as food gathering and preparation techniques into literary entries for booklets devoted to food.

AHU25500 - Art History: Ecological Thinking Through

General

Course Description
COURSE DESCRIPTION: This course examines the development of art forms from ancient times to modern through the lens of ecological thought (thinking interconnectedness). Emphasis is placed on content, terminology, and critical engagement with the material. Upon completion, students should be able to demonstrate a historical understanding of art as a product reflective of human development within the larger social construct. Upper Division students will focus on deeper research and concept development.

AHU25511 - Ceramics: Handbuilding the Figure

General

Course Description
COURSE DESCRIPTION: This class will address the hand-built ceramic figure. Students will learn the technical/practical construction of hollow clay forms, the use of the kiln, and a variety of fired and unfired surface finishes. Throughout the course, students will investigate clay's ability to record gesture and the emotional impact of distorting, fragmenting, and changing perceptions of the figure. While clay is the primary material students are encouraged to include found objects and other media into their final works. This class also looks briefly at historical and contemporary examples of figurative ceramics. Upper-division students will be expected to take on more of a leadership role in the class.

AHU40000 - IS: No Contract

General

Course Description
See registration material for contract due dates!

AHU40050 - TA:

General

Course Description
See registration material for contract due dates! All course fees apply to TA position.

AHU41015 - Relating Through Materials

General

Course Description
None

AHU41030 - Topics in Global Environmental Humanitie

General

Course Description
Students will engage in targeted study of topics in global environmental humanities, with broad and impactful implications for regenerative futures. We will analyze global literature, film, history, philosophy, religion/spirituality, and arts and design to engage students in a transdisciplinary understanding of the perspectives that the field of environmental humanities can bring to topics of urgency, meaning, and ultimately healing in the world. The course will explore ways transdisciplinary humanities have been engaged globally to connect ourselves to the world around us, as means to “see” problems, express new perspectives, and envision new ways of being.

AHU42010 - Topics History, Literature, Philosophy

General

Course Description
Students in this course will apply a critical lens and deepen analytical and communication skills as they investigate a specific topic within history, literature, or philosophy as it relates to the arts and humanities. The topic rotates each time the course is offered, and students may take this course more than once. Potential topics include but are not limited to art history, global environmental history, LGBTQ literature/film/art, Indigenous literature/film/art, environmental literature and ecocriticism, world wisdom traditions, film analysis, and environmental ethics.

AHU42025 - Film & Literature: Elements of Desire

General

Course Description

“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 modern 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 review the works, considering thematic and structural concerns, cultural implications, historical references, and current trends.

SPECIAL NOTES: Writing Emphasis. Students must meet prerequisite WRW26000 Writing Workshop OR WRW27001 Academic Writing Skills OR have transcript notation of a college-level composition, writing, or literature course.

AHU42026 - Film & Literature: Stories from the Land

General

Course Description

SPECIAL NOTES: NONE

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.

AHU42027 - Decolonizing Literature and Film

General

Course Description

SPECIAL NOTES: NONE

Who gets to be the heroes of film and literature? Whose stories are at the forefront of our societies? For decades, for the millions living in the previously colonized world, the western man was the sole hero of cultural expression. The European culture was dominant, and anything else that might be considered indigenous or “uncivilized” was automatically inferior.

Although the major European colonies began to crumble through the 50’s and 60’s, the trauma of having one’s society and identity relegated to second class has long outlasted the official end of “colonization”. Globalization has subtly reinforced the old colonial hierarchies where “Western” is on top and anything else is “backwards”, “primitive”, or “developing”. This course will seek to investigate the novels and films from around the world that are talking back. The works within this course place non-western voices at the forefront of the action, as the heroes of the tales. They dare to critique the damage the colonial centuries might have had on societies and question the ongoing neocolonialism that still takes place. We will investigate how the arts interplay with the political realm in the ongoing anti-imperialist struggle worldwide.

AHU42028 - ST:Media Ecology: Understanding Communic

General

Course Description

COURSE DESCRIPTION: This course explores the interdisciplinary field of study called media ecology. In this field, 'cultures are produced by or emerge out of media environments, and as media environments change, so do the cultures that they contain' (Strate, 2017, p. 26). Approaching media technologies in an ecological or environmental manner allows unique insights into the effects that media has on individuals, cultures, and societies. How do ubiquitous media technologies—smartphones, smart assistants, smart watches, etc.—effect individuals, cultures, and societies? This course will combine theory and praxis through extensive readings as well as student-led investigations into how they personally experience the transformative effects of media.

AHU42330 - Prescott Singers: Lift Every Voice

General

Course Description

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.

AHU42380 - Creative Practice & Performance

General

Course Description

SPECIAL NOTES: NONE

COURSE DESCRIPTION: 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.

AHU42383 - Theatre Lab: Performing Acts for Social

General

Course Description

COURSE DESCRIPTION: This is an interdisciplinary performance studies and qualitative research methods course that introduces students to various ways in which theatre operates as a vehicle for social justice, active citizenship, and transformative public dialogue. The course is designed to broaden student knowledge and skills in the use of creative interdisciplinary tools for conducting anti-oppressive community-based social justice research, outreach initiatives, and advocacy. Students will gain direct experience using anti-oppressive performance creation techniques from different liberatory theatre praxes that facilitate social justice by amplifying the voices of individuals and communities that are marginalized, misrepresented, misunderstood, or discriminated against. Coursework combines the study of interdisciplinary work produced by international performance studies research practitioners from diverse cultural contexts with the exploratory application of radical participatory performance-based qualitative research techniques within localized student-led project-based assignments. Ancient Athenians viewed theatre as a vital element of a democracy. The stage was a place where social legislation could take place in public. Narratives could pose social questions that investigated the need for laws and live public discourse could ensue. Students taking the course will create original works of legislative theatre. Throughout the course students will engage in academic research, community-based field work, performative writing, and performance creation in the mode of participatory action research. Research methods include: autoethnography & collaborative autoethnography, embodied research, narrative inquiry, participatory action research, documentary and cultural dramaturgical research. Theatre techniques include: Theatre of Witness, Verbatim Theatre, Forum Theatre, and Legislative Theatre.

ACTIVITIES

In undertaking the coursework students will:

-Participate in exploratory exercises and train in techniques derived from different liberatory theatre praxes and performance studies research models.

-Examine the role of theatre in society beginning with its earliest associations with democracy in ancient Greek culture and culminating with their own assessment of the role of theatre and performance in contemporary cultures.

-Read and discuss peer-reviewed case studies written by international performance studies practitioners working in the fields of social justice, human rights, conflict transformation, critical race theory, intersectionality, cultural ethnography, and mental health.

-Participate in performative writing exercises and performance research technique labs that explore the application of different tools and methods used in qualitative and performance studies research.

-Develop community-based PAR projects that use narrative inquiry and embodied research techniques in tandem with anti-oppressive performance creation praxes to co-script and construct legislative theatre performances that engage co-creators, performers, and audiences in productive communal dialogues surrounding issues of social justice, the co-construction of community policy, and legislative decision making.

-Engage in outcomes assessments for project works using assessment tools developed by professional research practitioners working in the field.

Write performance-based research case studies following the execution of PAR performance projects. (APA format)

-Construct annotated reference bibliographies with relevant reflections on significant knowledge gained from each reference used in the construction of the project. (APA format)

-Participate in a classroom blog laboratory for sharing and discussing work among peers.

-Participate in archiving project work in a class blog webpage for viewing and feedback from a public audience.

AHU42715 - Alternative Photographic Processes

General

Course Description

COURSE DESCRIPTION: In this course students will have the opportunity to use many different historical photographic processes to make images including Wet Plate Collodion, Ambrotype, Cyanotype, Pinhole Photography, and Camera Obscura. Students will be exposed to the chemical processes involved with each process and will experiment conceptually with each. These processes predate the digital images we interact with daily and will allow students to learn about the history of photography and how images have changed the way we see the world.

AHU42855 - Video as Art: The Ethnography of Memory,

General

Course 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 NOTES: N/A

AHU43323 - Sense of Place

General

Course Description

In this creative writing and literature course, students will explore their relationships to places by writing about them as well as expand their understanding of the human connection to place by reading works of literature in which place is central. They will read poetry and prose by both classic and contemporary authors; engage in a variety of writing exercises designed to enhance their facility with a variety literary techniques; present their own works-in-progress for class critique; and compile a manuscript of revisions.

SPECIAL NOTES: Instructor Permission required.

AHU43330 - The Memoir

General

Course 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.

SPECIAL NOTES:

AHU43350 - Poetry Workshop

General

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, advanced student writers will 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 expressive techniques and with terminology current in the genre, 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. In addition to compiling a final manuscript of revisions, advanced students will design and present independent, individual projects focused on contemporary issues and techniques within the genre.

SPECIAL NOTES: Instructor Permission required. Students must meet prerequisite WRW26000-Writing Workshop or have transcript notation of a college-level composition, writing, or literature course, plus have successfully completed one additional writing and/or literature course.

AHU43422 - Short Shorts: Adventures in Flash Prose

General

Course Description

SPECIAL NOTES: NONE

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.

AHU43425 - Creative Nonfiction

General

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.

SPECIAL NOTES:

AHU43500 - Nature's Voice: Reading & Writing about

General

Course Description

How do we translate our observations of nature, our particular connections to the phenomena of our planet, our knowledge of certain species, our unique experiences in the field, and our concerns for the environment into clear, graceful writing? In this course, students will examine the genre of nature writing, learning from others' work as they generate and improve their own. Students will read and analyze contemporary nature-based essays, poems, and stories as well as engage in a variety of exercises designed to develop observation skills and facility with technique. The ultimate goal is to become as fluent as possible in advocating for the natural world. The workshop will not only provide advanced 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 polished revisions of original creative work as well as design and present an independent, individual project focused on a current trend or issue within the genre.

SPECIAL NOTES:

AHU44105 - Figure in Context: Narrative Painting

General

Course Description

SPECIAL NOTES: NONE

COURSE DESCRIPTION: 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.

AHU44110 - The Derivative Image: Abstract Painting

General

Course Description
COURSE DESCRIPTION: 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.

AHU44120 - Creative Explorations: Words + Images

General

Course Description
SPECIAL NOTES: To earn UD or Graduate credit, students must have at least previous one course in either Creative Writing or Visual Arts in addition to LD prerequisite, Writing Workshop.

COURSE DESCRIPTION: Creative Explorations: Words + Images
In this creative writing and visual arts course, students will explore the relationship between words and visual elements. Students will experiment with a variety of techniques and pursue those most conducive to their own creative process for their final projects. Topics will include ekphrasis; blackout/erasure, found, and concrete/shape poetry; illustration; exquisite corpse; illuminated manuscripts; film; children's books; comics; and others.

AHU44150 - Drawing: Interpreting the Figure

General

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, perfecting figurative exercises including anatomy and self-portraiture. Readings and discussions will examine the figurative artwork of influential contemporary and classical artists.

Notes: N/A

AHU44155 - The Art of Drawing: Contemporary Approac

General

Course Description

SPECIAL NOTES: N/A

COURSE DESCRIPTION: 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.

AHU44510 - Intermediate Ceramics: Form and Function

General

Course 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.

AHU44526 - Printmaking: Beyond the Press: Large-sca

General

Course Description

SPECIAL NOTES: NONE

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.

AHU44527 - Large Format Digital Printing

General

Course Description

SPECIAL NOTES: Students should have access to a DSLR or mirrorless camera. Cameras are available to borrow from the instructor and Library. A 500GB external hard drive is recommended. Estimated student expense of $500 for camera and hard drive.

COURSE DESCRIPTION: In this course, students will have the opportunity to bring their ideas to life through print – whether they are interested in human ecology, environmental preservation, or social justice. Students will learn how to capture their ideas using manual controls on a DSLR camera, prepare images for print in Adobe Photoshop, and print large images on a variety of archival papers on an Epson Large Format Printer. Students will also be exposed to color theory and contemporary artists and activists using digital processes to create, print, and inspire. At the end of the course, students will have perfected the digital workflow and present their thoughts and large format printed work at a student-designed exhibition.

AHU44652 - Public Art: Mural Painting

General

Course Description

SPECIAL NOTES: NONECOURSE 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.

AHU45000 - Collage and Assemblage

General

Course Description

COURSE DESCRIPTION: This course explores the inclusion of collage and assemblages through art history as a way to understand how concepts are literally constructed into coherent artworks. Students will review contemporary works to inform the many possibilities for planning and creating their own pieces based on the personal stories they want to depict in a form that allows for layering of meaning, metaphor and responsivity to one's conditions and environment.SPECIAL NOTES:

AHU45009 - Medieval Women, Medieval Women Writers

General

Course Description

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.

AHU45010 - Creative Nonfiction: The Lyric Essay

General

Course Description

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.

AHU45500 - Art History: Ecological Thinking Through

General

Course Description

COURSE DESCRIPTION: This course examines the development of art forms from ancient times to modern through the lens of ecological thought (thinking interconnectedness). Emphasis is placed on content, terminology, and critical engagement with the material. Upon completion, students should be able to demonstrate a historical understanding of art as a product reflective of human development within the larger social construct. Upper Division students will focus on deeper research and concept development.

AHU45511 - Ceramics: Handbuilding the Future

General

Course Description

COURSE DESCRIPTION: This class will address the hand-built ceramic figure. Students will learn the technical/practical construction of hollow clay forms, the use of the kiln, and a variety of fired and unfired surface finishes. Throughout the course, students will investigate clay’s ability to record gesture and the emotional impact of distorting, fragmenting, and changing perceptions of the figure. While clay is the primary material students are encouraged to include found objects and other media into their final works. This class also looks briefly at historical and contemporary examples of figurative ceramics. Upper-division students will be expected to take on more of a leadership role in the class.

AHU46000 - Teaching Certification Test Preparation

General

Course Description

COURSE DESCRIPTION: This Arizona Test Prep course for Arizona Educator Certification is designed to familiarize Education Department students with the tests required. Well-prepared students are more likely to score higher, increasing their chances of meeting the “cut score” requirement for educator exams. Students will learn test-taking strategies, take practice tests and discover ways to reduce test anxiety. The activities will guide students through a personalized review of content-specific knowledge they require in order to pass the NES exam with confidence'. and maybe a sentence on the end: 'This course is intended for Teacher Preparation students in preparation for their certification exams, or students in other departments preparing for other professional or academic exams, such as the GRE.

AHU47001 - Environmental Humanities

General

Course Description

This upper-division seminar allows students to engage deeply with topics, concepts, and approaches in the emerging field of Environmental Humanities. Complementary to scientific approaches, the transdisciplinary field of environmental humanities draws on the arts, history, literature, philosophy, anthropology, and religious studies to explore human engagements with the non-human world, analyze social constructions and representations of nature, and produce creative works that recognize the power of the human imagination to heal contemporary environmental and social problems. We utilize global, historical, interpretive, narrative, and creative approaches as we explore topics such as climate change, global environmental history, indigenous systems, multi-species perspectives, and the power of creativity to reshape the world. SPECIAL NOTES:

AHU47210 - Photographic Tactics for the Environment

General

Course Description

SPECIAL NOTES: A digital camera is required.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.

AHU47400 - The Pursuit of Wisdom

General

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

AHU47530 - Literature for a Living Planet

General

Course Description

SPECIAL NOTES: Writing Emphasis. Students must meet the prerequisite WRW27001 Academic Writing Skills or WRW26000 Writing Workshop (or have a transcript notation of successful completion of college-level writing or literature course) plus have successfully completed an additional course in writing or literature.COURSE DESCRIPTION: As long as it has existed, literature has served to engage and inform us as well as inspire us to relate to our world in new and different ways. In Literature for a Living Planet, we will explore a range of literary works by authors whose visions offer guidance as we seek healthy long-term relationships with the earth and its inhabitants. These works (in addition to select articles and films) will consider the ways we perceive ourselves in the world around us as well as topics such as spirituality, education, and eco-justice. We will spend most of the session reading and discussing in preparation for ultimately writing our own pieces of “literature for a living planet.'

COR20000 - Core Curriculum 1: Explorations of Self,

General

Course Description

SPECIAL NOTES: NEEDED COURSE DESCRIPTION: The first-year core course integrates new students into the Prescott College community and acquaints them with the many pathways for learning at Prescott College. It equips students with foundational skills and knowledge in communication, self-direction, and lifelong learning. We live in challenging times in a world that can seem to be driven by crisis, uncertainty, and competition for scarce resources. Together we will challenge this dynamic and explore ideas of interdependence, cooperation, and compassion as the basis for resilience. Collaborating with other first-year core course sections, students will grapple with problems and solutions, drawing on perspectives from the arts and humanities, adventure education, environmental studies, psychology, cultural and regional studies, and education.

COR20001 - First Year Experience: Online

General

Course Description

This accelerated, 2-credit version of the first-year core course integrates new students into the Prescott College community and acquaints them with the many pathways for learning at Prescott College over an 8-week session. This course equips students with foundational skills and knowledge in communication, self-direction, and lifelong learning, and supports new students in adapting to the Prescott College experience. We live in challenging times in a world that can seem to be driven by crisis, uncertainty, and competition for scarce resources. Together we will challenge this dynamic and explore ideas of interdependence, cooperation, and compassion as the basis for resilience. Students will grapple with problems and solutions, drawing on perspectives from the arts and humanities, adventure education, environmental studies, psychology, cultural regional studies, and education.

COR20005 - Core Curriculum 2: Ways of Knowing

General

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.SPECIAL NOTES:

COR20100 - First Year Experience

General

Course Description

The First Year Experience (FYE) course is an experiential, interdisciplinary course that integrates new students into the Prescott College community and acquaints them with the many pathways for learning at Prescott College. It equips them with foundational skills in communication, self-direction, and lifelong learning that foster the development of cultural and environmental literacy. A contemporary theme will shape course content every time FYE is offered as students engage in self-reflection, community building, and critical exploration of their social and natural worlds.

COR21000 - Program Design & Implementation

General

Course Description

SPECIAL NOTES: NONECOURSE DESCRIPTION: This course is designed to help students from all areas of study learn the skills necessary to facilitate effective programs. This course is ideal for students in their sophomore or junior year who are interested in doing event/program-based senior projects or co-curricular activities involving planning events and programs, or students who are interested in careers involving fundraising and non-profit event management. The topics covered in this course include an overview of curriculum design, program/event development, foundational principles of marketing, budgeting and an introduction to fundraising, risk management, and program assessment. In the context of this course, students will engage in designing individual and group programs, facilitating a class event, and evaluating their work through self and audience feedback. Examples of programs/events that students may choose to design and facilitate include Sex Week, Dance/Formal, Leadership Symposium, Film Screening, Cooking Class, Service/Community Project, and much more! Students may need to meet outside of course time to ensure a successful event.

COR40000 - Core Curriculum 3: Inquiry & Analysis in

General

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.SPECIAL NOTES: Writing Emphasis.

COR40005 - Senior Project

General

Course Description

Senior Project serves as a homeroom to provide students with regular and substantive faculty oversight as they complete their senior project. Each student works closely with a mentor and/or faculty advisor to create a senior project contract and then carry out the project. This course offers students the opportunity to discuss their learning with peers and the instructor, who oversees assessment of each student's work. In addition, this course ensures that students complete all graduation requirements and are prepared for post-graduation endeavors. SPECIAL NOTES: This course is appropriate for students with 90 or more credits. Students with a double competence or dual degree register for TWO sections of this course for a total of 8 credits.

COR41000 - Program Design & Implementation

General

Course Description

SPECIAL NOTES: NONECOURSE DESCRIPTION: This course is designed to help students from all areas of study learn the skills necessary to facilitate effective programs. This course is ideal for students in their sophomore or junior year who are interested in doing event/program-based senior projects or co-curricular activities involving planning events and programs, or students who are interested in careers involving fundraising and non-profit event management. The topics covered in this course include an overview of curriculum design, program/event development, foundational principles of marketing, budgeting and an introduction to fundraising, risk management, and program assessment. In the context of this course, students will engage in designing individual and group programs, facilitating a class event, and evaluating their work through self and audience feedback. Examples of programs/events that students may choose to design and facilitate include Sex Week, Dance/Formal, Leadership Symposium, Film Screening, Cooking Class, Service/Community Project, and much more! Students may need to meet outside of course time to ensure a successful event.

COR42000 - Interdisciplinary Inquiry

General

Course Description

This interdisciplinary research course is designed for students who seek to address complex, real-world problems by integrating knowledge, methodologies, and perspectives from multiple academic fields. Exploring how diverse disciplines conceptualize and investigate problems, and how combining these approaches can generate new insights, students are encouraged to see inquiry as dynamic and solutions as multi-faceted. Course components will draw on contemporary issues of the students' interests and include critical literature reviews to identify gaps and opportunities for interdisciplinary inquiry, collaboration on team-based projects that encourage problem-solving across disciplines, and regular discussions and presentations that foster clear and persuasive communication skills, synthesizing multiple perspectives. By the end of this course, students will be prepared to creatively and collaboratively design and execute interdisciplinary research projects, setting the stage for their own senior project.

COR47001 - PASS- Liberal Arts

General

Course Description

COURSE DESCRIPTION: Professional and Academic Success Seminar (PASS) provides new students with the essential tools to successfully navigate their academic journey through the Online Undergraduate (OU) program. PASS 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 OU. In addition, PASS teaches students how to create their eportfolio that displays and reflects on learning outcomes for each course.SPECIAL NOTES:

COR47002 - PASS- Education

General

Course Description

COURSE DESCRIPTION: Professional and Academic Success Seminar (PASS) provides new students with the essential tools to successfully navigate their academic journey through the Online Undergraduate (OU) program. PASS 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 OU. In addition, PASS teaches students how to create their eportfolio that displays and reflects on learning outcomes for each course.SPECIAL NOTES:

COR47100 - Accelerated Master's Orientation

General

Course Description

COURSE DESCRIPTION: This one-credit, On Campus course brings Accelerated Master's students together in their first term of graduate study to familiarize them with graduate expectations, connect them with supportive resources, and to build community. In preparation for success in the Online Graduate Programs, students will practice research, writing, and organizational skills to be used in their online courses.SPECIAL NOTES: N/A

COR47101 - Graduate Seminar

General

Course Description

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.SPECIAL NOTES:

COR47500 - Internship

General

Course Description

Intended primarily to foster professional development, an internship provides this professional development experience, as well as a real-world look at what employment in a student's desired field might be like. Interns receive direct supervision and on-the-job training, helping hone relevant skills that are invaluable in the workplace. They will gain a concrete understanding of work protocols and professional expectations within that industry. Students will also work with a faculty member to complete academic assignments relating their work on the ground to their overall degree plan. Where possible, interns are compensated monetarily for their time.

COR47501 - Intership

General

Course Description

Intended primarily to foster professional development, an internship provides this professional development experience as well as a real-world look at what employment in a student's desired field might be like. Interns receive direct supervision and on-the-job training, helping hone relevant skills that are invaluable in the workplace. They will gain a concrete understanding of work protocols and professional expectations within that industry. Students will also work with a faculty member to complete academic assignments relating their work on the ground to their overall degree plan. Where possible, interns are compensated monetarily for their time.

COR57113 - Successful Interdisciplinary Learning St

General

Course Description

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.SPECIAL NOTES: N/A

COR57114 - Critical Foundations of Research & Schol

General

Course Description

This course covers the theory, application, and design of critical research methodologies for interdisciplinary exploration of the student's chosen field. 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 analyzing 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. The course will include creative and emergent approaches to conducting and presenting research.SPECIAL NOTES: N/A

COR57120 - Being Interdisciplinary

General

Course Description

This course serves both as an introduction to graduate studies and to interdisciplinary thinking and practice for new and returning graduate students at Prescott College. This course provides a home base for community building and connection in a program featuring self-directed study. This course examines major historical and theoretical approaches to interdisciplinary studies along the program's four pillars of interdisciplinary synthesis, critical analysis, creative communication, and career alignment. At the end of the class, you will have a clearer sense of the scholar you want to become and identify concrete ways to develop your interests, navigate faculty mentor-grad relations, department cultures, and life-work balance.SPECIAL NOTES:

COR57130 - Transmedia Storytelling

General

Course Description

COURSE DESCRIPTION: Transmedia storytelling is the practice of designing, sharing, and participating in a cohesive story experience across multiple traditional and digital delivery platforms - for entertainment, advertising and marketing, or social change. Transmedia narratives exist across multiple storytelling platforms, using the advantages of each to enhance the experience of the audience. No matter which medium nor how many, the center of a successful transmedia project is its story. While we will read scholarly articles and discuss ideas about transmedia, this is primarily a class in designing transmedia projects. We will analyze the strengths and weaknesses of various mediums and consider how they complement each other, and how by using several different media we can give the audience a more complete, rewarding, and immersive experience.SPECIAL NOTES:

COR57550 - Sustainable Food Systems Solutions: Caps

General

Course Description

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.SPECIAL NOTES:

COR57700 - Capstone

General

Course Description

Capstone Project (COR57700) Taken near the end of graduate studies, this course engages students to develop a Capstone Project that represents the culmination of their graduate studies. Students may choose from an academic thesis or an applied professional project. Both formats offer opportunities to deeply study a topic and produce a project that may be applied to the student's current employment, help them change careers, engage them in a new community, or many other potential outcomes.

COR58000 - Capstone

General

Course Description
The Capstone is a synthesis and culmination of each student's experiences in their graduate program. It is designed to challenge students to think critically and apply what they have learned in a format appropriate to their program and to demonstrate mastery of programmatic learning goals. It also serves as a strategic step between graduate studies and career or academic aspirations by providing an opportunity for students to express their level of preparedness for their chosen career path and launch them in that direction. In addition to these general Capstone goals, each program has specific pedagogical outcomes that are met through coursework design, integration of program-specific learning activities, effectiveness of assignments, and assessments of students' actual learning and skills development.

CRS20000 - IS: No Contract

General

College
RDP

Course Description
See registration material for contract due dates!

CRS21000 - Program Design & Implementation

General

Course Description
SPECIAL NOTES: NONECOURSE DESCRIPTION: This course is designed to help students from all areas of study learn the skills necessary to facilitate effective programs. This course is ideal for students in their sophomore or junior year who are interested in doing event/program-based senior projects or co-curricular activities involving planning events and programs, or students who are interested in careers involving fundraising and non-profit event management. The topics covered in this course include an overview of curriculum design, program/event development, foundational principles of marketing, budgeting and an introduction to fundraising, risk management, and program assessment. In the context of this course, students will engage in designing individual and group programs, facilitating a class event, and evaluating their work through self and audience feedback. Students may need to meet outside of course time to ensure a successful event.

CRS21015 - Spanish Intensive

General

Course Description
Spanish Intensive is a total immersion, intensive Spanish language learning program. Students study the language four to six hours daily for two to three weeks, and live with a Spanish-speaking family to experience the culture and community. This provides students with a natural setting in which to practice and develop their ability to communicate in Spanish. In addition to language learning, course work, and living with a Spanish-speaking family, students participate in service projects, lectures, discussions, and field trips.

CRS21016 - Spanish Intensive & Cultural Immersion

General

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.SPECIAL NOTES:

CRS21017 - Language Learning Strategies

General

College
RDP

Course Description
This one-credit course is to be taken concurrently with the World Languages Level I course for all target languages. Students will learn to utilize new strategies to further their language learning; complete tasks that allow them to reflect critically on the progress they are making in the target language; and practice language learning technologies, such as blogs, e-portfolios, making audio clips and digital games, etc., to immerse themselves in the target language and culture.

CRS21018 - World Languages Level I: (target languag

General

College
RDP

Course Description
Students acquire and practice basic communicative skills (comprehension, speaking, reading) with an emphasis on structured conversations with fluent speakers each week. The language acquisition process is further supported by the creation of an e-portfolio/blog in which students document their progress toward proficiency in the target language, their use of electronic technology to communicate in the target language, and their growing cultural awareness of and connection to speakers of the target language.

CRS21020 - Spanish I, Beginning

General

College
RDP

Course Description
COURSE DESCRIPTION: Beginning Spanish I introduces the student to the Spanish language and Hispanic cultures. The program of instruction provides a foundation in one or more varieties of Spanish for future proficiency in spoken and written expression. Initial emphasis is on functional conversation using basic grammar and accurate pronunciation, with reading and writing skills introduced later in the instructional sequence. Active student participation and use of contemporary multimedia resources are integral aspects of the course design.

CRS21021 - Spanish II, Beginning

General

College
RDP

Course Description
COURSE DESCRIPTION: Beginning Spanish I introduces the student to the Spanish language and Hispanic cultures. The program of instruction provides a foundation in one or more varieties of Spanish for future proficiency in spoken and written expression. Initial emphasis is on functional conversation using basic grammar and accurate pronunciation, with reading and writing skills introduced later in the instructional sequence. Active student participation and use of contemporary multimedia resources are integral aspects of the course design.

CRS21022 - Special Topics: Spanish I

General

Course Description
SPECIAL NOTES: This online class (or equivalent) is a prerequisite for Spanish Intensive and Cultural Immersion classes taught in Kino Bay.COURSE DESCRIPTION: In this introductory course, students embark upon an experiential journey to read, write, understand and verbalize contemporary Spanish. Emphasis is placed on student-centered vocabulary and grammatical patterns necessary for comprehension and production of spoken and written Spanish. This course helps to provide foundational understanding of basic Spanish through pronunciation, vocabulary building, speaking, and using direct, applied experience with meaningful content, with the aim of providing a broader awareness of and appreciation for Spanish-speaking cultures. Course materials are project-based and designed to assist students with Spanish usage beyond the classroom. Community-based immersion course strategies encourage active student use of emerging speech patterns, developmental writing, reading, and culture-based projects.

CRS21040 - Foundations in Global Studies: Power, Pl

General

College
RDP

Course Description
This course presents the foundations of the curriculum in Cultural and Regional Studies, encompassing economic, political and social developments from the 18th Century to the present, as well as their potential impacts on the future. Student will be introduced to ongoing global debates including: war and achievement of peace, sovereignty and power, borders and changing international law, privilege and the mal-distribution of wealth and opportunity, religions and their impacts, and contemporary efforts to create a better world that benefits all. Students will learn and apply skills of critical social research. They will develop communication skill by participation in discussion, and writing analytical papers. This course will prepare them to use the lenses of both knowledge and theory to view current events and long term developments of global importance, with the goal of creating positive action.Students will build a supportive community in which to experientially explore individual and group identity and the ethics of community-based learning. Upon successful completion of this course, (and a course in social research methods), students will be able to take further Global Studies courses, having a broader knowledge of the fields, critical understanding of issues, and an appreciation of the stakes of knowledge production.

CRS21050 - Image & Power in Mass Culture

General

College
RDP

Course Description
SPECIAL NOTES: Writing EmphasisDESCRIPTION: 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.

CRS21100 - Nonprofit Management

General

College
RDP

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

CRS21101 - Social Entrepreneurship

General

College
RDP

Course Description
This course will engage in an exploration of the theory, practice, and issues associated with local, national, and global Social Entrepreneurship (SE). One common defining characteristic of SE is the utilization of entrepreneurial behaviors and wealth creation to address social problems and create positive sustainable social change; an early and prominent example would be Ben & Jerry's, and today there are a number of for-profit firms with social change agendas. SE has also now expanded to include a broad array of other cutting-edge phenomena such as 'microlending,' for which economist Muhammad Yunus won a Nobel Peace Prize. In this course, we'll explore how SE utilizes economic wealth creation, traditionally associated with business enterprise, to foster and create significant and sustainable social benefit and change. As the traditionally distinct lines between government, the for-profit sector, and the nonprofit sector blur, it is increasingly important for students to understand the challenges and opportunities in this emerging and complex area. Learning formats will include extensive reading, lectures and discussions, formal writing, case study analysis, and in-class presentations.

CRS21102 - Funding Change: Grant Writing & Nonprofi

General

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

CRS21201 - The Documentary: Film-making for Fun, Pr

General

College
RDP

Course Description
More and more businesses, non-profit organizations, and individuals are using documentary techniques to bring attention to their activities. As a result basic documentary skills are becoming a common workplace requirement. In this course students learn the basics of short and medium length documentary production by completing 2 projects. Each student selects a topic, conducts research to prepare for filming, and shoots and edits the footage into a short documentary and a longer version that are shown to the Prescott College community. Students can work with organizations in Prescott who are asking for help in documenting their work or they can develop their project from their personal interests. This course is designed to teach fundamental documentary skills to students in all programs at the college, especially those who anticipate including video in their senior projects or their professions. It also serves as an introductory course in video production for students who want to develop a competence in film.

CRS21202 - Bamboozled: Race, Power, and Representat

General

Course Description

SPECIAL NOTES: N/ACOURSE DESCRIPTION: 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.

CRS21205 - Radical Media: Podcasting

General

Course Description

COURSE DESCRIPTION: Radical Media offers students an academic curriculum focusing on journalistic ethics and how to use 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 research, write, create and edit a media product about a contemporary and pressing social 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, 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.SPECIAL NOTES: N/A

CRS21206 - Cinema & the (Post) Colonial Gaze

General

Course Description

COURSE DESCRIPTION: This survey of classic and contemporary films, which explore the experience of “colonized” peoples, seeks to initiate, what Stuart Hall calls, “a dialogue, an investigation, on the subject of cultural identity and representation.” The course aims to deconstruct how the colonial and post-colonial world was/is mediated and represented in films, and the power of cinema in shaping perceptions of the world. Students will examine the work of authors such as Franz Fanon, Arundhati Roy, Edward Said, Fatimah Tobing Rony, Trinh T. Minh-ha, and Stuart Hall, among others, in an effort to understand the socio-political and historical context in which the films were made, the nature and structure of colonialism, and Indigenous resistance. Students will also be introduced to film theory and analysis in order to develop a language they can draw on to critically analyze films. Some of the directors whose films the class will explore include: Ousmane Sembene, Claire Denis, Gillo Pontecorvo, Isaac Julien, Mati Diop, Trần Anh Hùng, Mira Nair, Raoul Peck, Deepa Mehta, Mathieu Kassovitz, and Euzhan Palcy.SPECIAL NOTES:

CRS21400 - Language and Culture

General

Course Description

SPECIAL NOTES: NONEDESCRIPTION: Every language encapsulates a unique world view. In this course we will explore what language is, how language and culture shape each other, how the human capacity for symbolic thought and language evolved, why the conservation of endangered language is important, how we express cultural knowledge and beliefs through language, and how language can maintain and reproduce human inequality. Students will have opportunities to study language in its natural settings to draw conclusions about the power of language in everyday life.

CRS21500 - Climate Advocacy Under the Law

General

Course Description
SPECIAL NOTES: NONECOURSE 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.

CRS21900 - Kenya History from Colonialism to Stateh

General

College
RDP

Course Description
This course will provide students with a broad overview of the pre and post colonial history of Kenya, governmental structure, diversity of ethnic communities, international relations, and current issues. More focused exploration of these or other topics will be driven by student interest. The course will also touch upon the relationship of Indigenous communities to the larger Kenyan society, and the ways that these communities are impacted by globalization. Students will study the politics of race in East Africa. They will learn about ways that cultural lenses construct experience, and examine our U.S. cultural perceptions of Africa and Indigenous communities by analyzing films and other media.

CRS21901 - Egypt: History, Culture, & Current Issue

General

College
RDP

Course Description
FA11 offering: A dramatic political revolution in Egypt is happening right now - this class will spend time studying what is really going on.In this class, students will learn about how Egyptian life has developed over 5,000 years, and thus about the elements of a society at every stage. Students will gain an appreciation of Egyptian arts and religion as human ethical and esthetic expression. While this course outlines this region’s dynamic history, it is more than a history course. Through the study of Egypt, students will gain insight into a dynamic region of the world, and begin to understand the issues facing humanity at large through the lens of Egypt’s struggles to create a civilization and transcend a harsh environment. The course will cover three periods—(1) Primitive and Ancient Egypt through Cleopatra VII and its absorption into the Roman Empire, (2) Medieval times when Egypt was subordinated to other great nations and cultures—Rome, Persia, Arabs and Islam, Turkey, Europe, and (3) Egypt in the modern world under European hegemony—Napoleon and the French, Suez, world wars I & II, and Egypt’s contemporary struggle for full sovereignty and recognition, the conflict with Israel, and potential future developments.

CRS22001 - Economic and Social History of the U.S.

General

College
RDP

Course Description
SPECIAL NOTES: Writing EmphasisCOURSE DESCRIPTION: 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.

CRS22010 - History of US-Mexico Border Region

General

College
RDP

Course Description
This course examines the history of the Southwest region from the first inhabitants to the 19th century. Emphasis is placed on the diverse groups that have inhabited this region, currently divided by the U.S./Mexico border. Students will look at the history of contact, domination, conflict, and collaboration among these groups, and the relationship between political borders and the formation of identity.

CRS22011 - History & Culture of Native America

General

College
RDP

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

CRS22012 - American & European Thought & Culture in

General

College
RDP

Course Description
This course examines how the genre of science fiction reflects cultural themes and values in the United States. By removing the reader or viewer from the present context, science fiction can serve as a mirror and social critique of society. The course will be divided among themes that are topical and chronological. Some themes that will be explored include technology, xenophobia, gender issues, with special attention to apocalyptic visions in different cultural contexts. Along with understanding the relationship between social issues and cultural representations in science fiction novels and films, students will also exercise their critical and analytical thinking skills as well as speaking and writing skills. Students should emerge from the class with an understanding of how the genre of science fiction follows cultural patterns and thus be more aware of the images and messages that surround their lives.

CRS22020 - Anthropology, Contemporary Issues in

General

Course Description

Contemporary society faces problems every day that require culturally sensitive solutions--environmental damage and protection, out-of-control population growth, a dizzy proliferation of lifestyle choices, gender controversies, ethnic conflict and other threats to cultural survival around the world. This course introduces students to anthropology, a discipline that focuses on culture by defining it, describing it, attempting to explain it, and placing it in a theoretical framework to address the problems of the modern world. Students will observe and analyze the dimensions of modern-day problems--in their community and around the world--and explore culturally appropriate solutions using the concepts, skills, and values of cultural anthropology.

CRS22030 - Indigenous Rights, Cultural Survival, an

General

Course Description

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.

CRS22100 - Color Line in U.S. History, The

General

College
RDP

Course Description
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.SPECIAL NOTE: Writing Emphasis

CRS22150 - The Middle East: History, Culture and Cu

General

Course Description
COURSE DESCRIPTION: In this 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.SPECIAL NOTES:

CRS22250 - Reading Contemporary Events

General

Course Description

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.

CRS22320 - Trans/Queer Media and Storytelling

General

Course Description

COURSE DESCRIPTION: This course seeks to investigate the potential of trans/queer stories and lineages of resistance to imagine and enact liberatory, decolonial futures. We will explore the relationships between trans/queerness, settler-colonialism, neoliberalism, and racial capitalism for the purpose of building solidarity within and across movements for justice. Students will engage with historical literacy and counter-storytelling using a variety of trans/queer literature, art, media, history, and theory. Assignments include writing critical self-reflective narratives, co-facilitating class discussions, learning from community elders, artists, and youth activists, and designing a trans/generational multimedia storytelling project.

CRS22400 - Global Feminisms

General

Course Description

SPECIAL NOTES: NONEThis course explores the usefulness of feminist analysis, a powerful tool developed in western societies, to women's lives in non-western places, especially those that have been colonized by western imperialism. The course is framed by the critiques of "universal sisterhood" that have emerged in recent years from people who identify as "feminists" from the Third World/Global South. It sets out to take apart the conventional story that all of history has culminated in western feminism and that western women lead the world in achievement of human rights. Likewise, the course explores what common ground might exist among people across the globe who identify as women. In this we use the work of Chandra Mohanty and others to look at womanhood as a position within global capitalism, as a different orientation to the idea of "sisterhood." The course explores the challenges and strategies through which women navigate their lives in different international contexts, and women's read on their own diverse cultures and cultural practices. We look at the intersection of different movements including nationalism, indigenous rights, colonialism and transnational capitalism, and the production of identity through them.

CRS22410 - Men & Masculinities

General

Course Description

SPECIAL NOTES: Writing EmphasisCOURSE DESCRIPTION: 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?

CRS22510 - Philosophy: Modes of Thinking

General

College
RDP

Course Description
There are many modes of thinking - mythic, metaphoric, intuitive, logico-analytic, synthetic, systemic, non-linear, and others (as well as fallacious or mis-applied modes.) The human tendency is to unconsciously adopt one or two modes and ignore the others, which leads to misunderstandings and errors in thinking. We also make the mistake of believing one mode of thinking is superior to the others. For example, many hold science to be more 'true' than myth, but it is just as wrong to apply scientific standards to myth, as it is to create myths in science. This course will help participants understand the bases, uses, and limits of the various modes, and to identify them in their own thinking. We will critically examine thinking (and fallacies) evident in the media, academic world, politics, the arts, and public and private discourse. We will apply appropriate modes of thinking to solve problems that at first appear intractable. We will learn to see the true meaning of things using the 'inner eye.' This course is fundamental to the areas of Philosophy, Humanities, and Liberal Arts, and is applicable to Education and Teacher Training, and any area of study in which effective thinking is valued.

CRS22512 - Philosophy: The Search for Meaning throu

General

College
RDP

Course Description
In this course, each participant will confront important personal and social issues to determine what his or her ethical basis should be for deciding and acting. Each of us faces personal dilemmas in such areas as belief or cynicism, relationships; ambitions and direction, fears and courage, and lifestyle. The nations and peoples of the world are going through a period of accelerated change, that is bringing with it very real dangers but also great opportunities. The crises of this period are reflected in the personal choices people have to make in every society; this is particularly true of our own. Many issues are being politicized with labels such as 'right to life vs. genetic engineering,' 'clash of civilizations vs. war on terrorism,' 'globalization vs. peoples' movements,' or 'global warming vs. jobs and the economy.' In exploring such challenges, each participant will be encouraged to develop rational and emotional bases for personal ethical behavior, and a coherent set of social commitments and to realize that decisions we make today will affect our own lives, and the short- and long-term future of our communities, our society, our descendants, and our planet.

CRS22513 - Philosophy: Modes of Scientific Thinking

General

Course Description

Science is one of the most dynamic powerful enterprises in the modern world, but it is not generally known that all science has a philosophical foundation. Epistemology and metaphysics provide the basic theories of knowledge underlying all types of pure and applied science. In this course we will learn how scientific theories are created and tested. We will not restrict ourselves to empirical or laboratory science, but also treat phenomenology and human/social sciences. Our study material will be taken from fields like small particle physics and string theory, cosmology and astrophysics, evolution and natural history, and advanced genetics - examined at a descriptive level. Students will not only learn the philosophical bases of such sciences, but a great deal about the newest developments as well. The course will open understanding of some of the most exciting directions of humanity now and in the future.

CRS22514 - The Emerging Future

General

College

RDP

Course Description

Since we are continuously living in the now as we move into the future, it is of ultimate value to learn and think about the future. This course begins with the current world, investigating ongoing events and processes in the areas of world economics, politics, and social development. It investigates many aspects of globalization like universal communications, issues of sovereignty & terrorism, and health & education. We will see patterns of change and interaction globally, and will also focus the changing lives of people in Subsaharan Africa and Oceania where change will be rapid and powerful during this century. In summary, this course is an investigation of Paradigm Change in our world. Where is it taking

CRS22515 - Holy Books: Survey of Religious Literatu

General

College
RDP

Course Description
This is a foundation course in religious studies and also a survey of Holy Scripture as great literature. We will read from the primary sources: The Bible, Koran, Bhagavad Gita, Upanishads, Tao Te Ching and sample holy writings from Buddhism, Baha'i World Faith, Judaism, etc. We will read the Holy Books in order to understand the religious impulse in humans, our yearning for the sacred, our attempts to make metaphysical and mystical explanations of the universe and our place within it. We will attempt to discover common threads and also significant differences between religions. We will also study holy writings as foundation literature and cultural history of great importance in understanding other cultures and our own roots.

CRS22600 - Globalization & Religion

General

College
RDP

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

CRS22601 - Spiritual Landscape in the Indigenous So

General

College
RDP

Course Description
Native American communities have a complex relationship to their respective landscapes. A special relationship between Indian people and their land may provide a visual map of the community's significant historic and cultural events as recounted through its oral traditions. Through field trips to the landscape of some Arizona tribes, exploration of oral traditions and ethnographic readings, we will examine specific people's relationships to the unique space they inhabit and how this relationship informs identity, traditions and cultural values. However, this first requires that we critically engage with some of our own assumptions and projections about Native peoples and their environment in order to understand the Euro-American culture tendencies to romanticize and stereotype this connection. We will look at ways that cultures can be bridged with respect, and how indigenous and non-indigenous communities can collaborate on this work.

CRS22602 - Sacred Land, Regenerative Landscapes

General

Course Description
What do you visualize when you hear the terms ecological design or sustainable living? Many people focus on a single structure, energy efficient technology, or maybe a communal farm. Rarely do they focus on the context for these entities, that is the larger landscape in which they sit. A person who immediately considers the larger context often has training in the field of ecology where all scales from the individual organism to the region are integrated. On the other hand, indigenous peoples always place their homes, tasks, and social structures in the larger landscape as this was integral to their survival in the preindustrial world. This course integrates the ecologist's techniques for studying landscape dynamics with the indigenous view to explore the value of always placing our structures and actions within the landscape scale when considering a particular ecological design or sustainable practice. Students examine the role of sacred places in the landscape in maintaining cultural vitality through reading and conversations with Native Americans. Finally, we explore how these ideas are currently being integrated into urban, farming, and urban-wild land interface settings through grassroots placing making and intentional regenerative design. Students will apply their emerging knowledge by critiquing current landscape level proposals and by designing a landscape scale solution to an issue they identify.

CRS22603 - Wilderness and Colonization

General

Course Description

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.SPECIAL NOTES:

CRS22604 - World Religions: Judaism, Hinduism, Budd

General

College

RDP

Course Description

This course provides an introduction to the world's religions, via study of their history, scriptures, doctrines, rituals, myths, ethics, and social systems/institutions. In this course students strive to grasp what 'religion' is, and what it means to be religious. Students develop critical and empathetic appreciation of the religious foundations of world cultures, of the various ways humans have tried to understand the nature of reality, and the roles of religion in human community. The course includes discussion, application, and critical consideration of differing approaches to the study of religion, and gives students the opportunity to learn to identify and evaluate information resources appropriate to the study of religions. Students also reflect on their own religious backgrounds and influences and develop self-awareness about their religious worldviews. The specific religions addressed in this World Religions course include Judaism, Hinduism, Buddhism in South and Southeast Asia, and some new religious movements.

CRS22605 - World Religions: Christianity, Islam, &

General

College
RDP

Course Description
This course provides an introduction to the world's religions, via study of their history, scriptures, doctrines, rituals, myths, ethics, and social systems/ institutions. In this course students strive to grasp what 'religion' is, and what it means to be religious. Students develop critical and empathetic appreciation of the religious foundations of world cultures, of the various ways humans have tried to understand the nature of reality, and the roles of religion in human community. The course includes discussion, application, and critical consideration of differing approaches to the study of religion, and gives students the opportunity to learn to identify and evaluate information resources appropriate to the study of religions. Students also reflect on their own religious backgrounds and influences and develop self-awareness about their religious worldviews. The specific religions addressed in this course include Christianity, Islam, and East Asian religious traditions (Buddhism, Taoism).

CRS22606 - Gender, Sexuality, & Religion

General

College
RDP

Course Description
In this course we will explore views and practices concerning gender and sexuality in selected religions, past and present. We will consider how gender roles prescribed by traditional power-holders in these religions have shaped the religious lives of these religions' adherents. We will also investigate these religions' approaches to other-sex and same-sex relations, reproductive issues, and celibacy. Throughout the course, we will examine how contemporary changes to views and practices concerning gender and sexuality challenge religions, and learn about how religious persons respond to such challenges.

CRS22608 - World Religions: Geography & Ethics

General

Course Description
This course provides an introduction to the world's religions, with special focus on the connections between place and culture, and on applying religious worldviews and practices to contemporary ethical issues. Students in this course strive to grasp what religion is, and what it means to be religious. Students develop critical and empathetic appreciation of the religious foundations of world cultures, of the various ways humans have tried to understand the nature of reality, and the roles of religion in human community. The course includes discussion, application, and critical consideration of differing approaches to the study of religion, and gives students the opportunity to learn to identify and evaluate information resources appropriate to the study of religions. Students also reflect on their own religious backgrounds and influences and develop self-awareness about the religious (and/or secular) worldviews and practices that guide their ethical decisions.

CRS22610 - Buddhism: Beginnings to 21st Century

General

College
RDP

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

CRS22613 - Progressive & Religious: Religiously Ins

General

Course Description

This course explores an aspect of religion that does not get very much exposure in the press or in current political dialogue, namely, religion as inspiration for progressive social change. The news is full of reports about conservative politicians in the United States whose religious beliefs inspire them to deny the findings of modern science, limit women's access to contraceptives and abortion, oppose immigrants' rights, and generally to work against efforts to change our society to give more voice and power to the poor and oppressed. Worldwide, the activities of religious extremists foster the impression that religious people and organizations are reactionary and closed-minded. But these caricatures of supposedly stereotypical religious people do an injustice to the wide variety of political and social stances actual religious individuals and organizations take. Both history and current demographics indicate that there is much more to religion than support of rulers or political candidates with conservative social agendas, and that terrorists represent a tiny minority of people who self-identify as religious. Students in this course learn about how religions have motivated their followers to devote themselves to promoting progressive social change in the past, and how religious people and organizations are working for such change today. Students investigate how religion came to be associated, in many people's minds, with ignorance, violence, and support for oppressive social and political power-holders. They examine the make-up of religious populations today and how those have changed over time. Building on their understanding of the social and political context in which religion operates, students conduct research on historical and contemporary individuals and groups whose religious commitments (whether religiously conservative or liberal) have inspired and shaped their work for such progressive causes as peace, environmental issues, economic justice, and the human rights of oppressed social groups.

CRS22706 - Decolonial Pedagogy

General

Course Description

Decolonial Pedagogy engages students with the deep structures of coloniality that impact our lives, personally and politically, to support our ability to lead and teach. The course is framed by Indigenous theory of the stages of Decolonization applied to the challenges and possibilities of underlying decolonial work in Arizona, home to 22 federally recognized tribes and impacted daily by the U.S.-Mexico Border.

CRS22707 - Critical Literacy for Social

General

Course Description

In 2012, the Tucson Unified School District removed dozens of Latine and Indigenous-authored texts from public school classrooms, igniting a national conversation on censorship, culture, and curriculum. This course uses the politics of book banning as a starting point to explore the role of community education and grassroots organizing in reclaiming knowledge. Students will examine texts by banned authors – including Ana Castillo, Leslie Marmon Silko, Luis Alberto Urrea, and Paulo Freire – not only as literature, but as tools of resistance and liberation. Drawing on frameworks from critical literacy, abolitionist education, and organizing theory, the course will explore how community-led learning challenges dominant narratives and builds power. Students will engage with community educators and organizers, and develop projects that treat education itself as a form of movement work.

CRS22708 - Decolonial Gender & Sexualities

General

Course Description

This course examines gender and sexuality through the history of Western colonization of the world and through a contrast of Western and Global South perspectives. It explores gender and sexuality as categories of analysis, the history of the two-part gender system in the West, the invention of heterosexuality, capitalist commodification of bodies and desires, the radical queering of gender and sexuality, and the historical movement for trans rights. We also learn about the diverse meanings of gender and sexuality before, through, and beyond colonization from global south scholars and activists. The course explores the meaning of global feminism in the context of coloniality, the possibility for collaboration and movement building, and equally, the critiques, such as the one from the Yoruban scholar Oyèrónkẹ́ Oyěwùmí and their famous unsettling of the concepts, as the "creation of 'women' [in Africa] was one of the very first accomplishments of the colonial state."

CRS23010 - Peace Studies, Introduction to

General

College
RDP

Course Description
The processes and politics of 'war' have been a continuous and regular feature of modern life, as dramatically indicated by recent events in the United States and abroad. In this course we will initially analyze the roots of war from various perspectives encompassing psychological, sociological, and political paradigms. Then, by considering concepts such as 'negative peace,' 'positive peace,' and 'nonviolence,' and by drawing upon spiritual texts and insights, we will seek to assess the viability of proposals for solving the 'war problem' through the conscious deployment of peace research, education, and activism. In this light, we will consider peace movements both historical and contemporary, as well as experiments in community-building that provide a measure of hope for the prospects of peace in a time when images and rhetoric of war have come to dominate the political landscape.

CRS23011 - Ecology of War and Peace

General

College
RDP

Course Description
From oil well fires and radioactive wastes to landmines and weapons testing, the toll taken on the environment by military actions is significant and long-lasting. While the impact of warfare on humans has been well-documented, less investigated have been the ecological effects that contribute to human suffering and further enflame the causes of conflict. There is strong evidence to suggest that environmental issues are a leading causal factor in the outbreak of hostilities, and that violent conflict in turn serves to exacerbate these issues. At the same time, people in communities around the world also find peaceful and cooperative ways to share resources and develop sustainable social and environmental practices. Indeed, precisely because the stakes are so high in terms of human survival, communities sharing scarce essentials often create elegant solutions and positive outcomes despite the temptation to lapse into conflict. This course will explore these issues through case studies of recent wars and ongoing examples of militarization, as well as by investigating and participating in positive initiatives (including common pool resources, intentional communities, urban agriculture, and the 'free economy') with an eye toward imagining solutions that can serve to promote both societal peace and ecological balance.

CRS23012 - Religious Roots of Peace

General

College
RDP

Course Description
In this course students will explore the roles of religion and spirituality in peace-building. We will investigate 1) the relationship of social action, politics, and religion; 2) specific spiritual practices employed in the cause of social justice and change; and 3) spiritual roots of peace grounded in the world's religions. The beginning of the course will be devoted to an exploration of the theory and method of religious peace-building, focusing on these three study areas. Based on this foundation, students will then consider case studies of peace-makers around the world whose religious and spiritual traditions have inspired them and provided them with resources crucial to their work for social change.

CRS23013 - War & Peace in Film & Literature

General

College
RDP

Course Description
War and Peace have been central themes in literature dating to antiquity, including works such as the Bible and the Bhagavad-Gita. In the modern era, film and cinema likewise have explored issues of war and peace since the earliest days of the medium and continuing through the present. This course will consider the effects of images of war in fiction and film, as well as the potential for peace conveyed through such media. By screening films and reading foundational texts, the course will investigate issues of war and peace in historical and contemporary contexts, drawing upon both documentary depictions and the power of speculative fiction. The aim will be to develop an understanding of the centrality of war in film and literature, and to assess the challenges of promoting peace under such conditions. To that end, in addition to a series of required analytical essays, students will be asked to keep a detailed journal of critical inquiries into the films viewed in class, which will explore both the nature of war and the prospects for peace.

CRS23015 - Critical Human Rights

General

Course Description

COURSE 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 NOTES: N/A

CRS23016 - Beyond Walls & Cages: Critical Abolition

General

Course Description

COURSE DESCRIPTION: Beyond Walls and Cages: Critical Abolition Studies explores the unprecedented build-up of prisons, policing, immigration detention, and border enforcement in the 21st century with a focus on anti-racist visions and movements for abolitionist futures. The course takes an interdisciplinary approach, combining contemporary and historical art and scholarship from the disciplines of critical ethnic studies, geography, cultural studies, history, political economy, literature, and film studies, with a particular emphasis on the Black Radical Tradition and engagement with theories of racial capitalism. Course activities include: collaborative reading, research and presentations; field trips; and opportunities to learn from social movement leaders and scholar activists. The course is designed to enable students to apply, reflect on, and further develop their anti-racist social analysis and practice, their knowledge of contemporary globalization and the social, political and environmental crises it entails, and to understand and become further equipped to participate in critical intellectual scholarship and contemporary social justice movements. Students will design and present individual and group research assignments, develop their close reading and scholarly writing skills, lead class discussions, engage in experiential activities, participate in movement-based research and activist work, and present a final project to the community.

CRS23017 - Academic Activism

General

College
RDP

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

CRS23020 - Special Topics in CRS: The World We Want

General

Course Description
SPECIAL NOTES: NONECOURSE 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 first hand from organizers and activists on contemporary organizing models while engaging with contemporary critiques between practitioners.

CRS23250 - Varieties of Religious Experience & Prac

General

Course Description

This course introduces students to various forms of practice and types of experience from the world's religious traditions. Students begin by considering the meanings of the terms 'religious' and 'practice' and 'experience,' and proceed to engage in various practices and activities from several different religions. Each student in the course investigates one particular religious practice and teaches the other members of the class how to do it, describes the experiences that are meant to arise from this practice, and provides an overview of the religious worldview and culture in which this practice was developed. The primary activities of the course are practice of various religious activities and discussion of the experiences these practices aim to cultivate, supported by readings from primary and secondary sources and some lectures.

CRS23500 - Climate Change, Migration Justice, and I

General

Course Description

As increasing droughts, floods, superstorms, rising sea levels, and other environmental damage caused by global economic and military forces drive more and more communities across international borders, a new global arms race has taken shape in the form of heavily militarized border enforcement technologies, policies and industries. This class will analytically connect the dots between climate change, displacement and migration, and borders and homeland security. In doing so, we will also look into the potential for alternatives, resistance, activism, and movements that could change the future of migration and climate adaptation in small and/or big ways. In this class, the students will be treated like journalists investigating the most pressing dynamics of our time. They will be expected to do their own research, interview people, and present their findings (in the form of a scholarly or journalistic essay, video, or podcast) that documents and critically engages with contemporary realities of environment and migration crises and emerging possibilities for climate justice.

CRS23605 - East meets West: Politics & Societies of

General

College
RDP

Course Description
This course is an introduction to the politics and societies of post-Communist Central and Eastern Europe. Students will examine the political institutions, philosophical arguments, cultural expressions, and social processes of this 'other Europe.' Questions concerning the construction of civil society, the mass media, relationships to the European Union and Western European societies and cultures, the pitfalls of nationalism, post-Communist architecture and film, the state of the natural environment, the relationship between public and private sectors, the meanings of ethnicity, gender, class, the politics of everyday life, and the symbolic politics of this region all will be carefully considered.

CRS23610 - Environmental Politics

General

Course Description
SPECIAL NOTES: N/ACOURSE DESCRIPTION: What are the connections between social inequality and environmental destruction? The goal of this course is to explore the interconnections and interdependencies between human and environmental justice issues. This course will expose students to issues of culture, power, politics, economics, and globalization as they relate to issues of cultural and ecological sustainability. The course offers the skills and perspectives necessary to analyze dynamic relationships between social inequality and the degradation of the natural world as well as efforts to create solutions and build movements for sustainable social transformation. We will analyze the power dynamics of globalization, including the rise of industrial agriculture and food systems, the impacts of economic imperialism on consumption in the global north and production and environmental destruction in the global south, border militarization, and contemporary social movements. The class will utilize texts, films, field trips, journaling, guest lectures, intensive discussions, presentations, and the development of individual original research questions in exploring these themes and issues.

CRS23611 - Global Political Ecology

General

College
RDP

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

CRS23612 - Globalization & the Global Left

General

Course Description
Globalization has been described as a “process that embodies a transformation in the spatial organization of social relations and transactions.” But what does that transformation mean to the maquiladora worker in El Salvador, the Metis water defender in Canada, the call center attendant in Mumbai, or the Afghani family uprooted by the United States’ war on terror? As a process that is at once economic, social, cultural, material, and ideological, globalization manifests in different ways for different people through widening the gaps between us. This course explores the nexus of culture, language, sustainability, and community and how they intersect in our socially, politically, and economically complex world.

CRS23650 - American Government: Politics, Power, &

General

College
RDP

Course Description
This course is an introduction to American politics. We will pay attention to the relationship between the Constitution and political reality: Which issues are elevated to the status of social problems, who gets labeled a political leader, and who gets constructed as a political enemy? What is the current state of the American electoral process? What constitutes an ethical, pragmatic foreign policy? What is the proper, constitutional relationship between church and state? What is citizenship, anyway? All of these issues receive a special political charge in an election year, but when all of the pomp and circumstance subside into the less spectacular politics of everyday life and public service, who gets what, why, and how?

CRS23651 - Changing World Order: The Political Econ

General

College
RDP

Course Description
COURSE DESCRIPTION: Globalization has been described as a “process that embodies a transformation in the spatial organization of social relations and transactions.” But what does that transformation mean to the maquiladora worker in El Salvador, the Metis water defender in Canada, the call center attendant in Mumbai, or the Afghani family uprooted by the United States’ war on terror? As a process that is at once economic, social, cultural, material, and ideological, globalization manifests in different ways for different people. While globalization has brought the lives of disparate peoples closer, it has also, widened some of the gaps between us. This course aims to move our thinking about globalization away from the abstract to the human by focusing on the anthropology of globalization. Drawing on a range of readings, films, current events, and discussions about our own contributions to a globalized world, we will consider some of the effects globalization has on local communities and people. How are neoliberalism, poverty, consumerism, and environmental degradation connected? How has globalization affected the autonomy of the nation-state? Is globalization ethnocide disguised as development? How are communities responding to the myriad crises that have emerged as a result of globalization? In addition to exploring the history of globalization and the economic theories that define it, we will look at how global politics and institutions are being reshaped by our interconnectedness and by grassroots organizers who are challenging the global paradigm and working towards a new world order.NOTES: N/A

CRS23652 - Organizing, Activism & Alliance Politics

General

College
RDP

Course Description
This field-based course takes students to the Arizona-Sonora border to participate in border justice movement work through collaboration with human rights, anti-racist, faith-based, indigenous, and grass-roots organizations. It combines direct, hands-on experience working with activists and community organizers engaged in a variety of strategies to solve the social, political, and environmental problems in southern Arizona and northern Sonora, with readings and activities that explore and analyze models and theories of social change and social justice. Students will get an intensive overview of U.S.-Mexico border enforcement and immigration policy; the social, political and environmental crises associated with neoliberal globalization, border militarization and the criminalization of immigration; and the border justice movement in southern Arizona and northern Sonora. Students will be required to reflect on their service experiences through various modes of communicative expression, both individually and collectively, and analyze their overall learning in final presentations to the Prescott College community.

CRS23653 - Clones, Phones, & Drones: Exploring the

General

Course Description
SPECIAL NOTES: NONECOURSE 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.

CRS23660 - Inquiry Based Organizing Panche Be

General

Course Description

The Panche Be Community Organizing Seminar is a four part customized training program for people and organizations interested in creating long-term change in their community. The unique aspect of this program is that it engages Indigenous thought systems like the Nahui Ollin and Panche Be to construct long term low intensity change strategies. The seminar is designed to engage emerging organizers, professional organizers and other natural leaders in a unique learning community where their own experiences are used to shape the core curriculum and they serve as peer educators with their neighbors. During this seminar, participants, trainers and local community members will through discussion and participation in ongoing organizing campaigns expand their individual and collective knowledge and skill as professional organizers gained through years of direct experience serving their communities in their professional and personal organizing. With the emphasis in most academic organizations centering on training for service provision, education or public health, the critical thinking skills needed to navigate and enact long term social change is often overlooked and ignored in favor of “doing something”.

CRS23695 - Social Movements

General

College

RDP

Course Description

COURSE 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.SPECIAL NOTES:

CRS23696 - PRAXIS Youth Organizing Conference: Join

General

Course Description

SPECIAL NOTES:COURSE DESCRIPTION: The PRAXIS Youth Organizing Conference is a youth-led gathering at Prescott College's K-20 Campus in Tucson, Arizona. This year, it will take place on October 9-10, 2020. This gathering is an opportunity for young organizers from across the country to share, present, and learn from each other for the purpose of joining forces and building the power of youth to participate in finding solutions during these unprecedented times. Students in this course will travel to Tucson to attend, document and report back to the Prescott community on what they learned from PRAXIS through video journals, podcasts and presentations with the intention of connecting Prescott College students with youth organizers from a variety of movements and locations.

CRS23700 - Law & Social Change

General

College

RDP

Course Description

This course will examine the interplay between law and social change. How do social and cultural factors influence changes in the law, and how does law impact the potential for producing social change? How do changing interpretations of social values affect the law and how do changes in the law influence the social interpretations of those values? Specifically, the course will examine the underlying assumptions of fairness, equality, and morality that helped define certain landmark Supreme Court decisions; how those decisions have modified the basic ways people in a society relate (e.g., race relations, gender relations, sexual relations); and how those decisions have restructured major social institutions such as the family, religion, and education. We will also look at the use of law among activists and social movements through the eyes of lawyers practicing in the field, and will visit local courtrooms in order to obtain a fuller sense of how the law actually works in practice.

CRS23702 - Social & Economic Justice: Law on the St

General

College
RDP

Course Description
This course studies the social and economic impact of basic law that impacts the majority of Americans. The course begins with an historical overview of the laws effecting dissolution of marriage, residential landlord and tenant relationships, and creditor-debtor law. The current state of delivery of legal services in these areas will be discussed and evaluated for effectiveness, faults and areas for improvement. Through case studies and simulations, students will be exposed to the social and economic consequences of these specific legal topics. The class will analyze current trends and the political forces impacting these laws. The course will include observation of court cases, and under supervision of a lawyer in a legal clinic setting, assisting actual clients with legal issues. Students will be asked to formulate specific action plans for providing new and effective models for providing legal services to the indigent and low income clients in need of these services.

CRS23703 - Native American Legal Studies

General

College
RDP

Course Description
This course provides an in depth analysis of the United States' legal relationship with indigenous native tribes. Beginning with an historical overview, the course will examine the evolving relationships between the federal and state governments and native peoples. The course will study the evolution of tribal governance both as a direct result of federal action and local activism. The 'trustee' role of the federal government will be evaluated from an historical perspective through its current status and practical legal impact under statute and case law. The course will review numerous key federal and state cases and will follow the early evolution of these legal relationships to current legal precedents controlling these relationships in the early 21st century. Emerging trends in the law will be examined along with a detailed analysis of the law on tribal sovereignty over self governance, natural resources, law enforcement and legal systems. Cases involving Arizona and other Southwestern Tribes will be a focal point of study and discussion.

CRS23800 - Religious Ethics & Environmental Activis

General

College
RDP

Course Description
This course begins with the premise that the global environmental crisis constitutes a moral and religious crisis. Religion and ecology converge philosophically when both ask the big questions about the workings of the universe and human beings' place in it. That they also converge morally is evident in the observation that the solutions to environmental problems cannot be found in science alone, because the roots of these problems lie in human attitudes of arrogance and spiritual pride that are often expressed and legitimated by our religions. The cooperation of the world's religions in helping humans address the environmental crisis is essential. How do religious traditions need to be reevaluated and reconstructed in the light of the global environmental situation? What spiritual resources do the world's religious and ethical traditions provide for dealing with environmental problems? What do different religious traditions have to say about each other that might clarify what it means to have proper respect for the Earth? To address these and other crucial questions, we will bring in materials from indigenous cultures and Asian religious traditions; examine the legacies and roles of the dominant Western religions; trace the development of the modern mechanistic view of the environment; and explore forms of contemporary ecological spirituality (e.g. Christian ecotheology, animal rights, Deep Ecology, ecoactivism, and ecofeminism).

CRS24000 - Mexico: History, Culture and World Impor

General

College
RDP

Course Description
Mexico is important to us as a College, to our country, and to the world, for multiple reasons. Mexico is a dynamic neighbor, having a 2,000 mile border with the U.S. Mexican Americans make up 10.9%25 of the United States' population with 34.6 million Americans listed as being of full or partial Mexican ancestry, and they contribute to every phase of American life. Millions of families span the border, and there is more human contact between our two countries than between any other two nations. Our cultures are blending in food, architecture, art, music, politics, and life-philosophy. Everything that happens In Mexico affects the US: NAFTA, undocumented border crossings in both directions, as well as violence and drug wars. Many of our students and staff speak Spanish, and others are learning this beautiful language, which is spoken worldwide along with English. (Free practice in conversational Spanish will be offered with the course). We will begin with a portrayal of indigenous pre-Columbian civilizations, the Aztecs and many other tribes including those closest to us. Then we'll learn about the period of conquest and the blending of indigenous peoples with European immigrants. We will study their amazing history in the first half--the three Mexican Revolutions, the formation of a unique democracy and culture, and the power-laden hot-cold relations with the US. The whole second half will be dedicated to the contemporary period (after the socialist revolution of the early 20th Century), in which Mexico has become a dynamic culture in the world and the 11th largest economy in the world. This course is valid for graduation programs in Global Studies/CRS, and also the Arts, Letters, and

Language Program's competence in Visual Arts. It will also serve to build breadths into any graduation plans in all other curricular areas of the College.

CRS24001 - Environmental History of Latin America

General

College
RDP

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

CRS24010 - U.S. - Mexico Border Studies

General

College
RDP

Course 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?SPECIAL NOTES: <<<<>>>

CRS24011 - Chicano Studies

General

College
RDP

Course Description
SPECIAL NOTES: NoneCOURSE DESCRIPTION: 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.

CRS24012 - Migration in the Americas

General

College
RDP

Course Description
Over the past decade, Arizona has increasingly been at the forefront of national immigration debates. Migration is a widespread phenomenon throughout the Americas that often lacks historical perspective and political and economic contextualization. Beginning with a historical overview of migration in the Americas, this course will focus on migration streams since World War II. We will analyze the dynamics behind political and economic migration, forced migration (including human trafficking), migration and gender, and issues of identity and transnationalism. Although much of our emphasis will rest upon undocumented migration into the Untied States, we will also examine internal migration within Latin American countries as well as lesser-known migration streams in the Americas. The course will include a week-long field study in the Arizona-Sonora border region.

CRS24013 - Chicano/ Indigenous Literature 2: Culture

General

Course Description

SPECIAL NOTES: NONEStudents will be required to purchase several books as well as a course reader. Estimated student expense: $75COURSE 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.

CRS24015 - Intro to Xicano Studies

General

Course Description

SPECIAL NOTES: NONEDESCRIPTION: Through readings, movies and first person presentations from individuals involved in the Xicano movement over the past 40 years students will become familiar with the history of Xicanos in the United States starting in 1848; will understand the different eras of Xicano history in the United States; they will gain a familiarity with Xicano social/protest movements in the United States; and they will develop and understanding of Xicano indigenous issues and the direction of the Xicano movement into the 21st century. Students will be required in addition to weekly reaction papers centered on the readings and class interviews to write a seminar paper that addresses the topics of the class.

CRS24016 - Introduction to Xicano/Indigenous Litera

General

Course Description

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 th 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.Notes: Students will be required to buy several books and a course reader

CRS24020 - ST in CRS: Xicano Research Methods

General

Course Description

This course takes indigenous epistemologies as the basis for an approach to the study of Xicano communities, politics, and culture. We will explore the construction and validation of knowledge by constructing questions and embarking on archival research projects that will be designed and analyzed through the lenses of the Nahui Ollin; or the “Four Movements” of the Universe. By constructing knowledge using the Reflection, Knowledge, Action and Transformation model, we can begin to understand histories of social transformation through the process of decolonizing methodology. In the end we will attempt to establish a uniquely Xicano approach and rigorous intellectual framework for Xicano Studies.

CRS24025 - Introduction to Ethnic Studies

General

Course Description

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.NOTE: Writing emphasis.

CRS24027 - Black Radical Traditions

General

Course Description

SPECIAL NOTES: NONEDESCRIPTION: 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.

CRS24030 - African American Literature

General

Course Description

SPECIAL NOTES: This course can be taken for writing emphasis credit. COURSE DESCRIPTION: 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?

CRS24202 - Latin American History

General

College
RDP

Course Description
This is a survey of the history of Latin America from the 15th century to the present. Beginning with a review of conditions in Europe and the New World at the time of the discovery, it will follow the confrontations of cultures and peoples as Europeans, principally Spanish and Portuguese, conquered and colonized the New World, transferring their social, technological, religious, and governmental systems to the Americas. The causes and consequences of the independence movements in Latin America will be the second main topic of study. We will continue through the formation of the newly independent nations of Latin America during the 19th century, the challenges of organizing self-governing states and the several political and ideological models that were tried, focusing on the emergence of the caudillos or strongmen leaders. The social, political, and economic conditions during 20th and into the 21st century will follow, including the role of the military and of the popular and revolutionary movements in more recent Latin American politics.

CRS24203 - Historical Explorations of Latin America

General

College
RDP

Course Description
In this course, students will explore the general themes of Latin American history from the first contact between Indignous societies and Europeans, to the era of colonization, through independence movements and the development of nation states. The course will focus primarily on the last 200 years of post-colonization, and contrast different examples of political, economic, and social development in different Latin American countries. This course will cover a broad stretch of history and geography, and students will have the opportunity to explore in more depth a particular place and time in this history through independent research and presentation.

CRS24205 - Latin American Cultural Crossings

General

College
RDP

Course Description
This couse will look at different aspects of cultural crossings in Latin America today, both in terms of crossing geography--for example, migrations of people across and within borders, or from rural to urban spaces--and cultural crossing between communities defined by race, religion, class, nationality, Indigeneity, and region. This course will not provide a comprehensive coverage of all of Latin America, but will illuminate themes and issues through more indepth exploration of particular situations.

CRS24208 - Central America's Northern Triangle

General

Course Description
SPECIAL NOTES:NONECOURSE DESCRIPTION: The surge in children and families migrating from Central America's northern triangle, the countries of El Salvador, Guatemala, and Honduras, over the past decade 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 what has been hailed as the border crisis – 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 in Central America. Through an exploration of the history and the political economy 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 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, political corruption, women's rights, and environmental violence.

CRS24210 - Gender & Power in Latin America

General

College
RDP

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

CRS24240 - Socialism, Democracy, & Conservation I

General

College
RDP

Course Description
This field summer program seeks to make a comparative study of the interactions that exist between the diverse forms in which socialist ideas influenced governments in Latin America from the mid part of the 20th century on and the outcomes of this influence in terms of the balance between economic and social development and environmental conservation practices. The course will begin with in-class work in Prescott preparing students with the fundamental groundwork upon which the two successive courses in the field will build. Subjects will include a brief history of Latin America, US-Latin American relations, indigenous communities and environmental and sustainability issues. The second portion, which will take place in Antigua, Guatemala, will study how socialist ideas were translated into social movements and how these movements had consequences that have impacted the realities of Latin American countries. We will give special emphasis to the process of interaction between protected areas, sustainable development practices and communities. The studied subjects will also include social, cultural and environmental consequences of the 'new economic trends' in the country. Courses will take place Antigua as well as in the field in many areas around Guatemala. Finally as a part of the third portion of the course, students will build upon the information from the first and second parts and be able to take what they have learned to make comparisons as we travel through Honduras and learn about the unique aspects of this country and the role it has played in the Americas.

CRS24241 - Socialism, Democracy, & Conservation II

General

College
RDP

Course Description
See Phase I for course description for all 3 phases.

CRS24242 - Socialism, Democracy, & Conservation III

General

College
RDP

Course Description
See Phase I for course description for all 3 phases.

CRS24300 - Maasai Lands and Colonial Legacies

General

Course Description
Maasai Lands and Colonial Legacies explores the history and culture of the Maasai people, an Indigenous community in East Africa, absorbed into the state of Kenya, to explore broader relationships between Indigenous peoples, environments, culture and nation-states. Thus, the course provides an understanding of European colonization and statehood throughout the Global South.

CRS24310 - Decolonizing History in Maasailand

General

Course Description
SPECIAL NOTES: NONECOURSE DESCRIPTION: Decolonizing History in Maasailand explores the history and culture of the Maasai people, an Indigenous community whose lands included much of East Africa for hundreds of years before the expansion of European colonization into Maasailand at the end of the nineteenth century. Though Maasai lands have been absorbed into the states of Kenya and Tanzania since the 1960's, Maasai society continues to practice its own governance and economy and organize for the return of occupied land and for political and economic self-determination. This course was collaboratively built with Maasai elders. It traces the History of the Maasai community through a decolonizing approach that re-centers Maasailand and broader African perspectives. Through this course, students will gain not only knowledge of this particular place and community, but a more general road map to understanding the History of the postcolonial/ neocolonial world.

CRS24311 - ST: Maasailand Comes to Arizona: Land Ju

General

Course Description

SPECIAL NOTES: There will be an extended field trip to Tucson AZ March 25-April 4, 2021. There is a student expense of $150 for food in the field.NOTE: Have you wanted to take the Prescott College semester in Maasailand, Kenya, but found the cost of the travel too prohibitive? Or has coronavirus interrupted your past or future plans to attend a class there in person? This special topics course is offered to bring some of what is best about the experience of the semester in Kenya here to us in Arizona. The course is taught by a Maasai community leader, Meitamei Olol Dapash, and also taught virtually from the Dopoi Center in Kenya, but its focus extends even beyond-- to learning about the intersections of Indigenous peoples more broadly, common ground among them and the movements for solidarity that they build--studied from the vantage point of two places: the land justice movement in Maasailand, and the Prescott College Tucson Center where students will learn from and work with O'odham and Xicanx communities that are engaged in struggle for land justice on the U.S.-Mexico border. COURSE DESCRIPTION: This course raises these questions: 'what do Indigenous communities have in common and do those things form a basis for solidarity?' And, 'what do subjects of Western capitalist societies have to learn from 500 years of Indigenous resistance and commitment to land justice?' In this course: Students will learn about the diverse ecosystems and herding economy of Maasailand, fenceless coexistence with big and dangerous wildlife, the Maa language an1d cultural practices, and the traditional medicines that are protecting the community in this time of coronavirus. We will learn about Maasai complex social 'density,' and its traditional justice system that rejects all manner of incarceration. We will also participate in conversation among Maasai and Indigenous communities that live on and around the U.S.-Mexico border, about indigenous epistemologies, the spectrum of Indigenous activism in different geopolitical contexts, of borders and nationhood, the common ground of struggle and potential for solidarity. The course will take place between the Prescott and Tucson campuses.

CRS25000 - Class, Capitalism and Colonization

General

Course Description

This course provides an historical context for the recent 500 year recreation of the world through a convergence of new social forms: colonization, capitalism, and the reordering of human beings and societies according to class. Students will learn a timeline and vocabulary that provides a basis for understanding the broad strokes of inequality in our time, and movements that have mobilized in response.

CRS25001 - Critical Animal Studies & Non-Human Ri

General

Course Description

COURSE DESCRIPTION: 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, 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 NOTES:

CRS25100 - ST in CRS: Globalization & the Environme

General

College

RDP

Course Description

As our world continuously grows more interconnected, so too do the relationships among economy, society, and the natural environment. In this course, we will identify key actors and components of globalization and examine the manner in which globalization has affected Latin American livelihoods and environments in different ways at different times. The term globalization has been the subject of heated debate, with advocates promising that it will lift entire populations out of poverty through trade and economic growth. Opponents, however, argue that it will lead to environmental damage, cultural homogenization, and social instability at the hands of multinational corporations. We will first have an overview of globalization in Latin America and then focus on specific cases to determine how globalization is affecting the natural environment, local livelihoods and indigenous cultures. We will examine how we can weigh notions of environmental conservation and preservation with the pressing needs of poverty alleviation and social justice. Using Latin America as a case study, we will explore whether globalization is helping or hindering attempts to obtain this ever-elusive balance.

CRS25101 - ST in CRS: Cultural Geography of Latin A

General

College
RDP

Course Description
This course will provide a broad overview of the land and the people of Latin America, covering a wide range of the countries from Mexico to Argentina. Topics will include history, indigenous peoples, culture, religion, ethnicity, population, politics, economics, agriculture, natural resources, and environmental challenges in the region. Indigenous groups and ancient civilizations, the impact of European colonization, as well as modern history and current events ranging from politics to environmental issues will be examined. An insight into the unique cultures of the various countries will also be gained through ceremonial dance, art, novels, and films. Students will immerse themselves in the cultures and landscapes of Latin America through academic explorations, experiential activities, and field excursions, coming to better understand and appreciate the peoples and places that make up this diverse and important region of the world.

CRS25104 - ST in CRS: Border Justice

General

College
RDP

Course Description
This course takes students to the Arizona-Sonora border to participate directly in border justice movement work. This first version of Border Justice will take students to the No More Deaths project in Arivaca, Arizona where they will be trained by No More Deaths staff in direct humanitarian aid philosophy and skills and then spend 3 weeks in camp, walking migrant trails, delivering water, food, and first aid supplies at drop off points, and assisting migrants in need. The instructor will provide students with an intensive overview of U.S.-Mexico border enforcement and immigration policy, the social, economic, environmental, and human and civil rights crises associated with border militarization and the criminalization of immigration, and the border justice movement in southern Arizona. Throughout the course, students will reflect on their service experiences through various modes of communicative expression, both individually and collectively, and analyze their overall learning experiences in final presentations to the Prescott College community. The instructor will facilitate ongoing discussions of the theory and practice of humanitarian aid work situating it within the larger contexts of social justice strategies, ethics, spirituality, and the political economy of globalization. This course offers students direct, hands on experience saving lives, and is emotionally and physically demanding.

CRS25105 - ST in CRS: Political Studies: AZ 1070

General

College
RDP

Course Description
This course is a political studies research seminar that explores the political economic contexts and contemporary social and cultural dynamics that have made it both possible and politically viable for the Arizona legislature to pass SB 1070, a law authorizing state government to enforce federal immigration law in ways that challenge federal jurisdiction over national borders and that are explicitly designed to create an atmosphere of intimidation designed to drive Latino immigrants from the state. This course offers an expedition in the here and now, as support for and opposition to 1070 have exploded across the U.S. and internationally. During the first 3rd of this course, students will learn the major analytical frameworks and methods of political economic and cultural studies research and explore the history of racial and ethnic formation in the state of Arizona. The course will include field trips to Flagstaff, Phoenix, and Tucson to meet with lawmakers, impacted communities, law enforcement officials, and social justice activists. Students will conduct individual and group research projects, and organize an end of semester academic conference that will invite students from across campus to participate in workshops and presentations on 1070 and related topics being studied in many courses across the curriculum this semester.

CRS25106 - ST in CRS: Land & Theft: Property & Envi

General

College
RDP

Course Description
Students will explore the macrohistory and evolution of U.S. property law and land ownership in the American West in light of race, class, nationalism, and the Environment. Students will study the development of natural resource economics in the West and look at the relationship between development and gentrification, looking particularly at 19th and 20th century History, as well as more contemporary issues including the current mortgage crisis. The course may involve field trips to projects where people are reclaiming land for community control.

CRS25107 - ST in CRS: Legacies of Otherness: Encoun

General

College
RDP

Course Description
Encounters with others inform our daily experiences and our sense of identity. These legacies of otherness are an essential aspect of globalization, in that globalization comes about through the construction, incorporation, and marginalization of otherness. This course will make visible how others, in the forms of strangers, gods, and monsters, are a central dynamic of the globalized age. They are not simply a source of global anxiety and conflict, but also of connection and transformation. We will give particular attention to otherness in terms of religion. At its most basic level, religion is about otherness, whether we experience the other as god(s), monsters, strangers, or even as aspects of ourselves. These encounters happen both within and without, from individual experience of the sacred and divine, to engagements with sociological, ethnic, gendered, and cultural others. Nonetheless, these others tell us something important about ourselves. From Leviathan to Kali, to the Babylonian goddess, Tiamat, and to Jews, women, and “primitives,” the constructions of and confrontations with otherness will guide our study. We will begin with an examination of gods and monsters in various religious texts from the ancient Near East and India. Our focus will then turn to otherness in terms of social and cultural identity in which we will read Dracula, the book of Esther from the Hebrew Bible, and philosophical and theoretical materials by modern and postmodern thinkers concerned with otherness.

CRS25108 - ST in CRS: Declassified: The Personal Po

General

College
RDP

Course Description
Why is it so hard to talk honestly about money? What are the results of this silence for those of us interested in social change? This class will focus on the junction of personal and political experiences of socio-economic class. Students will work as a group to examine and unearth some of the root causes of the shame and fear that often accompanies the way many of us living in the United States relate to money. This class will reconstruct the historical roots of the U.S. cultural relationship to money, drawing extensively from the work of contemporary activists to understand the possibilities that exist in this historical moment to create new relationships with power and privilege. Students will learn about a new, cutting edge movement of mostly young people in the U.S. who are organizing around social privilege and the possibilities of personal wealth. Students will gain insight into where and how the movement is successfully effecting social change.

CRS25109 - ST in CRS: Native American Traditions

General

College
RDP

Course Description
It is impossible to categorize the rich variety of Native American sacred ways into a single construct such as “Native American Religions.” Furthermore, the dominant Euro-American concept of religion reveals some of our own predilections toward what constitutes religion and the sacred. This course will proceed from these understandings, and serve as an introduction to the study of Native American sacred ways and perspectives by exploring historical, literary, ethnographic, and cultural artifacts, and undertaking fieldtrips to nearby sites and museums. Specific focus will be given to Southwestern peoples, such as the Navajo and Hopi. Other tribes that we may study include the Koyukon, Cherokee, Sioux, and Yup'ik.

CRS25110 - ST in CRS: Normalizing the Body: Race, G

General

College
RDP

Course Description
What is a normal body? How do the ways that we understand bodies—our own and other people‘s—relate to broader social inequalities? The body has become a primary unit in the creation of our current terms of normalcy and determining who is to be excluded from the dominant society. Beyond our personal body images—whether we 'like' our body or not—are relations of power that have specific histories and that are connected to broader social institutions. This class will explore how we relate to our own bodies in terms of normality, how we create identities based on differences between bodies and how political and social institutions are designed around these 'ethics of otherness'. We will look at several different ideas of the body, particularly through the lenses of race, gender and disability, and begin to explore how these realities came to be and how they are held in place. This course will offer exposure to critical and poststructural theories and cultivate reading skills and terminology for future study in these areas. Students will have a chance to conduct self-directed informal interviews, surveys and observations in the wider Prescott community to investigate how various understandings of the body are entrenched and reinscribed in daily life. Possible areas of focus include: understandings of disability and accessibility at Prescott College; how ideas of the body are informing current immigration legislation in Arizona; how queer bodies are constructed in popular media and our local communities.

CRS25113 - ST in CRS: Borrowing Ritual: The Smoki &

General

College
RDP

Course Description
Formed in 1921 by prominent Prescott businessmen and politicians (none of whom were American Indian), the Smoki People would don ceremonial attire and perform native dances, reenacting sacred rituals. These performances, which became immensely popular, raised money for the Prescott rodeo. Smoki members (who consisted of men, women, and children) claimed they were preserving native rituals that might otherwise vanish. However, this is not how Southwest native peoples saw it when the Smoki performed their sacred rituals. With support from other nearby tribes, the Hopi protested the dances, asserting that such acts were an affront to their sacred ceremonies, and to their religion. After great pressure, the Smoki People finally disbanded, but not until 1991. Nonetheless, the controversy surrounding the Smoki's activities remains unresolved. Former Smoki members and Prescott residents still claim that they were helping the native peoples to preserve their culture, while the Hopi insist that such appropriation is shameful and disrespectful, and that as a self-determining and autonomous people, they had no need of outsiders' help to preserve their culture. Through interviews with important Hopi leaders who participated in the protests and panel discussions with people within the greater local community, we will examine both sides of this issue. Are these borrowed dances a form of spiritual imperialism that further perpetrates the horrors of colonialism that are part of this nation's shadowy past? Or, are the Smoki People right: are these performances acceptable because they ensured a preservation of a culture and way of life? In examining these issues we will also take a look at other borrowed uses of indigenous ritual, as for example, non-native's building sweat lodges (such as the one used in Sedona where several people died). Are these acts also a form of spiritual imperialism, or is such borrowing acceptable or harmless in some instances?

CRS25115 - ST in CRS: Prisons: Advocacy, Impacts,

General

Course Description
The buildup of prisons in the U.S. over the past 30 years has played a key role in shaping the larger economic and social crises unfolding in the nation today, from the scale of neighborhoods and small towns to the national budget. This course takes students to the San Francisco bay area to learn directly from activists, academics, and policy makers who are on the cutting edge of addressing the wide array of social problems researchers and analysts link to prison expansion. Students will spend 3 weeks in San Francisco, where they will engage in service learning and conduct interviews with individuals working in the prison abolition, prisoner advocacy, and prison reform movements. Students will have a diverse array of opportunities to engage in volunteer work, such as tutoring incarcerated youth, assisting in grassroots campaigns for sentencing reform and the repeal of gang injunction laws, and working with death penalty mitigation experts. This course offers engagement with political economic analysis of the impacts of prison growth, hands on experience working in and learning about a wide variety of jobs available in these fields, and an opportunity to understand a significant contemporary social movement from the perspectives of its leaders and participants.

CRS25117 - ST in CRS: Interpreting Contemporary Eve

General

Course Description

(2 semester credits) In this seminar each participant will commit to follow at least one thread of developing contemporary events, and report to the group as this unfolds. This will lead to open discussions, in which participants gain more information, and the thinking and interpretation skills to understand what is happening within the larger context of our on-going, living world.

CRS25119 - ST in CRS: Anti-Racist Organizing

General

Course Description

COURSE 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.SPECIAL NOTES:

CRS25125 - Travel, Tourism, and the Ethics of Mobil

General

Course Description

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.COURSE DESCRIPTION: 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.

CRS25130 - ST in CRS: Memory, Truth, and Transition

General

Course Description

SPECIAL NOTES: Instructor Permission 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%25 of the atrocities and human rights violations were committed by the Guatemalan military or other state sponsored forces and more than 83%25 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. In addition to coursework, students will have an opportunity to study Spanish, Maya-Poqomchi’, or Maya-Q’eqchi; work closely with students from the Universidad de San Carlos (CUNOR); and collaborate on specific projects with local NGOs, communities, and rural schools.

CRS25160 - Compassion and Community in the Time of

General

Course Description

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 connection, and other aspects of everyday life. This course invites students to reflect together on the experiences we are all having 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.

CRS25505 - Climate Justice

General

Course Description

SPECIAL NOTES: This course can be taken for Writing Emphasis credit. COURSE DESCRIPTION: 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.

CRS26000 - ST: Healing Justice, Philosophy and Prac

General

Course Description

COURSE DESCRIPTION: 'Healing Justice' is an evolving political framework shaped by economic, racial, and disability justice that re-centers the role of healing inside of liberation. Healing Justice seeks to transform, intervene and respond to generational trauma and violence in our movements, communities and lives- and to regenerate our traditions of liberatory and resiliency practices that have been lost or stolen. Healing infrastructure is tied to how we conceptualize or approach organizing. Whether it's organizing, environmental stewardship, social service work, nonprofit work, or policy work. We define Healing Justice as the need for a cultural shift in the following areas: -the way we engage with loved ones, neighbors, authorities, and bystanders-the way we organize and do movement work-the societal standards for seeking 'justice'

CRS28060 - Urban Environmental Justice

General

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. Students will develop their critical thinking skills and writing skills while learning more about the 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. Student’s grades will be based on weekly writing assignments, in class discussions/activities, a mid-term exam, and final research paper.

CRS28070 - World Conflicts

General

Course Description
PREREQUISITES: English 10 & World HistoryCOURSE DESCRIPTION: This course is a multidisciplinary, multimedia introduction to some of the major conflicts of the modern world. Among topics to be discusses are conflicts based on national interests; e.g., World War I; ideological conflicts, e.g., Communism, Fascism and other totalitarian schemes; ethnic conflicts with indigenous peoples in the Americas, tribalism in Africa, and the disintegration of old European states; religious/cultural conflicts, particular as manifesting in terrorism in the Middle East and the Indian subcontinent; and, competing economic interests, e.g., earlier colonialism, ecoterrorism, resource allocation, nuclear technology, industrial development and globalization. The course will briefly examine the root cause of such conflicts, but will center on how these conflicts manifest through the humanities – film, literature, music – in a multimedia exploration.

CRS28080 - Changemaking Our Future: Social Entrepre

General

Course Description
This course will introduce students to the social entrepreneurs, innovators, and visionaries who are coming up with new methods of solving society's problems. We will examine how these go beyond traditional methods of social change. We will also study a new theory called "transformative action." The first few weeks of the course will introduce the students to many case studies of success in restoring the environment, resolving conflicts, curing diseases, overcoming poverty, and addressing other problems of social injustice. Then the rest of the course will be devoted to reviewing the skills, strategies, and ideas of effective social change advocates in the 21st century.This course is not a traditional lecture course. It is highly interactive, experiential, and dynamic. There is a clinical part of the course, where you will be engaged in the community, working on a project to improve real-life problems.

CRS40000 - IS: No Contract

General

College
RDP

Course Description
See registration material for contract due dates!

CRS40003 - Globalization and Urban Politics

General

Course Description
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.SPECIAL NOTES:

CRS40050 - TA:

General

College
RDP

Course Description
See registration material for contract due dates! All course fees apply to TA position.

CRS40070 - SP:

General

College
RDP

Course Description
See registration material for contract due dates!

CRS41014 - Spanish: Advanced Composition & Grammar

General

College
RDP

Course Description
Este es un curso avanzado en el cual se aprende la gramática y la redacción españolas a través del estudio de ensayos, artículos y pasajes literarios escritos por autores hispanohablantes. Los estudiantes analizan el uso y la estructura del idioma y los conceptos gramaticales presentes en las obras estudiadas y escriben composiciones usando como modelos estas obras. También los estudiantes escriben composiciones 'libres' y otras asignadas. Al final del curso los estudiantes demonstrarán una comprensión de la gramática española y la capacidad de escribir correctamente en español. El curso se enseña en español.This an upper division course in which Spanish grammar and composition are learned through the study of essays, articles, and literary excerpts written by native-speaking authors. Students analyze language usage, structure, and grammar concepts evident in the works studied and write Spanish language compositions modeled on these works. Students also write 'free' compositions and others as assigned. By the end of the course, students will demonstrate an understanding of Spanish grammar and the ability to write correctly in Spanish. Course conducted in Spanish.

CRS41015 - Spanish Intensive

General

College
RDP

Course Description
Spanish Intensive is a total immersion, intensive Spanish language learning program. Students study the language four to six hours daily for two to three weeks, and live with a Spanish speaking family to experience the culture and community fully. This immersion course provides students with a natural setting in which to practice and develop their ability to communicate in a wide variety of settings tin Spanish. In addition to explicit language studies, students participate in service projects, lectures, discussions, and field trips.

CRS41016 - Spanish Intensive & Cultural Immersion

General

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. SPECIAL NOTES:

CRS41022 - Spanish Intensive I Online, Intermediat

General

College

RDP

Course Description

COURSE DESCRIPTION: The goal of the course is to increase the students' facility with mood, tense, idiom, and professional vocabulary as well deepen knowledge of the cultures and traditions in the Spanish-speaking world. Class time will emphasize extensive speaking and writing opportunities for each student with the expectation that students will interact with fluent speakers in service-learning settings in addition to and outside of the classroom. Students should be able to comprehend and speak effectively to describe personal and world events as well as hypothesize about the future and other points of view.

CRS41023 - Spanish II, Intermediate

General

College
RDP

Course Description
The goal of the course is to increase the sophistication and accuracy with which students manipulate mood, tense, idiom, vocabulary in rapid speech conversation that is well informed by the student's familiarity with the cultures and traditions of the Spanish-speaking world. Class time will emphasize extensive speaking and collaborative writing practice by the students. Students are expected to design and participate in service-learning projects conducted in Spanish outside of the classroom. Students should be able to comprehend and speak effectively with a variety of fluent interlocutors in order to achieve a range of communicative goals.

CRS41025 - Spanish II

General

Course Description
COURSE DESCRIPTION: Using an experiential student lens, this course builds upon a basic understanding Spanish by providing continued emphasis on pronunciation, vocabulary building, speaking, and comprehension of contemporary Spanish language situations, while providing a broader awareness of and appreciation for Spanish speaking cultures. Course materials are designed to assist students with intermediate Spanish acquisition for use beyond the classroom in meaningful and authentic ways. Emphasis is placed on vocabulary, and grammatical patterns necessary for comprehension and production of spoken and written Spanish. Community-based immersion course strategies encourage active student use of emerging speech patterns, developmental writing, reading, and culture-based projects. Enrolled students engage the language-learning process by focusing on the experiential acquisition of basic Spanish communication and the development of the practical language skills for communicating in daily life.SPECIAL NOTES:

CRS41040 - Foundations in Global Studies: Power, Pl

General

Course Description

This course presents the foundations of the curriculum in Cultural and Regional Studies, encompassing economic, political and social developments from the 18th Century to the present, as well as their potential impacts on the future. Student will be introduced to ongoing global debates including: war and achievement of peace, sovereignty and power, borders and changing international law, privilege and the mal-distribution of wealth and opportunity, religions and their impacts, and contemporary efforts to create a better world that benefits all. Students will learn and apply skills of critical social research. They will develop communication skill by participation in discussion, and writing analytical papers. This course will prepare them to use the lenses of both knowledge and theory to view current events and long term developments of global importance, with the goal of creating positive action.Students will build a supportive community in which to experientially explore individual and group identity and the ethics of community-based learning. Upon successful completion of this course, (and a course in social research methods), students will be able to take further Global Studies courses, having a broader knowledge of the fields, critical understanding of issues, and an appreciation of the stakes of knowledge production.

CRS41050 - Image & Power in Mass Culture

General

College

RDP

Course Description

SPECIAL NOTES: Writing EmphasisCOURSE 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.

CRS41101 - Social Entrepreneurship

General

College
RDP

Course Description
This course will engage in an exploration of the theory, practice, and issues associated with local, national, and global Social Entrepreneurship (SE). One common defining characteristic of SE is the utilization of entrepreneurial behaviors and wealth creation to address social problems and create positive sustainable social change; an early and prominent example would be Ben & Jerry's, and today there are a number of for-profit firms with social change agendas. SE has also now expanded to include a broad array of other cutting-edge phenomena such as 'microlending,' for which economist Muhammad Yunus won a Nobel Peace Prize. In this course, we'll explore how SE utilizes economic wealth creation, traditionally associated with business enterprise, to foster and create significant and sustainable social benefit and change. As the traditionally distinct lines between government, the for-profit sector, and the nonprofit sector blur, it is increasingly important for students to understand the challenges and opportunities in this emerging and complex area. Learning formats will include extensive reading, lectures and discussions, formal writing, case study analysis, and in-class presentations.

CRS41102 - Funding Change: Grant Writing & Nonprofi

General

Course Description
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 NOTES:

CRS41200 - Digital Storytelling: Giving People a Vo

General

College
RDP

Course Description
Digital storytelling is the art of using digital tools to craft and tell stories. In this course, students will learn storytelling by telling their own stories and collecting stories from members of the local community. Students will practice interview techniques that document the lives and times of the storytellers and provide the raw data for creating digital stories. Students will combine stories with images and music through digital technology to bring these stories to a larger audience. Students will learn to use digital cameras and smartphones, alongside digital editing software, to create professional-level stories integrating video, audio, and/or interviews.

CRS41201 - The Documentary: Film-making for Fun, Pr

General

College
RDP

Course Description
More and more businesses, non-profit organizations, and individuals are using documentary techniques to bring attention to their activities. As a result basic documentary skills are becoming a common workplace requirement. In this course students learn the basics of short and medium length documentary production by completing 2 projects. Each student selects a topic, conducts research to prepare for filming, and shoots and edits the footage into a short documentary and a longer version that are shown to the Prescott College community. Students can work with organizations in Prescott who are asking for help in documenting their work or they can develop their project from their personal interests. This course is designed to teach fundamental documentary skills to students in all programs at the college., especially those who anticipate including video in their senior projects or their professions. It also serves as an introductory course in video production for students who want to develop a competence in film.

CRS41202 - Bamboozled: Race, Power, and Representat

General

Course Description

SPECIAL NOTES: N/ACOURSE DESCRIPTION: 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.

CRS41204 - Normalizing the Body

General

Course Description

This course will introduce current scholarship in the field of Critical Disability Studies, examining theoretical frameworks to understand current policies and cultural beliefs regarding the construction of terms and categories like “disability” and “ability,” “normal,” and “divergent.” We will examine the nuances of the difference in approaching this field using scholarship produced by the disabled community instead of research done “on” and “to” disabled individuals. This course will examine the history and current state of organizing and advocacy, as well as examine essential intersections with gender studies, queer studies, race, and class.

CRS41205 - Radical Media:Podcasting

General

Course Description

COURSE DESCRIPTION: Radical Media offers students an academic curriculum focusing on journalistic ethics and how to use 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 research, write, create and edit a media product about a contemporary and pressing social 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, 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.SPECIAL NOTES: N/A

CRS41206 - Cinema & the (Post) Colonial Gaze

General

Course Description

COURSE DESCRIPTION: This survey of classic and contemporary films, which explore the experience of “colonized” peoples, seeks to initiate, what Stuart Hall calls, “a dialogue, an investigation, on the subject of cultural identity and representation.” The course aims to deconstruct how the colonial and post-colonial world was/is mediated and represented in films, and the power of cinema in shaping perceptions of the world. Students will examine the work of authors such as Franz Fanon, Arundhati Roy, Edward Said, Fatimah Tobing Rony, Trinh T. Minh-ha, and Stuart Hall, among others, in an effort to understand the socio-political and historical context in which the films were made, the nature and structure of colonialism, and Indigenous resistance. Students will also be introduced to film theory and analysis in order to develop a language they can draw on to critically analyze films. Some of the directors whose films the class will explore include: Ousmane Sembene, Claire Denis, Gillo Pontecorvo, Isaac Julien, Mati Diop, Trần Anh Hùng, Mira Nair, Raoul Peck, Deepa Mehta, Mathieu Kassovitz, and Euzhan Palcy.SPECIAL NOTES:

CRS41300 - Social Problems: Research Methods & Theo

General

College

RDP

Course Description

The study of social problems generates deep emotions and firm convictions in most people. This makes effective inquiry into the facts difficult at best; all too often, we manage only to confirm our initial prejudices. The special value of social science research methods is that they offer a way of addressing such issues with logical and observational rigor. They let us pierce through our personal viewpoints and take a look at the world that lies beyond our own perspective. This course will introduce the student to those methods, including descriptive and inferential methods of quantitative analysis, qualitative techniques and general research design. The student will have the opportunity to design and implement a service research project. In the process, the student will learn about new theories of social problem interpretation. Methodological skills such as how to conceptualize and operationalize variables, create scales and indexes and understand the logic of sampling will be acquired as well. The applied nature of the course will require students to participate in field trips and exercises. We will explore whether appropriately applied social research methods may be a powerful tool for social change.

CRS41305 - JRS: Crises of the 21st Century: Researc

General

Course Description

The crises and possibilities defining the 21st century require integrated attention from many disciplines. Creating solutions for complex challenges such as climate change, urbanization, and the growing wealth gap must be addressed through multiple perspectives and specialized knowledge if we are to ensure thriving communities into the future. Students will practice addressing the sources of these challenges with logical and observational rigor in order to pierce through personal and disciplinary viewpoints and take a look the world that lies beyond our own perspective. Students from environmental and social disciplines, the arts, and humanities will be introduced to theoretical and research approaches that foster ways of integrating their questions through class discussions and personal research. At the end of this course, students will have constructed their Degree Plans through a comprehensive process of exploration, analysis, and reflection. Starting with an exploration of the challenges of our shared future, they will articulate paths to competence that express their individual goals, intellectual and social interests, the skills they are interested in developing and the possible career paths they plan to explore. Subsequently, they will be able to articulate the ways their competence and breadth areas engage with the conditions and possibilities of the 21st century.

CRS41401 - Biocultural Landscapes

General

Course Description

COURSE 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.NOTES: N/A

CRS41500 - Climate Advocacy Under the Law

General

Course Description

SPECIAL NOTES: NONECOURSE 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

CRS41901 - Egypt: History, Culture, & Current Issue

General

College

RDP

Course Description

FA11 offering: A dramatic political revolution in Egypt is happening right now - this class will spend time studying what is really going on.In this class, students will learn about how Egyptian life has developed over 5,000 years, and thus about the elements of a society at every stage. Students will gain an appreciation of Egyptian arts and religion as human ethical and esthetic expression. While this course outlines this region's dynamic history, it is more than a history course. Through the study of Egypt, students will gain insight into a dynamic region of the world, and begin to understand the issues facing humanity at large through the lens of Egypt's struggles to create a civilization and transcend a harsh environment. The course will cover three periods—(1) Primitive and Ancient Egypt through Cleopatra VII and its absorption into the Roman Empire, (2) Medieval times when Egypt was subordinated to other great nations and cultures—Rome, Persia, Arabs and Islam, Turkey, Europe, and (3) Egypt in the modern world under European hegemony—Napoleon and the French, Suez, world wars I & II, and Egypt's contemporary struggle for full sovereignty and recognition, the conflict with Israel, and potential future developments.

CRS42001 - Economic and Social History of the U.S.

General

College
RDP

Course Description
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.

CRS42010 - History of US-Mexico Border Region

General

College
RDP

Course Description
This course examines the history of the Southwest region from the first inhabitants to the 19th century. Emphasis is placed on the diverse groups that have inhabited this region, currently divided by the U.S./Mexico border. Students will look at the history of contact, domination, conflict, and collaboration among these groups, and the relationship between political borders and the formation of identity.

CRS42012 - American & European Thought & Culture in

General

College
RDP

Course Description
This course examines how the genre of science fiction reflects cultural themes and values in the United States. By removing the reader or viewer from the present context, science fiction serves, in a comfortable way, as a mirror and social critique of the society. The course will be divided among themes that are topical and chronological. Some themes that will be explored included xenophobia, McCarthyism, technology in a computer age, apocalyptic visions, and gender issues. Along with understanding cultural issues in twentieth-century America, students will also exercise their critical and analytical thinking skills as well as speaking skills through a number of assignments. Students should emerge from the class with an understanding of how the genre of science fiction follows cultural patterns in North American and thus be more aware of the images and messages that surround their lives.

CRS42030 - Indigenous Rights, Cultural Survival, an

General

Course Description

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.

CRS42100 - Color Line in U.S. History, The

General

Course Description

This class explores 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 throughout the history of the U.S., including slave and Indigenous revolts, Civil Rights, Black Power, and the recent challenge to the hegemonic story of African American history brought by the 1619 Project.

CRS42150 - The Middle East: History, Culture and Cu

General

Course Description

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. NOTES: N/A

CRS42250 - Contemporary Events & Their Meaning

General

Course Description

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.

CRS42310 - History of Gender & Sexuality

General

Course Description
COURSE 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.SPECIAL NOTES:

CRS42311 - Queering Utopia: Queer Theory & Practice

General

College
RDP

Course Description
SPECIAL NOTES: Writing EmphasisCOURSE DESCRIPTION: 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.

CRS42320 - Trans/Queer Media and Storytelling

General

Course Description

COURSE DESCRIPTION: This course seeks to investigate the potential of trans/queer stories and lineages of resistance to imagine and enact liberatory, decolonial futures. We will explore the relationships between trans/queerness, settler-colonialism, neoliberalism, and racial capitalism for the purpose of building solidarity within and across movements for justice. Students will engage with historical literacy and counter-storytelling using a variety of trans/queer literature, art, media, history, and theory. Assignments include writing critical self-reflective narratives, co-facilitating class discussions, learning from community elders, artists, and youth activists, and designing a trans/generational multimedia storytelling project.

CRS42400 - Global Feminisms

General

Course Description

This course explores the usefulness of feminist analysis, a powerful tool developed in western societies, to women's lives in non-western places, especially those that have been colonized by western imperialism. The course is framed by the critiques of "universal sisterhood" that have emerged in recent years from people who identify as "feminists" from the Third World/Global South. It sets out to take apart the conventional story that all of history has culminated in western feminism and that western women lead the world in achievement of human rights. Likewise, the course explores what common ground might exist among people across the globe who identify as women. In this we use the work of Chandra Mohanty and others to look at womanhood as a position within global capitalism, as a different orientation to the idea of "sisterhood." The course explores the challenges and strategies through which women navigate their lives in different international contexts, and women's read on their own diverse cultures and cultural practices. We look at the intersection of different movements including nationalism, indigenous rights, colonialism and transnational capitalism, and the production of identity through them.

CRS42511 - Philosophy: History of Consciousness

General

College
RDP

Course Description
This is the second course in Prescott College's basic philosophy series, following Modes of Thinking. The major problems with which conscious thinkers have grappled since ancient times will be our starting point. Traditional issues like knowledge (epistemology), existence and meaning (metaphysics), and moral development (ethics) will be explored in the beginning, and a historical approach to the development of modes of thinking will be emphasized. The destination of this intellectual journey will be to examine contemporary philosophical thought and involve class members in creative, original work to understand their own ideas and feelings. This class is intended for all students who wish to gain a broad understanding of the history of conscious thought, based on both reason and emotions (i.e. philosophy). The course will also be of great value to anyone who has ever pondered imponderables and wondered if others have done the same.

CRS42512 - Philosophy: The Search for Meaning throu

General

College
RDP

Course Description
In this course, each participant will confront important personal and social issues to determine what his or her ethical basis should be for deciding and acting. Each of us faces personal dilemmas in such areas as belief or cynicism, relationships; ambitions and direction, fears and courage, and lifestyle. The nations and peoples of the world are going through a period of accelerated change, that is bringing with it very real dangers but also great opportunities. The crises of this period are reflected in the personal choices people have to make in every society; this is particularly true of our own. Many issues are being politicized with labels such as 'right to life vs. genetic engineering,' 'clash of civilizations vs. war on terrorism,' 'globalization vs. peoples' movements,' or 'global warming vs. jobs and the economy.' In exploring such challenges, each participant will be encouraged to develop rational and emotional bases for personal ethical behavior, and a coherent set of social commitments and to realize that decisions we make today will affect our own lives, and the short- and long-term future of our communities, our society, our descendants, and our planet.

CRS42513 - Philosophy: Modes of Scientific Thinking

General

College
RDP

Course Description
Science is one of the most dynamic powerful enterprises in the modern world, but it is not generally known that all science has a philosophical foundation. Epistemology and metaphysics provide the basic theories of knowledge underlying all types of pure and applied science. In this course we will learn how scientific theories are created and tested. We will not restrict ourselves to empirical or laboratory science, but also treat phenomenology and human/social sciences. Our study material will be taken from fields like small particle physics and string theory, cosmology and astrophysics, evolution and natural history, and advanced genetics - examined at a descriptive level. Students will not only learn the philosophical bases of such sciences, but a great deal about the newest developments as well. The course will open understanding of some of the most exciting directions of humanity now and in the future.

CRS42514 - The Emergent Future

General

College
RDP

Course Description
Since we are continuously living in the now as we move into the future, it is of ultimate value to learn and think about the future. This course begins with the current world, investigating ongoing events and processes in the areas of world economics, politics, and social development. It investigates many aspects of globalization like universal communications, issues of sovereignty & terrorism, and health & education. We will see patterns of change and interaction globally, and will also focus the changing lives of people in Subsaharan Africa and Oceania where change will be rapid and powerful during this century. In summary, this course is an investigation of Paradigm Change in our world. Where is it taking

CRS42515 - Holy Books: Survey of Religious Literatu

General

College
RDP

Course Description
This is a foundation course in religious studies and also a survey of Holy Scripture as great literature. We will read from the primary sources: The Bible, Koran, Bhagavad Gita, Upanishads, Tao Te Ching and sample holy writings from Buddhism, Baha'i World Faith, Judaism, etc. We will read the Holy Books in order to understand the religious impulse in humans, our yearning for the sacred, our attempts to make metaphysical and mystical explanations of the universe and our place within it. We will attempt to discover common threads and also significant differences between religions. We will also study holy writings as foundation literature and cultural history of great importance in understanding other cultures and our own roots.

CRS42520 - Reading Marx

General

Course Description
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.

CRS42600 - Globalization & Religion

General

College
RDP

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

CRS42601 - Spiritual Landscape in the Indigenous So

General

College
RDP

Course Description
Indigenous communities around the globe, including Indian people of the American Southwest, have a complex relationship to their respective landscapes. A special relationship between Indian people and their land provides a visual map of a community's significant identity, culture, and historic events as recounted through its oral trandition. with ethnographic readings, exploration of tribal mythologies, and field trips to the landscapes of some Southwest tribes, we will examine these significant relationships that inform the creation of community, social values, and spiritual traditions. However, this requires that we critically engae some of our own assumptions and projections about Native peoples and our environment in order to understand Euro-American cultural tendencies to romanticize and stereotype this connection. We will look at ways that cultures can be bridged with respect, and how indigenous and non-indigenous communities can collaborate on this work.

CRS42602 - Sacred Land, Regenerative Landscapes

General

Course Description

What do you visualize when you hear the terms ecological design or sustainable living? Many people focus on a single structure, energy efficient technology, or maybe a communal farm. Rarely do they focus on the context for these entities, that is the larger landscape in which they sit. A person who immediately considers the larger context often has training in the field of ecology where all scales from the individual organism to the region are integrated. On the other hand, indigenous peoples always place their homes, tasks, and social structures in the larger landscape as this was integral to their survival in the preindustrial world. This course integrates the ecologist's techniques for studying landscape dynamics with the indigenous view to explore the value of always placing our structures and actions within the landscape scale when considering a particular ecological design or sustainable practice. Students examine the role of sacred places in the landscape in maintaining cultural vitality through reading and conversations with Native Americans. Finally, we explore how these ideas are currently being integrated into urban, farming, and urban-wild land interface settings through grassroots placing making and intentional regenerative design. Students will apply their emerging knowledge by critiquing current landscape level proposals and by designing a landscape scale solution to an issue they identify.

CRS42603 - Wilderness and Colonization

General

Course Description

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.NOTE: Estimated additional student expenses of $50.00 for food while in the field.

CRS42606 - Gender, Sexuality, & Religion

General

College
RDP

Course Description
In this course we will explore views and practices concerning gender and sexuality in selected religions, past and present. We will consider how gender roles prescribed by traditional power-holders in these religions have shaped the religious lives of these religions' adherents. We will also investigate these religions' approaches to other-sex and same-sex relations, reproductive issues, and celibacy. Throughout the course, we will examine how contemporary changes to views and practices concerning gender and sexuality challenge religions, and learn about how religious persons respond to such challenges.

CRS42610 - Buddhism: Beginnings to 21st Century

General

College
RDP

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

CRS42613 - Progressive & Religious: Religiously Ins

General

Course Description

This course explores an aspect of religion that does not get very much exposure in the press or in current political dialogue, namely, religion as inspiration for progressive social change. The news is full of reports about conservative politicians in the United States whose religious beliefs inspire them to deny the findings of modern science, limit women's access to contraceptives and abortion, oppose immigrants' rights, and generally to work against efforts to change our society to give more voice and power to the poor and oppressed. Worldwide, the activities of religious extremists foster the impression that religious people and organizations are reactionary and closed-minded. But these caricatures of supposedly stereotypical religious people do an injustice to the wide variety of political and social stances actual religious individuals and organizations take. Both history and current demographics indicate that there is much more to religion than support of rulers or political candidates with conservative social agendas, and that terrorists represent a tiny minority of people who self-identify as religious. Students in this course learn about how religions have motivated their followers to devote themselves to promoting progressive social change in the past, and how religious people and organizations are working for such change today. Students investigate how religion came to be associated, in many people's minds, with ignorance, violence, and support for oppressive social and political power-holders. They examine the make-up of religious populations today and how those have changed over time. Building on their understanding of the social and political context in which religion operates, students conduct research on historical and contemporary individuals and groups whose religious commitments (whether religiously conservative or liberal) have inspired and shaped their work for such progressive causes as peace, environmental issues, economic justice, and the human rights of oppressed social groups.

CRS42706 - Decolonial Pedagogy

General

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 hegemonic forces so prevalent in our public school system. By engaging in specific educational movements in southern Arizona, with a focus on Latin@ and border communities, students will have an opportunity to apply theory and practice to on-the-ground community organizing and learn from experts in the areas of Ethnic Studies and educational access for Latin@ students. A key component of this course will be a focus on activist teaching as a method for deconstructing the impact of neoliberalism in education and for working toward a pedagogy of liberation.SPECIAL NOTES: 'This course takes place in Prescott, online and in Tucson. Transportation to and from Tucson will be provided. Please note that due to the up front 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.'

CRS43011 - Ecology of War and Peace

General

College
RDP

Course Description
From oil well fires and radioactive wastes to landmines and weapons testing, the toll taken on the environment by military actions is significant and long-lasting. While the impact of warfare on humans has been well-documented, less investigated have been the ecological effects that contribute to human suffering and further enflame the causes of conflict. There is strong evidence to suggest that environmental issues are a leading causal factor in the outbreak of hostilities, and that violent conflict in turn serves to exacerbate these issues. At the same time, people in communities around the world also find peaceful and cooperative ways to share resources and develop sustainable social and environmental practices. Indeed, precisely because the stakes are so high in terms of human survival, communities sharing scarce essentials often create elegant solutions and positive outcomes despite the temptation to lapse into conflict. This course will explore these issues through case studies of recent wars and ongoing examples of militarization, as well as by investigating and participating in positive initiatives (including common pool resources, intentional communities, urban agriculture, and the 'free economy') with an eye toward imagining solutions that can serve to promote both societal peace and ecological balance.

CRS43012 - Religious Roots of Peace

General

College
RDP

Course Description
In this course students will explore the roles of religion and spirituality in peace-building. We will investigate 1) the relationship of social action, politics, and religion; 2) specific spiritual practices employed in the cause of social justice and change; and 3) spiritual roots of peace grounded in the world's religions. The beginning of the course will be devoted to an exploration of the theory and method of religious peace-building, focusing on these three study areas. Based on this foundation, students will then consider case studies of peace-makers around the world whose religious and spiritual traditions have inspired them and provided them with resources crucial to their work for social change.

CRS43013 - War & Peace in Film & Literature

General

College
RDP

Course Description
War and Peace have been central themes in literature dating to antiquity, including works such as the Bible and the Bhagavad-Gita. In the modern era, film and cinema likewise have explored issues of war and peace since the earliest days of the medium and continuing through the present. This course will consider the effects of images of war in fiction and film, as well as the potential for peace conveyed through such media. By screening films and reading foundational texts, the course will investigate issues of war and peace in historical and contemporary contexts, drawing upon both documentary depictions and the power of speculative fiction. The aim will be to develop an understanding of the centrality of war in film and literature, and to assess the challenges of promoting peace under such conditions. To that end, in addition to a series of required analytical essays, students will be asked to keep a detailed journal of critical inquiries into the films viewed in class, which will explore both the nature of war and the prospects for peace.

CRS43015 - Critical Human Rights

General

Course Description
The phrase 'human rights' has become a staple in social justice organizing; it is evoked when discussing a wide range of issues related to police states, free speech, genocide, gender-based rights, and Western imperialism. Yet the meaning and impact of this important concept are often not carefully considered. This course critically examines the history of human rights discourse and how it has become so central in world politics today. 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.

CRS43016 - Critical Abolition Studies

General

College
RDP

Course Description
Critical Abolition Studies explores the unprecedented build-up of prisons, policing, immigration detention, and border enforcement in the 21st century with a focus on anti-racist visions and movements for abolitionist futures. The course is designed to enable students to apply, reflect on, and further develop their anti-racist social analysis and practice.

CRS43017 - Academic Activism

General

College
RDP

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

CRS43018 - Oral History in Theory and Practice

General

Course Description
SPECIAL NOTES: n/aCOURSE DESCRIPTION: As both a historical and cultural documentation tool, oral history can preserve local knowledge and histories, enhance community cohesion and sense of place, and advance social justice and human rights. In this course, students will be introduced to the tools and theories to design and implement oral history research projects. We will explore the mechanics of oral history -- interviewing, transcribing, and analyzing interviews, and research protocols and ethics -- and will consider some of the theoretical issues embedded in the field. These include, the intersection of history, memory, and narrative; questions of subjectivity and reliability; and oral history and its relationship to both oral tradition and public history. In addition to conducting individual oral history interviews, students will develop a proposal for an oral history project. In that way, this course is ideal for, but not limited to, students who are working on culminating academic projects (senior projects, capstone projects, or dissertations).

CRS43020 - ST in CRS:The World We Want: Emergent Or

General

Course Description

SPECIAL NOTES: NONECOURSE 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 first hand from organizers and activists on contemporary organizing models while engaging with contemporary critiques between practitioners.

CRS43500 - Climate Change, Migration Justice

General

Course Description

As increasing droughts, floods, superstorms, rising sea levels, and other environmental damage caused by global economic and military forces drive more and more communities across international borders, a new global arms race has taken shape in the form of heavily militarized border enforcement technologies, policies, and industries. This class will analytically connect the dots between climate change, displacement and migration, and borders and homeland security. In doing so, we will also look into the potential for alternatives, resistance, activism, and movements that could change the future of migration and climate adaptation in small and/or big ways. In this class, the students will be treated like journalists investigating the most pressing dynamics of our time.

CRS43605 - East meets West: Politics & Societies of

General

College
RDP

Course Description
This course is an introduction to the politics and societies of post-Communist Central and Eastern Europe. Students will examine the political institutions, philosophical arguments, cultural expressions, and social processes of this 'other Europe.' Questions concerning the construction of civil society, the mass media, relationships to the European Union and Western European societies and cultures, the pitfalls of nationalism, post-Communist architecture and film, the state of the natural environment, the relationship between public and private sectors, the meanings of ethnicity, gender, class, the politics of everyday life, and the symbolic politics of this region all will be carefully considered.

CRS43610 - Environmental Politics: Domestic & Globa

General

College
RDP

Course Description
SPECIAL NOTES: N/ACOURSE DESCRIPTION: What are the connections between social inequality and environmental destruction? The goal of this course is to explore the interconnections and interdependencies between human and environmental justice issues. This course will expose students to issues of culture, power, politics, economics, and globalization as they relate to issues of cultural and ecological sustainability. The course offers the skills and perspectives necessary to analyze dynamic relationships between social inequality and the degradation of the natural world as well as efforts to create solutions and build movements for sustainable social transformation. We will analyze the power dynamics of globalization, including the rise of industrial agriculture and food systems, the impacts of economic imperialism on consumption in the global north and production and environmental destruction in the global south, border militarization, and contemporary social movements. The class will utilize texts, films, field trips, journaling, guest lectures, intensive discussions, presentations, and the development of individual original research questions in exploring these themes and issues.

CRS43611 - Global Political Ecology

General

College
RDP

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

CRS43650 - American Government: Politics, Power, &

General

College
RDP

Course Description
This course is an introduction to American politics. We will pay attention to the relationship between the Constitution and political reality: Which issues are elevated to the status of social problems, who gets labeled a political leader, and who gets constructed as a political enemy? What is the current state of the American electoral process? What constitutes an ethical, pragmatic foreign policy? What is the proper, constitutional relationship between church and state? What is citizenship, anyway? All of these issues receive a special political charge in an election year, but when all of the pomp and circumstance subside into the less spectacular politics of everyday life and public service, who gets what, why, and how?

CRS43651 - Changing World Order: The Political Econ

General

College
RDP

Course Description
COURSE DESCRIPTION: Globalization has been described as a “process that embodies a transformation in the spatial organization of social relations and transactions.” But what does that transformation mean to the maquiladora worker in El Salvador, the Metis water defender in Canada, the call center attendant in Mumbai, or the Afghani family uprooted by the United States’ war on terror? As a process that is at once economic, social, cultural, material, and ideological, globalization manifests in different ways for different people. While globalization has brought the lives of disparate peoples closer, it has also, widened some of the gaps between us. This course aims to move our thinking about globalization away from the abstract to the human by focusing on the anthropology of globalization. Drawing on a range of readings, films, current events, and discussions about our own contributions to a globalized world, we will consider some of the effects globalization has on local communities and people. How are neoliberalism, poverty, consumerism, and environmental degradation connected? How has globalization affected the autonomy of the nation-state? Is globalization ethnocide disguised as development? How are communities responding to the myriad crises that have emerged as a result of globalization? In addition to exploring the history of globalization and the economic theories that define it, we will look at how global politics and institutions are being reshaped by our interconnectedness and by grassroots organizers who are challenging the global paradigm and working towards a new world order.NOTES: N/A

CRS43652 - Organizing, Activism & Alliance Politics

General

College
RDP

Course Description
SPECIAL NOTES: This course takes place in Los Angeles after an initial meeting on campus. Course fee includes all housing for the first 8 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.

CRS43655 - ST in CRS: Global Engagement Speaker Ser

General

Course Description

Through this course, advanced students will create a speaker series for Prescott College students, and the larger Prescott community, that present diverse perspectives, based in their own experience, about specific theme-related social justice work. The class will research, identify, and contact speakers, study their work, and organize and advertise speaking events in the college and the larger community. Students in the class will also comprise a panel at each event to respond to the talk and facilitate conversation. They will present their research and developing understanding about social justice work through several papers written through the course of the semester.

CRS43660 - Inquiry Based Organizing Panche Be

General

Course Description

The Panche Be Community Organizing Seminar is a four part customized training program for people and organizations interested in creating long-term change in their community. The unique aspect of this program is that it engages Indigenous thought systems like the Nahui Ollin and Panche Be to construct long term low intensity change strategies. The seminar is designed to engage emerging organizers, professional organizers and other natural leaders in a unique learning community where their own experiences are used to shape the core curriculum and they serve as peer educators with their neighbors. During this seminar, participants, trainers and local community members will through discussion and participation in ongoing organizing campaigns expand their individual and collective knowledge and skill as professional organizers gained through years of direct experience serving their communities in their professional and personal organizing. With the emphasis in most academic organizations centering on training for service provision, education or public health, the critical thinking skills needed to navigate and enact long term social change is often overlooked and ignored in favor of “doing something”.

CRS43695 - Social Movements

General

College
RDP

Course Description
What causes groups of people to experience their own empowerment as a group? What causes groups of people to be able to unify and act through that empowerment, to put their collective weight behind an issue and effect change together? In this course we will study the history of U.S. based social movements through the past 150 years, such as civil rights, women's rights, labor and conservation, and current movements, on the broad range of the political and social spectrum. We will explore arguments about why and how these social movements have formed, been successful or not, lasted or didn't in the context of larger economic and cultural realities. The U.S. based history sets the stage for the turn in recent times toward the global consciousness of social movements in the U.S. and to movements that originate in the global South, often in response to some of the same complex web of impacts stemming from 21st century globalization. We will examine points of meeting between neoliberal agendas and grassroots vision through such examples as: ways that western feminism contributes to the construction of outsider and insider activism in third world contexts and movements for indigenous land rights; and conflict and collaboration between environment conservation movements and anti-racism work in food justice activism.

CRS43700 - Law & Social Change

General

College
RDP

Course Description
This course will examine the interplay between law and social change. How do social and cultural factors influence changes in the law, and how does law impact the potential for producing social change? How do changing interpretations of social values affect the law and how do changes in the law influence the social interpretations of those values? Specifically, the course will examine the underlying assumptions of fairness, equality, and morality that helped define certain landmark Supreme Court decisions; how those decisions have modified the basic ways people in a society relate (e.g., race relations, gender relations, sexual relations); and how those decisions have restructured major social institutions such as the family, religion, and education. We will also look at the use of law among activists and social movements through the eyes of lawyers practicing in the field, and will visit local courtrooms in order to obtain a fuller sense of how the law actually works in practice.

CRS43702 - Social & Economic Justice: Law on the St

General

College
RDP

Course Description
This course studies the social and economic impact of basic law that impacts the majority of Americans. The course begins with an historical overview of the laws effecting dissolution of marriage, residential landlord and tenant relationships, and creditor-debtor law. The current state of delivery of legal services in these areas will be discussed and evaluated for effectiveness, faults and areas for improvement. Through case studies and simulations, students will be exposed to the social and economic consequences of these specific legal topics. The class will analyze current trends and the political forces impacting these laws. The course will include observation of court cases, and under supervision of a lawyer in a legal clinic setting, assisting actual clients with legal issues. Students will be asked to formulate specific action plans for providing new and effective models for providing legal services to the indigent and low income clients in need of these services.

CRS43703 - Native American Legal Studies

General

College
RDP

Course Description
This course provides an in depth analysis of the United States' legal relationship with indigenous native tribes. Beginning with an historical overview, the course will examine the evolving relationships between the federal and state governments and native peoples. The course will study the evolution of tribal governance both as a direct result of federal action and local activism. The 'trustee' role of the federal government will be evaluated from an historical perspective through its current status and practical legal impact under statute and case law. The course will review numerous key federal and state cases and will follow the early evolution of these legal relationships to current legal precedents controlling these relationships in the early 21st century. Emerging trends in the law will be examined along with a detailed analysis of the law on tribal sovereignty over self governance, natural resources, law enforcement and legal systems. Cases involving Arizona and other Southwestern Tribes will be a focal point of study and discussion.

CRS43710 - Social Ecology as Ecological Humanism

General

Course Description

SPECIAL NOTES: This course can be taken for Writing Emphasis credit. COURSE DESCRIPTION: 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 in the work of Lewis Mumford (1895-1990) and others, 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 including the Garden Cities movement, cooperative living, and modes of governance. Special attention will be given to the recently developed democratic experiment of the Kuridistan 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.

CRS43800 - Religious Ethics & Environmental Activis

General

College

RDP

Course Description

This course begins with the premise that the global environmental crisis constitutes a moral and religious crisis. Religion and ecology converge philosophically when both ask the big questions about the workings of the universe and human beings' place in it. That they also converge morally is evident in the observation that the solutions to environmental problems cannot be found in science alone, because the roots of these problems lie in human attitudes of arrogance and spiritual pride that are often expressed and legitimated by our religions. The cooperation of the world's religions in helping humans address the environmental crisis is essential. How do religious traditions need to be reevaluated and reconstructed in the light of the global environmental situation? What spiritual resources do the world's religious and ethical traditions provide for dealing with environmental problems? What do different religious traditions have to say about each other that might clarify what it means to have proper respect for the Earth? To address these and other crucial questions, we will bring in materials from indigenous cultures and Asian religious traditions; examine the legacies and roles of the dominant Western religions; trace the development of the modern mechanistic view of the environment; and explore forms of contemporary ecological spirituality (e.g. Christian ecotheology, animal rights, Deep Ecology, ecoactivism, and ecofeminism).

CRS44000 - Mexico: History, Culture and World Impor

General

College
RDP

Course Description
Mexico is important to us as a College, to our country, and to the world, for multiple reasons. Mexico is a dynamic neighbor, having a 2,000 mile border with the U.S. Mexican Americans make up 10.9%25 of the United States' population with 34.6 million Americans listed as being of full or partial Mexican ancestry, and they contribute to every phase of American life. Millions of families span the border, and there is more human contact between our two countries than between any other two nations. Our cultures are blending in food, architecture, art, music, politics, and life-philosophy. Everything that happens In Mexico affects the US: NAFTA, undocumented border crossings in both directions, as well as violence and drug wars. Many of our students and staff speak Spanish, and others are learning this beautiful language, which is spoken worldwide along with English. (Free practice in conversational Spanish will be offered with the course). We will begin with a portrayal of indigenous pre-Columbian civilizations, the Aztecs and many other tribes including those closest to us. Then we'll learn about the period of conquest and the blending of indigenous peoples with European immigrants. We will study their amazing history in the first half--the three Mexican Revolutions, the formation of a unique democracy and culture, and the power-laden hot-cold relations with the US. The whole second half will be dedicated to the contemporary period (after the socialist revolution of the early 20th Century), in which Mexico has become a dynamic culture in the world and the 11th largest economy in the world. This course is valid for graduation programs in Global Studies/CRS, and also the Arts, Letters, and Language Program's competence in Visual Arts. It will also serve to build breadths into any graduation plans in all other curricular areas of the College.

CRS44001 - Environmental HIstory of Latin America

General

College
RDP

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

CRS44010 - U.S.- Mexico Border Studies

General

College
RDP

Course Description
U.S.- Mexico Border Studies introduces students to political, economic, cultural, and environmental border issues in the unique region of the Sonoran borderlands. Students will 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. The course looks at the physical, historical, and metaphoric reality of the border that separates the U.S. and Mexico and the border model as it has been exported throughout the world.

CRS44011 - Chicano Studies

General

College
RDP

Course Description
SPECIAL NOTES: NoneCOURSE DESCRIPTION: 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.

CRS44012 - Migration in the Americas

General

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RDP

Course Description
Over the past decade, Arizona has increasingly been at the forefront of national immigration debates. Migration is a widespread phenomenon throughout the Americas that often lacks historical perspective and political and economic contextualization. Beginning with a historical overview of migration in the Americas, this course will focus on migration streams since World War II. We will analyze the dynamics behind political and economic migration, forced migration (including human trafficking), migration and gender, and issues of identity and transnationalism. Although much of our emphasis will rest upon undocumented migration into the Untied States, we will also examine internal migration within Latin American countries as well as lesser-known migration streams in the Americas. The course will include a week-long field study in the Arizona-Sonora border region.

CRS44013 - Chicano/ Indigenous Literature 2: Culture

General

Course Description
SPECIAL NOTES: Instructor permision required. Students will be required to purchase several books as well as a course reader. Estimated student expense: $75COURSE 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.

CRS44014 - Landscape Geography

General

Course Description

Landscape Geography explores why landscapes matter. It introduces students to the importance of understanding landscapes, from the holistic awareness of ecological systems, to the ways they shape our imaginations, to the impacts of different kinds of economic use and political control over the places that all beings live. This course looks at landscape from a variety of perspectives, including historical, cultural, and ecological. As we try to strengthen the relationship between people and the landscapes they inhabit, it is imperative to recognize that it is not a simple endeavor. Historical events over the last 500 years have separated individuals, communities, and entire cultural groups from the landscapes that shaped them. The historical and contemporary dynamics of land use that push people out of places, trap them in others, and concentrate decision-making and control over landscapes into the hands of distant and disproportionately powerful institutions and groups are central to the root causes of social inequality, cultural marginalization, and ecological destruction today. At the same time, there is a resurgence among indigenous and displaced peoples around the world to protect and reoccupy the landscapes that supported them in the past economically, culturally and spiritually and could do the same in the future. Understanding ecological functioning is another essential part of the work required to reconnect people to or protect their relationship with land and the organisms who share it with them. Integrating these perspectives helps students understand the historical and cultural contexts of the crises facing us in the twenty-first century, as well as the opportunities that these crises offer to create a more optimistic future for all life.

CRS44015 - Intro to Xicano Studies

General

Course Description

SPECIAL NOTES: NONEDESCRIPTION: Through readings, movies and first person presentations from individuals involved in the Xicano movement over the past 40 years students will become familiar with the history of Xicanos in the United States starting in 1848; will understand the different eras of Xicano history in the United States; they will gain a familiarity with Xicano social/protest movements in the United States; and they will develop and understanding of Xicano indigenous issues and the direction of the Xicano movement into the 21st century. Students will be required in addition to weekly reaction papers centered on the readings and class interviews to write a seminar paper that addresses the topics of the class.

CRS44016 - Introduction to Xicano/Indigenous Lit

General

Course Description

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 th 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.NOTE: Students will be required to buy several books and a course reader.

CRS44020 - ST in CRS: Xicano Research Methods

General

Course Description

This course takes indigenous epistemologies as the basis for an approach to the study of Xicano communities, politics, and culture. We will explore the construction and validation of knowledge by constructing questions and embarking on archival research projects that will be designed and analyzed through the lenses of the Nahui Ollin; or the “Four Movements” of the Universe. By constructing knowledge using the Reflection, Knowledge, Action and Transformation model, we can begin to understand histories of social transformation through the process of decolonizing methodology. In the end we will attempt to establish a uniquely Xicano approach and rigorous intellectual framework for Xicano Studies.

CRS44025 - Ethnic Studies

General

Course Description

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.

CRS44027 - Black Radical Traditions

General

Course Description

SPECIAL NOTES: NONEDESCRIPTION: 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.

CRS44030 - African American Literature

General

Course Description

SPECIAL NOTES: This course can be taken for Writing Emphasis credit.COURSE DESCRIPTION: 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.

CRS44202 - Latin American History

General

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Course Description
This is a survey of the history of Latin America from the 15th century to the present. Beginning with a review of conditions in Europe and the New World at the time of the discovery, it will follow the confrontations of cultures and peoples as Europeans, principally Spanish and Portuguese, conquered and colonized the New World, transferring their social, technological, religious, and governmental systems to the Americas. The causes and consequences of the independence movements in Latin America will be the second main topic of study. We will continue through the formation of the newly independent nations of Latin America during the 19th century, the challenges of organizing self-governing states and the several political and ideological models that were tried, focusing on the emergence of the caudillos or strongmen leaders. The social, political, and economic conditions during 20th and into the 21st century will follow, including the role of the military and of the popular and revolutionary movements in more recent Latin American politics.

CRS44203 - Historical Explorations of Latin America

General

College
RDP

Course Description
In this course, students will explore the general themes of Latin American history from the first contact between Indignous societies and Europeans, to the era of colonization, through independence movements and the development of nation states. The course will focus primarily on the last 200 years of post-colonization, and contrast different examples of political, economic, and social development in different Latin American countries. This course will cover a broad stretch of history and geography, and students will have the opportunity to explore in more depth a particular place and time in this history through independent research and presentation.

CRS44205 - Latin American Cultural Crossings

General

College
RDP

Course Description
This couse will look at different aspects of cultural crossings in Latin America today, both in terms of crossing geography--for example, migrations of people across and within borders, or from rural to urban spaces--and cultural crossing between communities defined by race, religion, class, nationality, Indigeneity, and region. This course will not provide a comprehensive coverage of all of Latin America, but will illuminate themes and issues through more indepth exploration of particular situations.

CRS44206 - Conservation of Biodiversity & Indigenou

General

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

CRS44207 - Conservation of Biodiversity & Indigenou

General

Course Description

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

CRS44208 - Central America's Northern Triangle

General

Course Description

SPECIAL NOTES: Upper division credit requires prior study of globalization and/or social theory, and demonstrated ability to produce upper division work.COURSE DESCRIPTION: The surge in children and families migrating from Central America’s northern triangle, the countries of El Salvador, Guatemala, and Honduras, over the past decade 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 what has been hailed as the border crisis – 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 in Central America. Through an exploration of the history and the political economy 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 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, political corruption, women’s rights, and environmental violence.

CRS44210 - Gender & Power in Latin America

General

College
RDP

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

CRS44240 - Socialism, Democracy, & Conservation I

General

College
RDP

Course Description
This field summer program seeks to make a comparative study of the interactions that exist between the diverse forms in which socialist ideas influenced governments in Latin America from the mid part of the 20th century on and the outcomes of this influence in terms of the balance between economic and social development and environmental conservation practices. The course will begin with in-class work in Prescott preparing students with the fundamental groundwork upon which the two successive courses in the field will build. Subjects will include a brief history of Latin America, US-Latin American relations, indigenous communities and environmental and sustainability issues. The second portion, which will take place in Antigua, Guatemala, will study how socialist ideas were translated into social movements and how these movements had consequences that have impacted the realities of Latin American countries. We will give special emphasis to the process of interaction between protected areas, sustainable development practices and communities. The studied subjects will also include social, cultural and environmental consequences of the 'new economic trends' in the country. Courses will take place Antigua as well as in the field in many areas around Guatemala. Finally as a part of the third portion of the course, students will build upon the information from the first and second parts and be able to take what they have learned to make comparisons as we travel through Honduras and learn about the unique aspects of this country and the role it has played in the Americas.

CRS44241 - Socialism, Democracy, & Conservation II

General

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Course Description
See Phase I for course description for all 3 phases.

CRS44242 - Socialism, Democracy, & Conservation III

General

College
RDP

Course Description
See Phase I for course description for all 3 phases.

CRS44300 - Maasailand I: Maasai Lands & Colonial Le

General

College
RDP

Course 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.SPECIAL NOTES:

CRS44301 - Maasailand II: Ecology, Economy & Cultur

General

College
RDP

Course Description
Maasailand: Ecology, Economy & Culture takes place at the Prescott College Dopoi Center on Indigenous Maasailand in East Africa. It orients 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 also learn from Maasai teachers about the consensus-based justice system, communal family and political structures, human/wildlife coexistence, and shared economy. SPECIAL NOTES:

CRS44302 - Maasailand III: Community Organizing

General

College
RDP

Course Description
The course explores the question of how to scale up social movements through collaboration between members of communities fighting for justice in their own contexts and partners coming from places who share their resources, time, and access to information. The course takes place at the Dopoi Center in the homeland of the Maasai community of Kenya, which houses community activism and research. Students from Prescott College and the Maasai community will learn together about 1) the context of the challenges faced by the Maasai community today in its quest for survival; 2) examples of Maasai organizing and activism that meet these challenges; 3) theories and case studies developed in other places of successful activism that have scaled up movements through collaboration; and 4) skills for organizing to support collaboration. Students will apply their learning to a project to be determined by current community priorities.

CRS44310 - Decolonizing History in Maasailand

General

Course Description

SPECIAL NOTES: NONECOURSE DESCRIPTION: Decolonizing History in Maasailand explores the history and culture of the Maasai people, an Indigenous community whose lands included much of East Africa for hundreds of years before the expansion of European colonization into Maasailand at the end of the nineteenth century. Though Maasai lands have been absorbed into the states of Kenya and Tanzania since the 1960's, Maasai society continues to practice its own governance and economy and organize for the return of occupied land and for political and economic self-determination. This course was collaboratively built with Maasai elders. It traces the History of the Maasai community through a decolonizing approach that re-centers Maasailand and broader African perspectives. Through this course, students will gain not only knowledge of this particular place and community, but a more general road map to understanding the History of the postcolonial/ neocolonial world.

CRS44311 - ST: Maasailand Comes to Arizona: Land Ju

General

Course Description

SPECIAL NOTES: There will be an extended field trip to Tucson AZ March 25-April 4, 2021. There is a student expense of $150 for food in the field.NOTE: Have you wanted to take the Prescott College semester in Maasailand, Kenya, but found the cost of the travel too prohibitive? Or has coronavirus interrupted your past or future plans to attend a class there in person? This special topics course is offered to bring some of what is best about the experience of the semester in Kenya here to us in Arizona. The course is taught by a Maasai community leader, Meitamei Olol Dapash, and also taught virtually from the Dopoi Center in Kenya, but its focus extends even beyond-- to learning about the intersections of Indigenous peoples more broadly, common ground among them and the movements for solidarity that they build--studied from the vantage point of two places: the land justice movement in Maasailand, and the Prescott College Tucson Center where students will learn from and work with O'odham and Xicanx communities that are engaged in struggle for land justice on the U.S.-Mexico border. COURSE DESCRIPTION: This course raises these questions: 'what do Indigenous communities have in common and do those things form a basis for solidarity?' And, 'what do subjects of Western capitalist societies have to learn from 500 years of Indigenous resistance and commitment to land justice?' In this course: Students will learn about the diverse ecosystems and herding economy of Maasailand, fenceless coexistence with big and dangerous wildlife, the Maa language an1d cultural practices, and the traditional medicines that are protecting the community in this time of coronavirus. We will learn about Maasai complex social 'density,' and its traditional justice system that rejects all manner of incarceration. We will also participate in conversation among Maasai and Indigenous communities that live on and around the U.S.-Mexico border, about indigenous

epistemologies, the spectrum of Indigenous activism in different geopolitical contexts, of borders and nationhood, the common ground of struggle and potential for solidarity. The course will take place between the Prescott and Tucson campuses.

CRS44400 - Sustainable & Unsustainable Food Produ

General

Course Description

This course focuses on topics related to food systems and food sustainability in theory and practice. The course will take place in Costa Rica where students will examine the production of coffee, chocolate, banana and pineapples as case studies for understanding the global environmental and social contexts of food production. Students will experience, first-hand, practices of unsustainable multinational corporation food production as related to biodiversity loss, deforestation, use of agrochemicals, globalization and land usurpation that is displacing local communities. In contrast, students will spend time at sustainable, organic small-scale food production farms in the central highlands and the Talmanca region where we will interact with the Bri-Bri and Cabecar peoples. Through comparison of both ends of the spectrum of food production, students will gain an understanding of the challenges of feeding an increasing human population while protecting the environment and striving for social justice.

CRS45000 - Class, Capitalism and Colonization

General

Course Description

This course provides an historical context for the recent 500 year recreation of the world through a convergence of new social forms: colonization, capitalism, and the reordering of human beings and societies according to class. Students will learn a timeline and vocabulary that provides a basis for understanding the broad strokes of inequality in our time, and movements that have mobilized in response.

CRS45001 - Critical Animal Studies & Non-Human Righ

General

Course Description

COURSE DESCRIPTION: 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, 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 NOTES:

CRS45100 - ST in CRS: Globalization & the Environme

General

College

RDP

Course Description

As our world continuously grows more interconnected, so too do the relationships among economy, society, and the natural environment. In this course, we will identify key actors and components of globalization and examine the manner in which globalization has affected Latin American livelihoods and environments in different ways at different times. The term globalization has been the subject of heated debate, with advocates promising that it will lift entire populations out of poverty through trade and economic growth. Opponents, however, argue that it will lead to environmental damage, cultural homogenization, and social instability at the hands of multinational corporations. We will first have an overview of globalization in Latin America and then focus on specific cases to determine how globalization is affecting the natural environment, local livelihoods and indigenous cultures. We will examine how we can weigh notions of environmental conservation and preservation with the pressing needs of poverty alleviation and social justice. Using Latin America as a case study, we will explore whether globalization is helping or hindering attempts to obtain this ever-elusive balance.

CRS45102 - ST in CRS: Geography of Social Justice

General

College
RDP

Course Description
In this course, students will analyze the relationships among globalization, inequality, and struggles for social justice though an investigation of contemporary geography. By integrating undergraduate and graduate students, an advanced dialogue between the two programs will be cultivated. RDP students (and in-residence MAP students) will work in classroom seminars while technologies such as Moodle and video conferencing will connect distance learning MAP students. The content of the course will examine topics and dialogues that have emerged among geography and justice scholars, opening with pioneers including David Harvey and moving to the present day with cutting edge analysis from activist academics such as Laura Pulido. Students will explore the impacts of globalization through the critical lens of cultural geography to seek a greater understanding of both rubrics and develop avenues for appropriate intervention and the promotion of social justice.

CRS45104 - ST in CRS: Border Justice

General

College
RDP

Course Description
This course takes students to the Arizona-Sonora border to participate directly in border justice movement work. This first version of Border Justice will take students to the No More Deaths project in Arivaca, Arizona where they will be trained by No More Deaths staff in direct humanitarian aid philosophy and skills and then spend 3 weeks in camp, walking migrant trails, delivering water, food, and first aid supplies at drop off points, and assisting migrants in need. The instructor will provide students with an intensive overview of U.S.-Mexico border enforcement and immigration policy, the social, economic, environmental, and human and civil rights crises associated with border militarization and the criminalization of immigration, and the border justice movement in southern Arizona. Throughout the course, students will reflect on their service experiences through various modes of communicative expression, both individually and collectively, and analyze their overall learning experiences in final presentations to the Prescott College community. The instructor will facilitate ongoing discussions of the theory and practice of humanitarian aid work situating it within the larger contexts of social justice strategies, ethics, spirituality, and the political economy of globalization. This course offers students direct, hands on experience saving lives, and is emotionally and physically demanding.

CRS45105 - ST in CRS: Political Studies: AZ 1070

General

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RDP

Course Description
This course is a political studies research seminar that explores the political economic contexts and contemporary social and cultural dynamics that have made it both possible and politically viable for the Arizona legislature to pass SB 1070, a law authorizing state government to enforce federal immigration law in ways that challenge federal jurisdiction over national borders and that are explicitly designed to create an atmosphere of intimidation designed to drive Latino immigrants from the state. This course offers an expedition in the here and now, as support for and opposition to 1070 have exploded across the U.S. and internationally. During the first 3rd of this course, students will learn the major analytical frameworks and methods of political economic and cultural studies research and explore the history of racial and ethnic formation in the state of Arizona. The course will include field trips to Flagstaff, Phoenix, and Tucson to meet with lawmakers, impacted communities, law enforcement officials, and social justice activists. Students will conduct individual and group research projects, and organize an end of semester academic conference that will invite students from across campus to participate in workshops and presentations on 1070 and related topics being studied in many courses across the curriculum this semester.

CRS45106 - ST in CRS: Land & Theft: Property & Envi

General

College
RDP

Course Description
Students will explore the macrohistory and evolution of U.S. property law and land ownership in the American West in light of race, class, nationalism, and the Environment. Students will study the development of natural resource economics in the West and look at the relationship between development and gentrification, looking particularly at 19th and 20th century History, as well as more contemporary issues including the current mortgage crisis. The course may involve field trips to projects where people are reclaiming land for community control.

CRS45107 - ST in CRS: Legacies of Otherness: Encoun

General

College
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Course Description
Encounters with others inform our daily experiences and our sense of identity. These legacies of otherness are an essential aspect of globalization, in that globalization comes about through the construction, incorporation, and marginalization of otherness. This course will make visible how others, in the forms of strangers, gods, and monsters, are a central dynamic of the globalized age. They are not simply a source of global anxiety and conflict, but also of connection and transformation. We will give particular attention to otherness in terms of religion. At its most basic level, religion is about otherness, whether we experience the other as god(s), monsters, strangers, or even as aspects of ourselves. These encounters happen both within and without, from individual experience of the sacred and divine, to engagements with sociological, ethnic, gendered, and cultural others. Nonetheless, these others tell us something important about ourselves. From Leviathan to Kali, to the Babylonian goddess, Tiamat, and to Jews, women, and “primitives,” the constructions of and confrontations with otherness will guide our study. We will begin with an examination of gods and monsters in various religious texts from the ancient Near East and India. Our focus will then turn to otherness in terms of social and cultural identity in which we will read Dracula, the book of Esther from the Hebrew Bible, and philosophical and theoretical materials by modern and postmodern thinkers concerned with otherness.

CRS45108 - ST in CRS: Declassified: The Personal Po

General

College
RDP

Course Description
Why is it so hard to talk honestly about money? What are the results of this silence for those of us interested in social change? This class will focus on the junction of personal and political experiences of socio-economic class. Students will work as a group to examine and unearth some of the root causes of the shame and fear that often accompanies the way many of us living in the United States relate to money. This class will reconstruct the historical roots of the U.S. cultural relationship to money, drawing extensively from the work of contemporary activists to understand the possibilities that exist in this historical moment to create new relationships with power and privilege. Students will learn about a new, cutting edge movement of mostly young people in the U.S. who are organizing around social privilege and the possibilities of personal wealth. Students will gain insight into where and how the movement is successfully effecting social change.

CRS45109 - ST in CRS: Native American Traditions

General

College
RDP

Course Description
It is impossible to categorize the rich variety of Native American sacred ways into a single construct such as “Native American Religions.” Furthermore, the dominant Euro-American concept of religion reveals some of our own predilections toward what constitutes religion and the sacred. This course will proceed from these understandings, and serve as an introduction to the study of Native American sacred ways and perspectives by exploring historical, literary, ethnographic, and cultural artifacts, and undertaking fieldtrips to nearby sites and museums. Specific focus will be given to Southwestern peoples, such as the Navajo and Hopi. Other tribes that we may study include the Koyukon, Cherokee, Sioux, and Yup'ik.

CRS45110 - ST in CRS: Normalizing the Body: Race, G

General

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Course Description
What is a normal body? How do the ways that we understand bodies—our own and other people‘s—relate to broader social inequalities? The body has become a primary unit in the creation of our current terms of normalcy and determining who is to be excluded from the dominant society. Beyond our personal body images—whether we 'like' our body or not—are relations of power that have specific histories and that are connected to broader social institutions. This class will explore how we relate to our own bodies in terms of normality, how we create identities based on differences between bodies and how political and social institutions are designed around these 'ethics of otherness'. We will look at several different ideas of the body, particularly through the lenses of race, gender and disability, and begin to explore how these realities came to be and how they are held in place. This course will offer exposure to critical and poststructural theories and cultivate reading skills and terminology for future study in these areas. Students will have a chance to conduct self-directed informal interviews, surveys and observations in the wider Prescott community to investigate how various understandings of the body are entrenched and reinscribed in daily life. Possible areas of focus include: understandings of disability and accessibility at Prescott College; how ideas of the body are informing current immigration legislation in Arizona; how queer bodies are constructed in popular media and our local communities.

CRS45113 - ST in CRS: Borrowing Ritual: The Smoki &

General

College
RDP

Course Description
Formed in 1921 by prominent Prescott businessmen and politicians (none of whom were American Indian), the Smoki People would don ceremonial attire and perform native dances, reenacting sacred rituals. These performances, which became immensely popular, raised money for the Prescott rodeo. Smoki members (who consisted of men, women, and children) claimed they were preserving native rituals that might otherwise vanish. However, this is not how Southwest native peoples saw it when the Smoki performed their sacred rituals. With support from other nearby tribes, the Hopi protested the dances, asserting that such acts were an affront to their sacred ceremonies, and to their religion. After great pressure, the Smoki People finally disbanded, but not until 1991. Nonetheless, the controversy surrounding the Smoki's activities remains unresolved. Former Smoki members and Prescott residents still claim that they were helping the native peoples to preserve their culture, while the Hopi insist that such appropriation is shameful and disrespectful, and that as a self-determining and autonomous people, they had no need of outsiders' help to preserve their culture. Through interviews with important Hopi leaders who participated in the protests and panel discussions with people within the greater local community, we will examine both sides of this issue. Are these borrowed dances a form of spiritual imperialism that further perpetrates the horrors of colonialism that are part of this nation's shadowy past? Or, are the Smoki People right: are these performances acceptable because they ensured a preservation of a culture and way of life? In examining these issues we will also take a look at other borrowed uses of indigenous ritual, as for example, non-native's building sweat lodges (such as the one used in Sedona where several people died). Are these acts also a form of spiritual imperialism, or is such borrowing acceptable or harmless in some instances?

CRS45114 - ST in CRS: Decolonizing Development: Cri

General

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RDP

Course Description
What is International Development and how does it work? Do outside NGOs cause more harm than good in communities around the world? This course will serve as an experiential introduction to both scholarship surrounding International Development work and to people and organizations in Washington, DC. We will spend a week in Prescott studying the financial structure and theory of International Development in Prescott, and two weeks in Washington, D.C. meeting with people who work in various capacities in the NGO industry. Students will study the relationship between colonialism and development work--in terms of representation of people in 'developing' countries and economic structures--and explore the potential of 'decolonizing' development work in order to support local movement building throughout the world.

CRS45115 - ST in CRS: Prisons: Advocacy, Impacts,

General

Course Description

The buildup of prisons in the U.S. over the past 30 years has played a key role in shaping the larger economic and social crises unfolding in the nation today, from the scale of neighborhoods and small towns to the national budget. This course takes students to the San Francisco bay area to learn directly from activists, academics, and policy makers who are on the cutting edge of addressing the wide array of social problems researchers and analysts link to prison expansion. Students will spend 3 weeks in San Francisco, where they will engage in service learning and conduct interviews with individuals working in the prison abolition, prisoner advocacy, and prison reform movements. Students will have a diverse array of opportunities to engage in volunteer work, such as tutoring incarcerated youth, assisting in grassroots campaigns for sentencing reform and the repeal of gang injunction laws, and working with death penalty mitigation experts. This course offers engagement with political economic analysis of the impacts of prison growth, hands on experience working in and learning about a wide variety of jobs available in these fields, and an opportunity to understand a significant contemporary social movement from the perspectives of its leaders and participants.

CRS45119 - Anti-Racist Organizing

General

Course Description

COURSE 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 NOTES: Writing Emphasis.

CRS45120 - ST in CRS: Community-based Conservation

General

Course Description

This course explores the social, economic and cultural aspects of conservation and contrasts community-based vs. top-down (e.g., national parks) conservation approaches. The course also touches on topics of sustainable development, community organization and eco-tourism. Our course travels throughout Costa Rica for three weeks exploring a variety of sites that are representative of different ecosystems, cultures and conservation strategies. Among these sites, we will visit the subalpine paramo a tropical tundra at the highest elevation in Central America as well as lowland rainforests on the Pacific and Caribbean slopes. We will also study a Pacific Beach where 10s of 1000s of sea turtles nest. Students will analyze each one of the sites that we visit from different angles such as the nature of the environmental problem that is being addressed, the institutional and participatory aspects of the community conservation efforts, the effectiveness of the local efforts for biodiversity conservation, the distribution of community benefits and participation, and the long-term sustainability of the conservation efforts.

CRS45130 - ST in CRS: Memory, Truth, and Transition

General

Course Description

Special Notes: Instructor Permission 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 $500.00-$750.00 in Airfare, Language Classes (60GTQ per hour = $8.03 per hour).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%25 of the atrocities and human rights violations were committed by the Guatemalan military or other state sponsored forces and more than 83%25 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. In addition to coursework, students will have an opportunity to study Spanish, Maya-Poqomchi', or Maya-Q'eqchi; work closely with students from the Universidad de San Carlos (CUNOR); and collaborate on specific projects with local NGOs, communities, and rural schools.

CRS45505 - Climate Justice

General

Course Description

SPECIAL NOTES: This course can be taken for Writing Emphasis credit. COURSE DESCRIPTION: 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.

CRS46000 - ST: Healing Justice, Philosophy and Prac

General

Course Description

COURSE DESCRIPTION: 'Healing Justice' is an evolving political framework shaped by economic, racial, and disability justice that re-centers the role of healing inside of liberation. Healing Justice seeks to transform, intervene and respond to generational trauma and violence in our movements, communities and lives- and to regenerate our traditions of liberatory and resiliency practices that have been lost or stolen. Healing infrastructure is tied to how we conceptualize or approach organizing. Whether it's organizing, environmental stewardship, social service work, nonprofit work, or policy work. We define Healing Justice as the need for a cultural shift in the following areas: -the way we engage with loved ones, neighbors, authorities, and bystanders-the way we organize and do movement work-the societal standards for seeking 'justice'

CRS47165 - Fat Bodies- Stories of Oppression & Resi

General

Course Description
SPECIAL NOTES: NONEDESCRIPTION: 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.PREREQUISITE: At least one course in CRS or HDP that directly relates to understanding how systems of oppression operate in the US.

CRS48060 - Urban Environmental Justice

General

Course Description
This course explores the foundations of the environmental justice movement, current and emerging issues, and the application of environmental justice analysis to environmental policy and planning. It examines claims made by diverse groups along with the policy and civil society responses that address inequity and injustice. The class is taught through research and case studies and may include some fieldwork.

EDU20000 - IS: No Contract

General

College
RDP

Course Description
See registration material for contract due dates!

EDU21100 - Environmental Education, Fundamentals of

General

Course Description
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.

EDU21105 - Environmental Education Certification Pr

General

Course Description

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 EducationDESCRIPTION: 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.COURSE MATERIALS: NAAEE's Core Competencies based on their Guidelines for Excellence: Best Practice in EE. Arizona Association for Environmental Education Core Competencies of Environmental Educators (which complement, but do not replace, the NAAEE competencies). Arizona Framework for Environmental Concepts and Themes (AFECT) (which further support and articulate expectations toward mastery of environmental literacy in Arizona) Participants are encouraged to not only read the competencies, but also find ways to integrate them into learning and apply them to teaching. Many of the assignments will prompt participants to align with these core competencies. For each assignment, consider those specific core competencies. Participants are encouraged to critically examine the competencies by discussing them with peers and/or the reviewers and implementing them into work and teaching. There are no specific readings or materials required for this course, although suggested readings are provided as resources in several assignments. Participants will need a computer with Internet access and transportation to environmental education venues. Additionally, it is recommended that participants find resources within their own niche.

EDU22610 - Experiential Education Philosophy & Meth

General

College

RDP

Course Description

SPECIAL NOTES: N/ACOURSE 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.

EDU22611 - Expeditionary Learning

General

College
RDP

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

EDU22705 - Rethinking our Classrooms: Race, Power a

General

College
RDP

Course Description
The intent of this course is to allow educators - both future public school teachers and future community educators - to critically analyze their own backgrounds in a safe forum. The purpose of analyzing our own identities is to investigate how our race, class, gender, sexual orientation, religion, primary language and ability influence the way we teach and the way we are received as teachers. This course will focus on both theory and practice as we move through analyzing our identities to culturally responsive teaching (Gay, 2000). This seminar will be steeped in narrative tradition using autobiography as a tool for self-analysis as well as a curricular methodology. Through readings, journal writing, teacher interviews and classroom observations, we will investigate how our stories influence the way in which we address issues of access to education and how we can rethink our classrooms to use our own identities as positive agents of change.

EDU22707 - Critical Literacy for Social Justice

General

Course Description
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.SPECIAL NOTES: N/A

EDU25102 - Cultivating Learning through School Gard

General

College
RDP

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.

EDU25103 - The Art of Teaching: Community, Curricul

General

Course Description
SPECIAL NOTES: NONEDESCRIPTION: 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.

EDU27010 - US Constitution

General

Course Description
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.

EDU27020 - Arizona History

General

Course Description
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.

EDU29000 - IS:

General

College
ADP

Course Description
None

EDU40000 - IS: No Contract

General

College
RDP

Course Description
See registration material for contract due dates!

EDU40050 - TA:

General

College
RDP

Course Description
See registration material for contract due dates! All course fees apply to TA position.

EDU40070 - SP:

General

College
RDP

Course Description
See registration material for contract due dates!

EDU41020 - Experiential Education Practicum

General

Course Description
Practicum 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 in education are courses used to prepare students for senior projects, capstone courses, or may evidence culminating experiences in and of themselves.

EDU41102 - Environmental Education Practicum

General

College
RDP

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

EDU41105 - Environmental Education Certification Pr

General

Course Description

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 EducationDESCRIPTION: 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.

EDU41200 - Pedagogy of Multicultural & Social Justi

General

Course Description

The purpose of this course is to prepare teachers to teach in socially, culturally, and economically diverse settings. Students will develop the ability to identify their own cultural values and those inherent in their view of education. They will acquire and apply the understanding and skills necessary to identify the socio-cultural foundations of education in Arizona and their own local area schools. Students will attempt to develop a philosophy of education that is responsive to cultural diversity and which provides a foundation for education in a pluralistic society. They will be encouraged to speculate on the nature and purposes of global education.

EDU42000 - Design & Facilitation in Environmental E

General

Course Description

This course builds upon previous environmental and educational knowledge to explore curriculum design at a practical level. It is designed to provide students interested in environmental education with an experiential setting to develop the professional skills and strategies they need to meet individual and collective needs of diverse learners. Through discussion, observation, and practice, burgeoning environmental educators will learn to consider differences among and within groups of learners, gain an enhanced ability to plan and prepare meaningful lessons, and hone competency with various instructional and assessment methods used to facilitate deep learning and holistic development.

EDU42200 - Adolescent Psychology

General

Course Description
This course is designed for 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.

Course open to Graduate Students only, including Accelerating Students. May be enrolled in any PC graduate program.

EDU42610 - Experiential Education Philosophy & Meth

General

College
RDP

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.

EDU42707 - Critical Literacy for Social Justice

General

Course Description
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.SPECIAL NOTES: N/A

EDU42710 - Ethical Issues for Experiential Educator

General

College
RDP

Course Description
In an effort to dissect, explore, and question the responsibility of educators as catalysts for strong critical thinking and action, this course will delve into the ethical issues that face instructors and learners alike. Ethical challenges like relativism, universal morals, and how best to activate social change will be engaged through readings, discussions, debates, written work, and research. A spectrum of topical ethical issues, from how facilitators might address moral dilemmas through education (rather than indoctrination) to the tough questions educators often find posed to them by their students, will be addressed. Learners will be invited to grapple with their personal philosophies of education, to examine how the presence of ethical issues within an experiential paradigm can be utilized to enhance educational efficacy, and to identify applicability in their respective instructional mediums (e.g., outdoor/adventure/wilderness, classroom, therapeutic, etc.)

EDU45100 - Culture, Power, & Societal Change

General

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.SPECIAL NOTES: N/A

EDU45102 - Cultivating Learning through School Gard

General

College
RDP

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.

EDU45103 - The Art of Teaching: Community, Curricul

General

College
RDP

Course 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.

EDU46000 - Teaching Certification Test Preparation

General

Course Description

COURSE DESCRIPTION: This Arizona Test Prep course for Arizona Educator Certification is designed to familiarize Education Department students with the tests required. Well-prepared students are more likely to score higher, increasing their chances of meeting the “cut score” requirement for educator exams. Students will learn test-taking strategies, take practice tests and discover ways to reduce test anxiety. The activities will guide students through a personalized review of content-specific knowledge they require in order to pass the NES exam with confidence'. and maybe a sentence on the end: 'This course is intended for Teacher Preparation students in preparation for their certification exams, or students in other departments preparing for other professional or academic exams, such as the GRE.

EDU47001 - Foundations of Education

General

Course Description

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.SPECIAL NOTES: This course is available to all Prescott College students. This course is a pre-requisite to a Professional Program pathway in Education.

EDU47004 - SEI Complete

General

Course Description

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.SPECIAL NOTES: N/A

EDU47005 - Learning Theories

General

Course Description

Candidates will learn how children and adolescents develop over time and how emerging research on learning affects instruction, assessment, and the decisions made by teachers. The art of teaching begins with understanding the learning process and the learners in the classroom. With the goal of facilitating growth in all domains, 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.SPECIAL NOTES: N/A

EDU47007 - Elementary English Language Development

General

Course Description

COURSE DESCRIPTION: This course provides teacher education students with Structured English Immersion (SEI) issues, challenges, and methods designed to meet Arizona State Board-approved standards for pre-service and in-service teachers of English Language Learners (ELL). Students will examine ELL Proficiency Standards, assessment strategies and tools for use with ELL, and SEI foundations and strategies. Students will study the Standards, strategies, and tools with a focus on students with ELL needs. Students will gain the competence to teach in an inclusive classroom, maximizing opportunities for proficiency in oral and written skills as a result of research, observation, and practicum experiences. Students will analyze disaggregated data to differentiate instruction and parental involvement. Students must obtain, for use with this course, specific study and professional materials as designated by the Arizona Department of Education. This course meets SEI Endorsement requirements in conjunction with other coursework.SPECIAL NOTES: N/A

EDU47008 - Secondary English Language Development

General

Course Description

This course provides teacher education students with Structured English Immersion (SEI) issues, challenges, and methods designed to meet Arizona State Board-approved standards for pre-service and in-service teachers of English Language Learners (ELL). Students will examine ELL Proficiency Standards, assessment strategies and tools for use with ELL, and SEI foundations and strategies. Students will study the Standards, strategies, and tools with a focus on students with ELL needs. Students will gain the competence to teach in an inclusive classroom, maximizing opportunities for proficiency in oral and written skills as a result of research, observation, and practicum experiences. Students will analyze disaggregated data to differentiate instruction and parental involvement. Additionally, students explore appropriate intervention practices and differentiation strategies to support English learners in secondary settings. Students must obtain, for use with this course, specific study and professional materials as designated by the Arizona Department of Education. This course meets SEI Endorsement requirements in conjunction with other coursework.SPECIAL NOTES: N/A

EDU47010 - Curriculum Design: Assessment and Evalua

General

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.SPECIAL NOTES: N/A

EDU47019 - Integrated S.T.E.M

General

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. 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.SPECIAL NOTES: N/A

EDU47020 - The Science of Reading Methods

General

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.SPECIAL NOTES: Taught with MAED57020. 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.

EDU47025 - Diagnosis and Remediation of Reading Dif

General

Course Description

This course is a K-8 Elementary Education methods course. In this course, we will focus on grades K-8, specifically the components of literacy and language acquisition which supports reading comprehension (e.g., advanced phonics, fluency, vocabulary, and comprehension). We will investigate the theoretical foundations and practical skills necessary to become reflective professionals who can design and implement effective literacy instruction in K-8 classrooms, with a strong focus on 3-8 grades. The overall focus of this course will help you gain knowledge of how students learn to read, understand what students know or do not know to support effective instruction, how to plan instruction, and how to collaborate and work with a variety of stakeholders. Emphasis is placed on developing professional responsibilities and ethical conduct that supports a learning environment, including classroom management. Where candidates are exposed to developmentally appropriate instructional design and lesson planning with appropriate accommodations and modifications while assessing, monitoring, and reporting progress for diverse student populations including those with dyslexia and/or exceptionalities through facilitation and methodologies for teaching language.SPECIAL NOTES: N/A

EDU47029 - Arts & Place-Based Methods Integration:

General

Course Description

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.

EDU47033 - Place-based Education Theory

General

Course Description

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.SPECIAL NOTES: Fingerprint Clearance may be required for observation/practicum aspects.

EDU47035 - Introduction to Special Education

General

Course Description

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.SPECIAL NOTES: N/A

EDU47040 - Creating & Managing Learning Communities

General

Course Description

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.SPECIAL NOTES: N/A

EDU47050 - Working in Schools: Orientation

General

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.SPECIAL NOTES: This course is available to all Prescott College students. This course is a pre-requisite to a Professional Program pathway in Education.

EDU47199 - Student Teaching - Elementary Education

General

Course Description
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/ 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.SPECIAL NOTES: To enroll in student teaching, candidates must apply for the experience & complete a Clinical Practice Contract. Please speak with an education faculty member for qualification details and further instructions.

EDU47207 - Teaching Methods and Reading Strategies

General

College
ADP

Course Description
(3 credits) During this course, students will study methods and practices for instruction in the student's selected content area. Students will become familiar with the content of texts in the subject area, state and national standards for the grade levels of the subject, and a variety of methods of instruction relevant to the subject area. Emphasis will be placed upon creating effective strategies to meet the needs of a diverse population of learners as well as any environmental or ethical issues impacting the specific field of study. Additionally, the student will engage in an in-depth study of systems involved in the reading process at the secondary level. The student will review secondary reading standards and core English and Language Arts curriculum in order to support skills and include them into her/his specific content area(s). Topics such as vocabulary, reading fluency and comprehension are central components of this course, as well as comprehension in both literary and informational texts such as expository, functional, and persuasive writing. The student will consult with district reading specialists to become informed of reading diagnostic tools used within the district and state as well as additional tools and technology available to assist the struggling reader. The student will review the Arizona Department of Education (or the state in which she/he is being certified) website to maintain a working knowledge of legislation and programs that address literacy issues.

EDU47208 - Secondary Content Methods

General

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.SPECIAL NOTES: N/A

EDU47217 - Secondary Reading Methods

General

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.SPECIAL NOTES: N/A

EDU47299 - Student Teaching - Secondary Education

General

Course Description

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. Practicum Requirements: 12 weeks of full time teaching in an age and subject appropriate setting.

EDU47315 - Classroom Management for Special Educati

General

Course Description

Formerly called Special Education Classroom Management: 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. The course provides practical and clinical opportunities to appraise, cultivate & manage relationships with exceptional students and their learning communities that enhance academic, social and cultural achievement.

EDU47385 - Survey of the Exceptional Learners and C

General

Course Description

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.SPECIAL NOTES:

EDU47395 - Student Teaching - Special Education

General

Course Description

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 student's,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. If in Early Childhood Education, Early Childhood Special Education only - The early childhood practicum must include a minimum of 4 semester credits in a supervised field experience, practicum, internship, or student teaching setting serving children birth through prekindergarten and a minimum of 4 semester credits in a supervised student teaching setting serving children kindergarten through grade three/age eight. This is the first of the two required practicum courses for Early Childhood Education students.Please Note: Six weeks (180 Practicum hours) is required in each of the two Practicum experiences for a total of 360 hours. This course requires prior approval from core faculty/ student teaching coordinator prior to enrollment.

EDU47505 - Exploring Ecological Identity: Theory an

General

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.SPECIAL NOTES: N/A

EDU47514 - Philosophies and Trends in Environmental

General

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.

EDU47697 - Early Childhood Special Education Practi

General

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.

EDU47698 - Student Teaching in Early Childhood Spec

General

Course Description

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, classroommanagement, and professional proficiency. Throughout the Student Teaching assignment, the student is expected to respond to critical feedback and participate in every facet of special education classroom teaching in K, 1st and 2nd grade levels, from daily instruction to playground duties, IEPs case management, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a special education classroom focusing on Kinder, 1st & 2nd graders.NOTE: In accordance with State Board of Education Rule, placement of student teachers pursuing the specific special education exceptionality must be with a cooperating teacher certified in learning disabilities AND in a special education classroom comprised of at least 51%25 of students formally diagnosed with this disability. A Prescott College form must be completed by the cooperating teacher and the student teacher verifying that these two conditions for placement havebeen met.SPECIAL NOTES: To enroll in student teaching, candidates must apply for the experience &; complete a Clinical Practice Contract. ECE K-2 Classroom placement must contain at least 50%25 special education students. Please speak with an education faculty member for qualification details and further instructions.

EDU47820 - Positive Child Guid & Incl Class Mgmt

General

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.SPECIAL NOTES:

EDU47880 - Collaborative Special Education Communit

General

Course Description

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.SPECIAL NOTES: N/A

EDU47881 - Advanced Special Education Methods

General

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.SPECIAL NOTES: Instructor Permission required.

EDU47898 - Early Childhood Education Practicum

General

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.SPECIAL NOTES: This course requires prior approval from core faculty/student teaching coordinator prior to enrollment.

EDU47899 - Student Teaching: Early Childhood Educat

General

Course Description

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.SPECIAL NOTES: N/A

EDU48015 - Diagnosis & Remediation of Reading Diffi

General

Course Description

SPECIAL NOTE: NONEDESCRIPTION: 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

EDU48760 - Whole Child Foundations

General

Course Description

In this course, students engage in holistic study of typical and atypical early child development, examine issues of health, safety, and nutrition, and research the impact of early experience on the young child's learning and behavioral characteristics. 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 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 factors that support healthy emotional and social relationships and learning progress. The 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. The importance of access to safe spaces and responsive adults to optimal growth and development is emphasized. 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. 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.SPECIAL NOTES: N/A

EDU49000 - IS:

EDU71010 - Critical Foundations of Research and Sch

General

Course Description

COURSE DESCRIPTION: This course covers the theory, application, and design of critical research methodologies for interdisciplinary exploration of the student's chosen field. 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 analyzing 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. The course will include creative and emergent approaches to conducting and presenting research.

EDU71011 - Sustainability: Principles and Practice

General

Course Description

The course “Sustainability: Principles and Practice” is designed to explore complex and interconnected facets of sustainability by purposefully exploring the realms of water, energy, food, waste, and transportation broadly through social, ecological, and economic lenses. To ground conceptualization and to experience ways in which our decisions have far-reaching implications, students will draw attention to their own personal resource usage for each area of focus (i.e. water, energy, food, waste, and transportation). Through reflection and scientific inquiry, students will explore how each relates to social and environmental justice as well as how factors from a changing climate may influence these dynamic relationships. In addition, students will design a community-based experiential project and/or proposal to discover ways in which they might make a more sustainable lifestyle and planet.

EDU71012 - Culturally Responsive and Sustaining Ped

General

Course Description

Students enrolled in the “Culturally Responsive and Sustaining Pedagogy” 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.This course satisfies PreK-12 administrator certification requirements.

EDU71013 - Sustainability Education

General

Course Description

Sustainability education is an iterative process through which individuals and organizations engage in transformational learning experiences — growing from reflexive positionality, entangled empathy, and involving diverse ways of knowing. Students in the "Sustainability Education" core course will critically and creatively examine issues within the field of sustainability education. This class will explore theories, processes, and conditions through which humans (individuals, groups, and organizations) and other than human species and living systems learn and transform in ways that support a sustainable future for all. From a human systems standpoint, this may include the examination of current educational approaches and strategies, as well as Indigenous and other ways of knowing, and innovations that challenge hegemonic and inequitable assumptions and practices.SPECIAL NOTES: N/A

EDU71014 - Climate Advocacy & Praxis

General

Course Description

Climate Advocacy and Praxis is a foundational doctoral course designed to explore the many complex and interconnected facets of climate change. The course will purposefully investigate how these conditions are influencing human, other than human, and natural systems, as well as the connections between climate change and a multitude of contemporary issues we are facing. To move towards addressing the critical issue of climate change, students will investigate basic climate science as well as examine how past climatic changes have influenced social, cultural, and economic arenas. Additionally, students will dive into current and future planetary, regional, and local disturbances and consider how these trends are disproportionately impacting segments of the population. Through the process of community-based experiential projects, students will deepen their capacity for being able to promote climate change communication, advocacy, and climate education. Within this framework, students will have the opportunity to deepen their critical thinking skills, enhance their research techniques, and enrich their ability to analyze complex arguments regarding climate change.SPECIAL NOTES: N/A

EDU71030 - Concepts for Sustainability in the Socia

General

Course Description

The pressing problems of our time that challenge sustainability are simultaneously scientific and social, technological and political, ethical and economic. This course introduces key scholars, debates, concepts, critiques, and methods across the social sciences as these relate to social, economic and ecological sustainability as well as racial justice, social equity, bio-cultural and linguistic diversities and the expressions of these in educational contexts. We will explore interactions between knowledge, artifacts, and geopolitical actors and structures; postcolonial and decolonial approaches to knowledge, communication and policy work that attend to the non-Western societies' knowledge traditions and the legacies of colonialism and imperialism; and participatory and planning processes for promoting social learning and tackling wicked problems and large systems change. Students will gain a grounding in interdisciplinary theory that can frame a wide range of research and practice in sustainability education. Students will craft a theoretically driven literature review in an area of their interest and identify opportunities for original research in their own dissertation work.

EDU71035 - Concepts for Sustainability:Decolonizing

General

Course Description

COURSE DESCRIPTION: Reenvisioning understandings of the inherent and entangled nature of environmental sustainability and social justice allows for meaningful and diverse collaboration and innovation. Students will gain a grounding in interdisciplinary theory that can frame a wide range of research and practice in sustainability education. By centering and engaging with marginalized voices, students will examine ways to disrupt dominant sustainability discourse and practices, including conceptual frameworks that eschew the nature-culture binary such as decolonial feminism, intersectional environmentalism, queer ecology, Black environmental thought, and posthumanism. In an attempt to actualize decolonizing pedagogies and epistemologies, collaboration and co-creation will be centered in assignments to allow students the opportunity to dive deeply into an area of focus as it relates to their research and expertise.SPECIAL NOTES:

EDU72100 - Going Public: Strategies for Socially En

General

Course Description

COURSE DESCIPTION: Socially engaged scholarship involves generating and circulating knowledge for and with publics and communities. This course prepares students to share expertise through diverse communication practices and outlets including scholarly and popular publication, media engagement, consulting and community partnerships. The rewards of "going public" include enriching research, creative activity, and public knowledge; enhancing curriculum, teaching and learning; preparing informed and engaged citizens; strengthening democratic values and civic responsibility; tackling critical social and environmental problems; and contributing to the co-creation of public good.

EDU77001 - Dissertation Proposal: Doctoral Research

General

Course Description

The "Dissertation Proposal: Doctoral Research Design" course is required for all PhD students, after their Qualifying Paper has been approved in the Academic Writing Seminar. This class is intended to be taken after the student has completed all foundational and, at least, the majority of their elective credits. Students will be provided support in building a doctoral research plan that lays solid groundwork for the dissertation itself. A product of this course will be a thorough, structurally sound dissertation outline including an introduction, literature review, research methodology and methods section, and projected conclusions. Students will also complete an Institutional Review Board proposal with supporting data collection instruments who intend to do research with human participants. Students will finalize comprising their doctoral committee during this course. Once the student has completed their Dissertation Proposal, the course instructor in conjunction with the student's doctoral committee will determine if their Dissertation Proposal meets program guidelines both through written documentation and a presentation of their proposal. Assuming it does, the student will be ready to enroll in Dissertation credits immediately thereafter.SPECIAL NOTES:

EDU79002 - Dissertation

General

Course Description
The “Dissertation” course is required for all doctoral students, and must be preceded by the 'Dissertation Proposal: Doctoral Research Design' course. It will provide structure and support for students working on their Dissertation over a period of time, from enacting a project related to their Dissertation topic, to completing the analysis, writing, and refining the Dissertation itself. This will entail working closely with the primary Dissertation Committee Members on a schedule to ensure completion and submission of drafts to ensure time for feedback and revision. Students will enroll in this course a minimum of 6 times (in 3 credit increments) to meet program requirements under the Fall 2020 Handbook, but there will be no distinction in the course between enrollment periods. The instructor of record on the course will support students with guidelines on each chapter of the dissertation, best practices with respect to writing and revising, and supporting students in leading their committees to ensure consistent communication and transparency through the process. The end result of this course, at a minimum of 18 credits, will be a polished Dissertation that the student’s Dissertation Committee Members all concur is PhD quality, and a successful Dissertation Presentation in the student’s last registered Term.SPECIAL NOTES:

ENV20000 - IS: No Contract

General

College
RDP

Course Description
See registration material for contract due dates!

ENV21002 - Naked-eye Astronomy

General

College
RDP

Course Description
COURSE DESCPRIPTION: 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.

ENV21015 - Philosophies of Interpretive Naturalists

General

College
RDP

Course Description
SPECIAL NOTES: Writing EmphasisCOURSE 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.

ENV21400 - Geographic Information Science, Introduc

General

College
RDP

Course Description
COURSE DESCRIPTION: Geographic information science (GIS) is the science of spatial relationships, linking data to locations to explore relations between objects. GIS involves the integration of geography, cartography, spatial statistics, global positioning systems (GPS), and remote sensing (RS). The purpose of this introductory/advanced course is to familiarize participants with systems and approaches for the capture, processing, analysis, and display of all kinds of geographical (spatial) data. The principles and concepts of spatial thinking, the nature of spatial data, spatial analysis and cartographic production will be explored through lectures, discussions, laboratory exercises, and an independent research project. The goals of this course are to teach you basic concepts through practice and theory to enable you to make useful and meaningful contributions to various disciplines through spatial analysis.SPECIAL NOTES: N/A

ENV21500 - Energy & the Environment

General

College
RDP

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

ENV21505 - Weather & Climate

General

College
RDP

Course Description
This is an introductory course on the atmospheric environment: basic descriptive meteorology. Topics covered include: global climate, climate changes, the behavior of air masses, energy exchanges in the atmosphere, atmospheric moisture, cloud development, precipitation, winds, and severe storms. Weather in the western United States is emphasized.

ENV21550 - Water in the West

General

College
RDP

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.SPECIAL NOTES:

ENV21601 - Foundations of General Chemistry

General

College
RDP

Course 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.SPECIAL NOTES:

ENV21610 - Physics, Foundations of

General

College
RDP

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.Special Notes: Due to the amount of mathematical calculations being done in this class successful completion of Algebra II is highly recommended

ENV21700 - Explorations in Sustainable Community De

General

Course Description
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.SPECIAL NOTES:

ENV22005 - Human Biology

General

Course Description

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.SPECIAL NOTES:

ENV22010 - Animal Biology

General

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.

ENV22013 - Behavior & Conservation: East African Wi

General

Course Description

COURSE DESCRIPTION: This course, taken together with a group of Maasai students training to be guides, focuses on the following themes, supported by lectures, readings, discussions, and field trips: 1. Diversity, behavior, and ecology of East African vertebrates, with emphasis on mammals but also including birds and reptiles; 2. Field methods in behavioral ecology; and 3. 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 weekly visits to 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.SPECIAL NOTES:

ENV22015 - Biological Principles: Life on Earth

General

College
RDP

Course Description
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.SPECIAL NOTES: Additional lab time required - instructor will advise. $100.00 estimated student expense for supplies, misc

ENV22022 - Conservation Biology

General

Course Description
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.

ENV22115 - Plant Explorations

General

Course 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.

ENV22201 - Ornithology: The Life of Birds

General

College

RDP

Course Description

SPECIAL NOTES: N/ACOURSE DESCRIPTION: 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.

ENV22700 - Human Ecology, Introduction to

General

College
RDP

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. SPECIAL NOTES:

ENV22710 - Alpine Ecology

General

College
RDP

Course Description
Alpine ecosystems are some of the least studied regions on earth due largely to their remoteness. This course examines the ecology of the alpine including extremes of heat, cold, wind, snow, local geology, and the influence of wildlife. Students will gain a basic understanding of regional geology and the influence of glaciation on hydrology, topography, and vegetation in high mountain environments. The course also examines cultural associations with alpine environments, including human impacts. The effect of contemporary climate change on these remote regions will also be discussed. As a necessary aspect of its academic mission, this course requires extensive wilderness travel.Special Note: See pre-requisites or Instructor Permission

ENV22724 - Restoration Ecology: Watersheds of the S

General

Course Description

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.SPECIAL NOTES: Writing Emphasis; This course will have 1 camping trip for 4 nights and a few one day field trips; Dates TBD.

ENV22725 - Ecology, Concepts of

General

College

RDP

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.SPECIAL NOTES: N/A

ENV22730 - Natural History & Ecology of the Southwe

General

College
RDP

Course Description
This intensive course serves to immerse students in the practice of natural history and application of ecological concepts to the Southwest bioregion, with a focus on Arizona, from mountaintop to desert bottom. Students will learn naturalist field methods including ecologically informed observation and interpretation skills, as well as how to document observations in a refined naturalist field journal. Students will also learn practical field identification and field sampling skills, and in-depth treatment of species and life histories with a focus on dominant woody plants of the region. Students will complete the course with a thorough understanding of evolution, speciation, classification and cladistics, natural community concepts, biogeographic principles and their application to one of the most ecologically diverse and spectacular regions of the world. This course provides students with the field skills to pursue careers as field technicians, interpretive naturalists, science educators, and outdoor educators. This is a double course; students are required to take both phase I and II. Students should expect 50% class time and 50% field time, including three extended weekend field trips. Field work will involve hiking and camping. Workload outside of class and field trip times will be considerable and students should not plan on taking other courses during the session.
SPECIAL NOTES 30: Binoculars REQUIRED (up to $150.00 if not already owned)

ENV22731 - Natural History & Ecology of the Southwe

General

College
RDP

Course Description
This intensive course serves to immerse students in the practice of natural history and application of ecological concepts to the Southwest bioregion, with a focus on Arizona, from mountaintop to desert bottom. Students will learn naturalist field methods including ecologically informed observation and interpretation skills, as well as how to document observations in a refined naturalist field journal. Students will also learn practical field identification and field sampling skills, and in-depth treatment of species and life histories with a focus on dominant woody plants of the region. Students will complete the course with a thorough understanding of evolution, speciation, classification and cladistics, natural community concepts, biogeographic principles and their application to one of the most ecologically diverse and spectacular regions of the world. This course provides students with the field skills to pursue careers as field technicians, interpretive naturalists, science educators, and outdoor educators. This is a double course; students are required to take both phase I and II. Students should expect 50% class time and 50% field time, including three extended weekend field trips. Field work will involve hiking and camping. Workload outside of class and field trip times will be considerable and students should not plan on taking other courses during the session.
SPECIAL NOTES 31: See phase 1 for all required details

ENV22850 - Environmental Problems:Root Causes, Inno

General

Course Description

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.SPECIAL NOTES: N/A

ENV23000 - Ecology of Human Evolution

General

Course 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.

ENV23319 - Cultural Geography

General

Course Description

This field class is based at the Kino Bay Center in Sonora, Mexico, and explores the relationshipbetween humans and the environment in the bio-culturally rich Midriff Island Region of the Gulf of California. Human communities and cultures are shaped by the land and seascapes, histories, languages, and geographies in which they develop. This course explores the cultural history and geography of the communities and cultural groups of the Sonoran coastal region of Sonora, Mexico. Students learn from readings, assignments, discussions, and interactions with individuals from the region's indigenous, rural Mexican, and urban communities. Students map the historical and contemporary geographies of major regional cultural groups, understand and describe the major historical events influencing cultural development and geography, and learn appropriate tools for studying culture. This course provides an excellent foundation for students pursuing further studies at the Kino Bay Center or Latin American Studies. SPECIAL NOTES: This class is offered at the Kino Bay Center for Cultural and Ecological Studies, Sonora, Mexico. Passport required.

ENV23321 - Natural History of the Gulf California

General

Course Description

This class introduces students to the natural history of the biodiverse Midriff Island Region of the Gulf of California, Mexico. The Gulf of California is one of Earth's most productive marine environments. Its islands, biological diversity, biogeography, and cultural history make it a remarkable place for students to learn about marine and coastal natural history. Class and field sessions introduce students to the coastal ecosystems, desert, islands, and offshore environments of the Gulf of California. Students develop skills in field observation, species identification, and field journaling. They demonstrate their learning by completing a series of species accounts, a detailed field journal, and participation in field activities, readings, and class discussions. This class gives students unparalleled opportunities to experience and learn about the diversity of marine life in the Gulf of California, including invertebrates, fish, birds, marine turtles, marine mammals, and marine and coastal plants. SPECIAL NOTES: This course takes place on campus in Prescott. Although not required, students are strongly encouraged to take this course sequentially with ENV23319 Cultural Geography and ENV43311 Community-Based Marine Conservation.

ENV23322 - Marine Studies III: Society & Environmen

General

College
RDP

Course Description
Societies adapt, transform and depend upon the environments they inhabit. They also assign meanings to the environment that vary over place and time, and that help define their identity and values within the world. Healthy human-environment relationships are vital to environmental conservation and sustainable community development. This course explores the rich bio-cultural landscape of the Midriff Island Region of the Gulf of California. Through first-hand field 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 field activities with fishermen, indigenous elders, school teachers, resource managers and families to gain insight into the different economic, physical, spiritual, and social relationships that people have with the ocean. Through presentations, readings and discussions, students will begin to understand the cultural and historical roots of these human-environment relationships. As students explore a range of cultural perceptions of the sea, they will reflect up their own relationships with nature. Students will engage in local case studies to examine the human-environment relationship in the context of regional climate change, fisheries and coastal development scenarios.SPECIAL NOTES: <> This class will spend 4-6 weeks at the Kino Bay Center in Sonora, Mexico. See Marine Studies I for course fee information.

ENV23325 - Diversity of Marine Life

General

Course Description
This intensive field course surveys the common groups of marine organisms. Through field observations, discussions, readings, lectures, teamwork, and camping trips, students will explore the evolution, diversity, morphology, field identification, and ecology of marine algae, halophyte plants (such as mangroves), plankton, invertebrates, fishes, reptiles, seabirds, and marine mammals of the Gulf of California midriff region.SPECIAL NOTES: This class is offered at the Kino Bay Center for Cultural and Ecological Studies, Sonora, Mexico. Passport required.

ENV23326 - Marine Biology II: Marine Ecology

General

College
RDP

Course Description
SPECIAL NOTES: NONECOURSE 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 I - Diversity of Marine Life and Phase III - Field Methods for Marine Ecology, Marine Ecology is an investigation of the structure and function of marine ecosystems. The course will focus on marine food webs, energy and nutrient flow, population interactions, and biogeography of the midriff islands of the Gulf of California. There will also be a heavy emphasis on the ecology of intertidal ecosystems, rocky shores, sandy beaches, and estuaries.

ENV23327 - Marine Biology III: Field Methods for Ma

General

College
RDP

Course 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 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. See Marine Biology I for all SPECIAL NOTES, FEES AND SCHEDULE. Students are required to have a VALID PASSPORT to cross the border

ENV23328 - Oceanography

General

College
RDP

Course Description
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. To understand the oceanic realm and its dominant role in regulating global climate, we will study seawater's physical and chemical properties 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 introduce students to this area. Prerequisites: College-level ecology course.SPECIAL NOTES:

ENV23329 - Oceanography

General

College
RDP

Course Description
SPECIAL NOTES: STUDENTS MUST HAVE A VALID PASSPORT TO CROSS THE BORDER into Mexico.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.

ENV23600 - Environmental Photojournalism

General

Course Description
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.SPECIAL NOTES:

ENV23810 - Soil Science: Fertile Ground for Growth

General

College
RDP

Course Description
COURSE DESCRIPTION: 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.

ENV23812 - Small-Scale Agricultural Production

General

Course Description
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 or for your own bioregion? 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.SPECIAL NOTES:

ENV23814 - The Art & Science of Food Preservation

General

College
RDP

Course Description
Refrigeration and freezing are relatively new phenomena in our modern food system. How then, have humans preserved their harvest throughout the 10,000 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.

ENV23815 - Agroecology

General

Course 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.SPECIAL NOTES:

ENV23820 - Field Methods in Agroecology

General

Course Description

The ability to conduct on-farm assessments of agronomic practices is essential for those considering a variety of food and farming systems careers. In this course, students will carry out a field and laboratory research project in small groups focusing on a central tepary bean field trial. Using this drought-resistant heirloom crop as a model system, students will learn basic field research skills, including plot layout and experimental design, soil and plant tissue sampling techniques, as well as data collection, analysis, and interpretation. The course will focus on below-ground symbiotic interactions between roots and beneficial microorganisms, including arbuscular mycorrhizal fungi and nitrogen-fixing bacteria. Learning basic research methods in plant-microbe interactions will allow students to generate and test their own hypotheses about these biological relationships, which are crucial to nutrient management in agroecosystems.

ENV24004 - The Shape Of The City: Ecology, Psycholo

General

Course Description

COURSE DESCRIPTION: As humankind’s impact on the planet continues to increase and pose ever greater challenges to all life forms. Using our ability to give form to the future rather than allowing the future to take shape is more important now than ever. 82%25 of North America's population live in cities and by 2050 it is estimated that 65%25 of the world’s population will live in cities. Our current automobile oriented cities are failing. The statistics of crime, depression, stress, lack of affordable housing, violence, and economic segregation point to a need to rethink how we create our urban environments. There are many exciting and future oriented projects both proposed and being implemented around the world addressing these challenges. This class will examine how cities can contribute to a positive future by being resilient, restoring natural ecologies, creating local food supplies, and providing housing for all their citizens.SPECIAL NOTES: This class contributes to an ECOSA certificate in regenerative ecological design.

ENV24005 - Creating a Sustainable World: Strategies

General

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 Notes: This course will have open studio time to work on design projects.

ENV24050 - Environmental Perspectives & Whitewater

General

Course Description

SPECIAL NOTE: <<>>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.

ENV24710 - Environmental Policy, Topics in

General

College
RDP

Course Description
In this course, students take an in-depth look at the issues, policies and politics that underlie key environmental questions facing our world today. Students will develop understanding of general policy and law making processes, history of policy making in the US, examine key policy actor (e.g. legislature, administration, judiciary, NGO's and citizen activists). The course will explore environmental policy at a variety of scales, including local, regional, national, and international by focusing on representative case studies. Students will emerge from the course with a better understanding of how to be effective, responsible citizens and how to leverage change.

ENV24740 - Topics In Sustainability Practice

General

Course Description
SPECIAL NOTES: <<>> Writing EmphasisCOURSE DESCRIPTION: This course explores the development of practices that reflect a sustainable connection with natural processes at the level of personal lifestyles, household systems, or placed communities. While specific topics will rotate each time the course is offered, all sections will evaluate historical and cross-cultural practices by which human communities have met their needs, and explore alternative practices and appropriate technology for securing water, food, shelter, energy, transportation, and reducing waste. Students will record observations and expand on preliminary ideas through coursework and classroom activities, working toward the completion of a design for a community-based sustainable project or vision statement, which will be presented to the class. Topics include Community Revitalization, the Transition Movement, Sustainability Practice, and Utopias: From Eden to Ecovillage.

ENV24749 - Global Environmental Change: An Earth Sc

General

Course Description

COURSE DESCRIPTION: 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.SPECIAL NOTES: N/A

ENV24752 - Earth Science: An Introduction to the Ho

General

College

RDP

Course Description

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.SPECIAL NOTES: Class meets half day Wednesday; One multi-day field trip required; $75.00 estimated student expense for camping, misc.

ENV25020 - Geology of the Southwest

General

College
RDP

Course Description
Geology provides insights into the origins and continuing evolution of the earth. This course will utilize the remarkable variety of Southwest landscapes to illustrate geologic principles while exploring the geology of the Colorado Plateau, Transition Zone, and Basin and Range physiographic provinces. The course includes rock identification, degradational forces, the geologic time scale, plate tectonics, and the origin and evolution of Southwest landforms and structures through time, all while focusing on interpreting physical landscapes in the field. Students seeking upper division credit will build upon prior geology experience to demonstrate an advanced ability to interpret aspects of Southwest geology.SPECIAL NOTES: Will have weekend field trips

ENV25114 - Community-based Conservation in Costa Ri

General

Course Description
SPECIAL NOTES: This course requires a <<<<>>>> for INTERNATIONAL TRAVEL. Pre-meeting to be held <<<<<>>>>. 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.COURSE DESCRIPTION: This course explores the social, economic and cultural aspects of conservation and contrasts community-based vs. top-down (e.g., national parks) conservation approaches. The course also touches on topics of sustainable development, community organization and eco-tourism. Our course travels throughout Costa Rica for three weeks exploring a variety of sites that are representative of different ecosystems, cultures and conservation strategies. Among these sites, we will visit the subalpine paramo a tropical tundra at the highest elevation in Central America as well as lowland rainforests on the Pacific and Caribbean slopes. Students will analyze each one of the sites that we visit from different angles such as the nature of the environmental problem that is being addressed, the institutional and participatory aspects of the community conservation efforts, the effectiveness of the local efforts for biodiversity conservation, the distribution of community benefits and participation, and the long-term sustainability of the conservation efforts.

ENV27100 - Science Explorations

General

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.SPECIAL NOTES: N/A

ENV28061 - BioScience

General

Course Description

The Bioscience program prepares individuals to apply scientific principals and technical skills in support of biologists and biotechnologists in research, industrial and government settings. Includes instruction in fermentation technology, cell culturing, protein purification, biologic synthesis, assaying and testing, quality control, industrial microbiology, bioprocessing, chromatography and bio separation, genetic technology, laboratory and hazardous materials safety and computer applications and test equipment operation and maintenance. The program is designed and delivered as a coherent sequence of experiences using technical instruction, academic foundations, experiential learning, supervised occupational experience and leadership and personal development through the Career and Technical Student Organization, Health Occupations Students of America (HOSA).

ENV28064 - College Algebra

General

Course Description

Prerequisite: Algebra IICourse Description: A first course to prepare students for calculus . Topics include functions, graphs, equations, exponentials, logarithms, matrices, and conic sections, Linear functions, quadratic functions, general polynomial functions, rational functions, systems of linear equations, logarithmic and exponential functions. Optional topics may include sequences and series. Tracks to MAT154 at community colleges and MAT117 at ASU.

ENV28065 - Calculus

General

Course Description
Prerequisites: Algebra II, Trigonometry and PreCalculusCourse Description: Explore the concepts, methods, and applications of differential and integral calculus, including topics such as parametric, polar, and vector functions, and series. You'll perform experiments and investigations and solve problems by applying your knowledge and skills. Based on AP Calculus curriculum, students address limits and continuity, differentiation and fundamental properties; composite, implicit and inverse functions; contextual and analytical applications of differentiation; integration and accumulation of change; differential equations; and, infinite sequences and series.

ENV40000 - IS: No Contract

General

College
RDP

Course Description
See registration material for contract due dates!

ENV40050 - TA:

General

College
RDP

Course Description
See registration material for contract due dates! All course fees apply to TA position.

ENV40070 - SP:

General

College
RDP

Course Description
See registration material for contract due dates!

ENV41015 - Philosophies of Interpretive Naturalists

General

College
RDP

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.SPECIAL NOTES: Writing Emphasis

ENV41025 - Statistics for Research

General

College
RDP

Course Description
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. Students will gain experience with Microsoft Excel and SPSS.SPECIAL NOTES: The successful student will be of Junior or Senior status having taken college-level math. Students must purchase statistical software- contact instructor for details.

ENV41101 - Environmental Education in Practice

General

Course Description
This course explores inclusive curriculum development and outdoor facilitation skills for a community collaboration project between the City of Prescott Community Nature Center Park Ranger Program and Prescott Unified School District 5th Grade. Students apply instructional methods for facilitating dynamic environmental education aligned to state academic standards. The course reviews and implements developmentally appropriate environmental Education techniques, including lesson and field trip planning, inclusive facilitation, and differentiation strategies in the field. The course supports equitable outdoor and environmental education, leveraging place and partnerships to immerse learners in the cultural and environmental landscapes of their community.SPECIAL NOTES: For this field-based service course, you will spend time working with Prescott Unified School District 5th graders in outdoor settings. Prior to course start date: AZ Fingerprint Clearance Level III card, registered PUSD volunteer. The appropriate student will have taken one course in environmental studies and one in education, or equivalent experiences. See instructor for details

ENV41401 - Geographic Information Systems

General

College
RDP

Course Description
Geographic information science (GIS) is the science of spatial relationships, linking data to locations to explore relations between objects. GIS involves the integration of geography, cartography, spatial statistics, global positioning systems (GPS), and remote sensing (RS). The purpose of this introductory/advanced course is to familiarize participants with systems and approaches for the capture, processing, analysis, and display of all kinds of geographical (spatial) data. The principles and concepts of spatial thinking, the nature of spatial data, spatial analysis and cartographic production will be explored through lectures, discussions, laboratory exercises, and an independent research project. The goals of this course are to teach you basic concepts through practice and theory to enable you to make useful and meaningful contributions to various disciplines through spatial analysis.SPECIAL NOTES: N/A

ENV41550 - Water in the West

General

College
RDP

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.SPECIAL NOTES:

ENV41650 - Environmental Problem Solving

General

College
RDP

Course Description
Solving an environmental problem is a complex process that involves (1) understanding how the problem appears to stakeholders with different perspectives; (2) determining whether current knowledge is adequate for devising a solution or whether new information must be collected and, if so, designing procedures for data collection and analysis; (3) collecting and interpreting data; (4) designing possible solutions and assessing the strong points and weak points of each; (5) negotiating agreement on a solution; (6) implementing that solution; and (7) determining whether what has been implemented is indeed solving the problem. This process involves a combination of scientific, social, political, economic, organizational, and ethical considerations. It requires skills in analysis, mathematics, statistics, and communication. In this course, students will develop and practice the necessary skills. In the first portion of the course, students will examine some historical environmental problems that are well documented and will analyze the processes by which those problems were addressed. In the second portion of the course, students will select current environmental problems of particular interest to them and will design processes for addressing those problems. At the end of the course, those designs will be presented to the whole class and to a faculty panel that will provide evaluative feedback. Class time will be used to conduct workshops and to engage in exercises that will help students develop the skills they need to address the cases they have chosen.

ENV42020 - Conservation Biology

General

College
RDP

Course Description
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.

ENV42024 - Gulf of California: Seabird Ecology

General

Course Description

COURSE DESCRIPTION: This course explores the uniqueness of birds associated with coastal and marine environments, with a special emphasis on the species found in the Midriff region of the Gulf of California, Sonora, Mexico. This region is globally significant for seabirds and migratory waterbirds, many of which are indicator species for ecosystem and fisheries health, as well as for climate change. Students develop an understanding of the diversity, evolution, behavior, ecology, and the remarkable interactions this group has with other groups of organisms - including marine mammals, fish and humans. In addition, students will become familiar with the threats seabirds face and the many challenges there are to conserve them. Through first-hand field observation and participation, students learn how to identify specific species and gain an understanding of the dynamic relationships between the different ecosystems of the region and the role seabirds have in this interconnectedness. Students develop skills in field observation, species identification, and field journaling, as well as an understanding and appreciation for this amazing group of organisms.SPECIAL NOTES:

ENV42025 - Island Biogeography

General

Course Description

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. Interestingly, island biogeography theory has become a key foundation for modern conservation biology. The Gulf of California supports an exceptional array of flora and fauna, and its many islands are considered a laboratory for evolution. Some of these uninhabited desert islands support a number of endemic species found nowhere else in the world, as well as important seabird nesting colonies and sea lion rookeries. This course offers the opportunity to understand the generation of biodiversity on islands in relation to geographical isolation and the dispersal abilities of various organisms. Through field observations, discussions, readings, lectures, and camping trips, students will study facts and patterns of species distributions and not only ask “why?” but what is sometimes even more crucial, “Why not?”SPECIAL NOTES: This class is offered at the Kino Bay Center for Cultural and Ecological Studies, Sonora, Mexico. Passport required.

ENV42026 - Biological Field Methods

General

Course Description

This course focuses on developing scientific questions and hypotheses, accepted field methods to address these questions, and means of analysis and summary - tools many employers seek. Students are introduced to various field methods, including those used by researchers at the Kino Bay Center. There are opportunities for students to learn and practice research methods with birds, marine mammals, invertebrates, and plants. These projects occur in various ecosystems, including estuaries, deserts, islands, and open ocean. Field methods covered in the course include those used to determine species identification, species richness, community structure analysis, population dynamics over time, and more. Using these methods, each student participates in one or more ecological field projects with the guidance of the course instructor and experts in seabirds/ waterbirds, marine mammals, and plants.SPECIAL NOTES: This class is offered at the Kino Bay Center for Cultural and Ecological Studies, Sonora, Mexico. Passport required.

ENV42115 - Field Botany

General

Course Description

Today's complex ecosystems and requisite biodiversity could not exist without the flowers and fruits of plants. This course is a field-based botanical exploration of the natural history of Angiospermae: flowering plants, with emphasis on learning botanical terminology and ecological concepts through field-observable characteristics of plants in the context of their native habitats. We will focus on the flora of the Mogollon Highlands region, but also attend to learning world-wide plant family characteristics that are transferrable to other regions. The program includes extensive use of botanical keys and a variety of field guides, as well as daily hands-on experience with the flora. We will work in collaboration with the Natural History Institue herbarium collections. Accompanying leture topics include thorough treatment of the evolution of plants, pant classification and cladistics, flower morphology, pollination ecology, and a survey of select angiosperm families. Students should plan on being outside in the field regularly.

SPECIAL NOTES:Students should expect 50% class time, including a multiday field trip. Field trips will involve hiking and camping.

ENV42201 - Ornithology: The Life of Birds

General

Course Description

SPECIAL NOTES: N/APre-requisites include Animal Biology and a college-level Ecology course.COURSE DESCRIPTION: 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.

ENV42700 - Human Ecology

General

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. SPECIAL NOTES:

ENV42710 - Alpine Ecology

General

College
RDP

Course Description
Alpine ecosystems are some of the least studied regions on earth due largely to their remoteness. This course examines the ecology of the alpine including extremes of heat, cold, wind, snow, local geology, and the influence of wildlife. Students will gain a basic understanding of regional geology and the influence of glaciation on hydrology, topography, and vegetation in high mountain environments. The course also examines cultural associations with alpine environments, including human impacts. The effect of contemporary climate change on these remote regions will also be discussed. As a necessary aspect of its academic mission, this course requires extensive wilderness travel.NOTE: Instructor permission required.

ENV42724 - Restoration Ecology

General

College
RDP

Course Description
This course focuses on watershed-scale restoration. Striking a balance between theory (restoration ecology) and practice (ecological restoration), we will begin by exploring watershed and riparian restoration from philosophical, psychological, political, and economic perspectives. Understanding the structure and function of aridland watersheds and assessing how human activities have affected and shaped their health will set the foundation for the rest of the course. Some of the paradigms and principles relevant to ecological restoration such as succession, disturbance, space-time scales, evolution, historical ecology, ecosystem health, and traditional knowledge will also be examined. Finally, students will learn practical methods of planning, implementing, and evaluating watershed and riparian restoration projects through case study, research, field trips to restoration sites, and hands-on restoration work.SPECIAL NOTES: Writing Emphasis; This course will have 1 camping trip for 4 nights and a few one day field trips; Dates TBD.

ENV43000 - Human Evolution

General

College
RDP

Course 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.

ENV43228 - Marine Biology II: Oceanography

General

Course 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 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.

ENV43310 - Climate Change, Fisheries, & Policy

General

College
RDP

Course Description
This course examines marine policy, focusing on climate change, fisheries, and policy. 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. Understanding resource ecology and conservation biology forms the foundation of learning in the class. Policy and law in the United States and the international dynamics of marine conservation issues are emphasized, including international treaties, globalization, and trade. Readings, discussions, and lectures are complemented with guest speakers. SPECIAL NOTES:

ENV43311 - Community-Based Marine Conservation

General

Course Description
Issues facing the world's oceans are explored through theoretical, community-based, and field-based lenses. The international nature of marine issues is emphasized, leading to studying international policy, social justice, culture, globalization, and trade. Traditional and alternative strategies for meeting marine conservation challenges are examined and analyzed. Students apply theoretical knowledge to real-world case studies in the coastal Sonora, Mexico. Through first-hand field observation and participation, students understand the complexity of many conservation challenges in the Gulf. For example, case studies in fisheries allow students to observe various fishing techniques, speak with fishers, learn through on-board observations, and evaluate the viability and sustainability of different management scenarios. Field observations are complemented by discussions with resource users, researchers, and managers. This course is offered at the Kino Bay Center.Special notes: This class is offered at the Kino Bay Center for Cultural and Ecological Studies, Sonora, Mexico. Passport required.

ENV43312 - Marine Conservation Practicum

General

College
RDP

Course Description
Students study and analyze the effectiveness, strengths, and shortcomings of marine and coastal conservation strategies and practices in the Midriff Island Region of the Gulf of California, Mexico. Each student can work alongside conservation professionals at the Kino Bay Center to contribute to an ongoing conservation project. Project work provides students with experience in applied conservation science, community-based conservation, habitat protection, traditional ecological knowledge, and science communication. Projects could include monitoring marine mammals, birds, or turtles, developing interactive interpretive displays, participating in community-based conservation projects, or evaluating 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. SPECIAL NOTES: This class is offered at the Kino Bay Center for Cultural and Ecological Studies, Sonora, Mexico. Passport required.

ENV43319 - Marine Studies II: Cultural Geography

General

Course Description
This class combines with Natural History and Society and Environment to introduce students to the relationship between humans and the environment in the bio-culturally rich Midriff Island Region of the Gulf of California. Human communities and cultures are shaped the landscapes, histories, languages and geographies in which they develop. This course explores the cultural history and geography of the communities and cultural groups of the Sonoran coastal regions of the Eastern Midriff Island region of the Gulf of California, Mexico. Students learn from readings, assignments and discussions, as well as from interactions with individuals from indigenous, rural Mexican and urban communities of the region. Students map the historical and contemporary geographies of major cultural groups in the region, understand and describe the major historical events influencing cultural development and geography in the region and learn appropriate tools for learning about culture. This course provides an excellent foundation for students wishing to pursue further studies at the Kino Bay Center or in Latin American Studies.SPECIAL NOTES: <> This class will spend 4-6 weeks at the Kino Bay Center in Sonora, Mexico. See Marine Studies I for course fee information.

ENV43321 - Marine Studies I: Natural History of the

General

Course Description

This class combines with Bio-cultural Geography and Society and Environment to introduce students to the relationship between humans and the environment in the bio-culturally rich Midriff Island Region of the Gulf of California. 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. Class and field sessions introduce students to the coastal ecosystems, islands and offshore environments of the Gulf of California. Students develop skills in field observation, species identification, and field journaling and demonstrate their learning through the completion of a series of species accounts, a detailed field journal, participation in field activities, readings, and participation in class discussions. This class gives students unparalleled opportunities to experience and learn about the diversity of marine life in the Gulf of California, including invertebrates, fish, birds, marine turtles, marine mammals and marine and coastal plants.SPECIAL NOTES: <> Course will take place the first week and the last week at on the Prescott College Campus in Arizona and then in Kino Bay, Mexico. Estimated Student expense of $575.00 for Tourist Visa, food, and spending money for 1st and Last week of the term. The course fee for this course covers the Marine Studies suite of courses.

ENV43322 - Marine Studies III: Society & Environmen

General

Course Description

Societies adapt, transform and depend upon the environments they inhabit. They also assign meanings to the environment that vary over place and time, and that help define their identity and values within the world. Healthy human-environment relationships are vital to environmental conservation and sustainable community development. This course explores the rich bio-cultural landscape of the Midriff Island Region of the Gulf of California. Through first-hand field 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 field activities with fishermen, indigenous elders, school teachers, resource managers and families to gain insight into the different economic, physical, spiritual, and social relationships that people have with the ocean. Through presentations, readings and discussions, students will begin to understand the cultural and historical roots of these human-environment relationships. As students explore a range of cultural perceptions of the sea, they will reflect up their own relationships with nature. Students will engage in local case studies to examine the human-environment relationship in the context of regional climate change, fisheries and coastal development scenarios.SPECIAL NOTES: <> This class will spend 4-6 weeks at the Kino Bay Center in Sonora, Mexico. See Marine Studies I for course fee information.

ENV43325 - Marine Biology I: Diversity of Marine Li

General

College
RDP

Course 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.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!!

ENV43326 - Marine Biology II: Marine Ecology

General

College
RDP

Course Description
SPECIAL NOTES: NONECOURSE DESCRIPTON: This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I - Diversity of Marine Life and Phase III - Field Methods for Marine Ecology, Marine Ecology is an investigation of the structure and function of marine ecosystems. The course will focus on marine food webs, energy and nutrient flow, population interactions, and biogeography of the midriff islands of the Gulf of California. There will also be a heavy emphasis on the ecology of intertidal ecosystems, rocky shores, sandy beaches, and estuaries.

ENV43327 - Marine Biology III: Field Methods for Ma

General

College
RDP

Course Description
SPECIAL NOTES: NONECOURSE 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 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.

ENV43328 - Marine Biology II: Oceanography

General

Course 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 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.

ENV43500 - Nature's Voice: Reading & Writing about

General

Course Description

In this course we will attempt to place the contemporary genre of nature writing in historical and literary context, learning from others' work as we try to improve our own. Our ultimate goal is to become as fluent as possible at 'speaking for nature.' In essence, we will spend the quarter addressing two related questions: 1) What are nature writers concerned about? and 2) How do we translate our feelings and thoughts into clear, graceful writing? We will read a wide variety of nature writing -- essays, poetry, and some fiction -- and critique it regarding content and style. We also will work continually at developing our own skills at observing nature and writing.

ENV43600 - Environmental Photojournalism

General

Course Description

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.SPECIAL NOTES:

ENV43810 - Soil and Compost Science

General

Course Description

Soil and Compost Science examines the basic physical, chemical, and biological properties of the dynamic soil system including: soil texture, structure, water, air, temperature, soil formation and classification, colloidal chemistry, acidity, biology, organic matter, plant nutrients and the process and production of composting. It focuses on understanding and applying concepts to support soil sustainability. The course follows the Food and Agriculture Organization of the United Nations' 10 guidelines for sustainable soil management. It uses problem solving examples and field experiments to help students develop deeper understandings of soil and compost science.SPECIAL NOTES: This class is online. Students will be provided with information regarding the needed at-home laboratory equipment for this course to include a soil test kit, a pH kit, a pocket microscope and other digging tools, if the student don't currently have access.

ENV43812 - Small-Scale Agricultural Production

General

Course Description

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 or for your own bioregion? 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.SPECIAL NOTES:

ENV43814 - The Art & Science of Food Preservation

General

College
RDP

Course Description
Refrigeration and freezing are relatively new phenomena in our modern food system. How then, have humans preserved their harvest throughout the 10,000 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.

ENV43815 - Agroecology

General

College
RDP

Course 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.SPECIAL NOTES:

ENV43819 - Transforming Community Food Systems

General

College
RDP

Course Description
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 the current 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.SPECIAL NOTES: There will be occasional Saturday field trips to local Farmers Markets.

ENV44004 - The Shape Of The City: Ecology, Psycholo

General

Course Description
COURSE DESCRIPTION: As humankind's impact on the planet continues to increase and pose ever greater challenges to all life forms. Using our ability to give form to the future rather than allowing the future to take shape is more important now than ever. 82%25 of North America's population live in cities and by 2050 it is estimated that 65%25 of the world's population will live in cities. Our current automobile oriented cities are failing. The statistics of crime, depression, stress, lack of affordable housing, violence, and economic segregation point to a need to rethink how we create our urban environments. There are many exciting and future oriented projects both proposed and being implemented around the world addressing these challenges. This class will examine how cities can contribute to a positive future by being resilient, restoring natural ecologies, creating local food supplies, and providing housing for all their citizens.SPECIAL NOTES: This class contributes to an ECOSA certificate in regenerative ecological design.

ENV44005 - Creating a Sustainable World: Strategies

General

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 Notes: This course will have open studio time to work on design projects. SPECIAL NOTES: This class contributes to an ECOSA certificate in regenerative ecological design.

ENV44006 - Resilience, Planning And Ecology In A Ch

General

Course Description

COURSE DESCRIPTION: Change is the only constant in both nature and human affairs. The world today is undergoing massive change such as sea level rise, catastrophic storms, extreme wildfires, flooding, among many other environmental challenges. New demographic realities are also tearing at established societal norms. Homlessness, income disparity, and an awakening to the injustices faced by people of color, are contributing to a need to rethink the social contract and thus the political landscape. This class will trace the origins of these issues and explore potential ecological, economic, political and social solutions that are being proposed and/or implemented to address these issues.SPECIAL NOTES: This class contributes to an Ecosa certificate in regenerative ecological design.

ENV44200 - Explorations in Sustainable Comm Develop

General

Course Description

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.

ENV44720 - Environmental Problem Solving: A spatial

General

Course Description

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

ENV44730 - Topics in Environmental Communication

General

Course Description

SPECIAL NOTES: Writing EmphasisCOURSE DESCIPTION: This course examines the methods by which professional communicators convey environmental issues, science, policies, values, and experiences to a variety of audiences--including audiences that are skeptical or unfriendly. While specific topics will rotate each time the course is offered, all sections will analyze processes of perception and representation, narrative and interpretive strategies, and the relationship between specific goals, audiences, and the medium chosen. Examples of readings, videos, and podcasts by particularly effective communicators will be supplemented by original student work, revised through a series of workshops. Topics include Science Writing, Rhetoric and Persuasion, Field Journaling, Environmental Advocacy, and Communicating Across Differences. This course may be taken multiple times with different topics.

ENV44740 - Topics In Sustainability Practice

General

Course Description

SPECIAL NOTES: <<>> Writing EmphasisCOURSE DESCRIPTION: This course explores the development of practices that reflect a sustainable connection with natural processes at the level of personal lifestyles, household systems, or placed communities. While specific topics will rotate each time the course is offered, all sections will evaluate historical and cross-cultural practices by which human communities have met their needs, and explore alternative practices and appropriate technology for securing water, food, shelter, energy, transportation, and reducing waste. Students will record observations and expand on preliminary ideas through coursework and classroom activities, working toward the completion of a design for a community-based sustainable project or vision statement, which will be presented to the class. Topics include Community Revitalization, the Transition Movement, Sustainability Practice, and Utopias: From Eden to Ecovillage.

ENV44749 - Global Environmental Change: An Earth Sc

General

Course Description

COURSE DESCRIPTION: 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.SPECIAL NOTES: N/A

ENV44754 - Geomorphology, Topics in

General

College

RDP

Course Description

COURSE 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.

ENV45000 - ST in ENV: Advanced Seminar in Conservat

General

College
RDP

Course Description
In this advanced course students will read extensively in the primary literature of conservation biology, as well as government agency documents related to endangered species and habitat management, and be responsible for presenting a series of readings and facilitating class discussions. We will take an interdisciplinary approach to conservation biology, with readings covering biological science, ecosystem management, as well as values and policy issues. This course will provide excellent preparation for graduate study and professional work in conservation biology and related fields.

ENV45001 - ST in ENV: Advanced Seminar in Biodivers

General

College
RDP

Course Description
This advanced special topics seminar will explore China's economic and political emergence and the resulting consequences for 1) conservation within a country that harbors globally significant biodiversity and 2) international-scale conservation including climate change, global timber trade, etc. We will take several short field trips to meet with biologists and researchers active in Chinese conservation.

ENV45002 - ST in ENV: Practicum in Energy Conservat

General

College
RDP

Course Description
In the broad context of studying means for energy conservation, students will identify and analyze techniques used to measure energy usage of buildings on Prescott College Campus. The class will perform a detailed energy audit and subsequent analysis of data, and participate in the retro- commissioning of the Prescott College Crossroads Center. Topics to be covered include utility costs, building envelope analysis, heating, ventilation and air conditioning systems, kitchens, computer facilities, lighting, and building control systems. Students will evaluate the energy use of the Crossroads Center; calculate the energy savings of possible retrofits; and explore the environmental impacts of energy efficiency and renewable energy projects. Through case studies and literature reviews, students will learn how buildings can be designed and retrofitted to increase energy performance. In their final paper, students will apply their knowledge of sustainable building systems to design a campus master plan for reducing energy consumption in Prescott College buildings.

ENV45003 - ST in ENV: Sustainable Urban Food Produc

General

College
RDP

Course Description
Interest in local and regional foods has increased dramatically in the last decade. One result of this interest has been a quiet but pervasive urban agricultural revolution. From backyards to school-yards, church parking lots to the South Lawn of the White House, Americans are beginning to grow food very close to home. But unlike previous generations of home gardeners who often purchased fertilizers and insecticides at the local hardware store, the current urban food revolution is intent on growing food as sustainably as possible; maximizing quality, optimizing quantity, and minimizing social and environmental impacts. In the Southwest, sustainable translates into such activities as rainwater harvesting, mulching, soil building, composting and seed saving. In this special topics course, students in the Agroecology Summer Semester will explore a wide range of urban food production systems. They will broadly evaluate the sustainability of the systems using ecological, economic, and other sociological criteria which they also employ in the other Agroecology Summer Semester Courses. In addition, students will experiment with urban food production practices in the Prescott College gardens and share their findings in user-friendly guidelines for those engaged with urbanizing the food system.

ENV45010 - ST in ENV: Carnivore Ecology & Conservat

General

College
RDP

Course Description
Carnivores are often the focus of intense interest in conservation science, special interest groups, and the media. Humans have a long and conflicted relationship with carnivores which, in some areas, has recently begun to change. This course is designed to examine the role of top predators on ecosystem health, specifically focusing on carnivores of the Rocky Mountains. Biological, behavioral, and ecological evidence will be presented, while developing an understanding and appreciation of the political, sociological, and economic considerations of living with large predators. Reintroduction programs will be compared and evaluated with attention given to the limitations and opportunities for carnivore restoration.

ENV45011 - ST in ENV: The Environment of Sound & An

General

College
RDP

Course Description
The soundscapes of natural communities are very noisy. Research is increasingly revealing how different species manage within this array of community sounds and the amazing complexity of animal sound communications, whether it be the use of the ultrasonic by bats, insects and a few frogs, the long-range infrasonic communication by elephants, or the chirping patterns of bark beetles after invading a weakened piñon pine. Recent sound recordings near Alamos reveal previously unknown sounds, including a strong ultrasonic pattern from a broad billed hummingbird and a very rapid, high pitched (into the ultrasonic) croak by an unknown toad along the Rio Cuchujaqui. We will study the sound environment in habitats near Alamos to reveal the complexity of sounds in tropical deciduous forest settings and to explore how sound patterns can be used to monitor the health of these habitats and for studying elusive animal species.

ENV45012 - ST in ENV: Ecology of Weeds & Invasive P

General

College
RDP

Course Description
The invasion of non-native plant species into anthropogenic and natural habitats is accelerating throughout the world. This is a direct result of human population growth and the associated impacts. Non-native plant invaders negatively affect biodiversity and can fundamentally alter natural systems and environmental processes. In most studies of weed ecology and invasive plant species the focus is on a narrow range of biological and ecological characteristics that are primarily relevant to their control, such as seed production, seed dispersal, germination behavior and genetic exchange. There has been much less attention given to the basic biological characteristics and ecology of these organisms. In this course students investigate the biological and ecological characteristics of weeds in order to understand how these plant interact with the abiotic and biotic processes of the environment by altering such things as soil conditions, hydrological regimes, fire cycles, community composition and species interactions. In addition, the course will focus and how the application of this knowledge can help mitigate the negative ecological impacts of invasive plant species.

ENV45020 - Geology of Arizona

General

College
RDP

Course Description
COURSE DESCRIPTION: Geology provides insights into the origins and continuing evolution of the landscape in which we live and work. This course will utilize the remarkable variety of the Arizona landscape to illustrate geologic principles in the context of regional geological history. It includes a brief overview of the basics of geology and geologic time and, through classroom and field trips, demonstrates their application in the three physiographic provinces of Arizona. The course includes rock identification, the rock cycle, plate tectonic theory, the geologic time scale, and the origin and evolution of Arizona landforms and structures through time. A basic understanding of the physical framework provides a platform for other educational pursuits that can range from the natural sciences to the social sciences, and even the realm of artistic expression. Students seeking upper division credit will build upon prior geology experience to demonstrate an advanced ability to interpret aspects of Arizona geology.SPECIAL NOTES:

ENV45114 - Community-based Conservation in Costa Ri

General

College
RDP

Course Description
SPECIAL NOTES: This course requires a <<<<>>>> for INTERNATIONAL TRAVEL. Pre-meeting to be held <<<<<>>>>. 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.COURSE DESCRIPTION: This course explores the social, economic and cultural aspects of conservation and contrasts community-based vs. top-down (e.g., national parks) conservation approaches. The course also touches on topics of sustainable development, community organization and eco-tourism. Our course travels throughout Costa Rica for three weeks exploring a variety of sites that are representative of different ecosystems, cultures and conservation strategies. Among these sites, we will visit the subalpine paramo a tropical tundra at the highest elevation in Central America as well as lowland rainforests on the Pacific and Caribbean slopes. Students will analyze each one of the sites that we visit from different angles such as the nature of the environmental problem that is being addressed, the institutional and participatory aspects of the community conservation efforts, the effectiveness of the local efforts for biodiversity conservation, the distribution of community benefits and participation, and the long-term sustainability of the conservation efforts.

ENV46100 - Climate Studies:The Future of the Planet

General

Course Description

COURSE DESCRIPTION: This interdisciplinary course is designed to explore the many complex and interconnected facets of climate change. We will purposefully investigate how these conditions are influencing human and natural systems, as well as the connections between climate change and a multitude of contemporary issues we are facing. Through the process of community-based experiential projects, students will deepen their capacity for being able to promote climate change communication, climate justice, and climate education. Within this framework, students will have the opportunity to deepen their critical thinking skills, enhance their research techniques, and enrich their ability to analyze complex arguments regarding climate change.

ENV47100 - Ecological Research Methods

General

Course Description

Science has shaped the dominant worldview of modern civilization and our understanding of the natural world more than any other human institution. Thus, understanding the unique way science works is essential to a liberal arts education. In this course, we will explore the beauty and intricacies of nature through an experiential field-based approach via exposure to diverse methods of exploration and discovery used by field scientists worldwide. Students will have the opportunity to investigate a specific, self-chosen, topic of deeper study. Supporting discussions will cover the limits and ethics of scientific exploration; what is the essential power of methodological strategies of triangulation, independence, and replication; independent, dependent, and confounding variables; hypothesis generation; study system selection; introductory statistical analyses; and professional-quality results presentation.

ENV47725 - Backyard Ecology: Exploration and Engage

General

Course Description

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.SPECIAL NOTES: N/A

ENV47730 - Children & Nature

General

Course Description

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.

ENV47902 - Food Justice & Sustainable Food Systems

General

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.

ENV50505 - Cross-Cultural Environmental History

General

Course Description

This course provides an introduction to historical and philosophical analyses of environmental attitudes and values. After establishing the vital connection between ontology ('worldview') and ethics, students address select indigenous and traditional environmental perspectives. The course then turns to the nature/culture schism under the sign of modernity (agriculture, science and instrumental rationality, theories of property). Students will also consider figures associated with Romantic responses to modernity (and their critics). The course concludes by focusing on Environmental Justice (including Climate Justice). For their final project, students will craft a personal, bioregionally grounded 'ecosophy,' an environmental credo responsive to human and more-than-human community informed by class reading and discussion.

ENV51250 - Land Use Planning & Policy

General

Course Description

COURSE DESCRIPTION: This course reviews traditional legal controls over land in the United States, including zoning ordinances and subdivision regulations at the local level, and state-wide planning initiatives found in states such as Vermont and Oregon. Students will attain a solid understanding of constitutional legal principles and foundations of land use planning. Students will consider those land-use laws and societal factors that contribute to blighted inner cities and suburban sprawl, assess growth management techniques, develop familiarity with relevant policies in their own bioregions, and consider modern planning techniques and emerging trends in sustainable and resilient community development.SPECIAL NOTES:

ENV51650 - Applied Systems Thinking

General

Course Description

This course aims to equip students with a systems approach to addressing complex, interconnected environmental challenges, sometimes defined as 'wicked problems.' Such challenges involve multiple stakeholders with conflicting interests, display a resistance to easy solutions, and feature underlying causes that are deeply rooted in social, political, economic, and ecological systems. By applying systems thinking to their own choice of topics, students in this course will critically analyze the relevant research and explore innovative approaches to addressing such problems while considering ethical implications, practical applicability, and sustainability principles.

ENV51950 - Regenerative Design

General

Course Description

This course offers a dynamic exploration of regenerative design principles and practices, evolving from its roots in ecological design. Students will explore the integration of natural processes with broader ecosystem needs, fostering a deep understanding of how design can contribute to ecological health and the well-being of all living systems. Students will engage in hands-on experiences that illuminate various approaches to creating sustainable, resilient, and regenerative systems. Topics of exploration might include, but are not limited to, permaculture, sustainable architecture, design and build projects, and community planning.

ENV52225 - Energy and the Environment

General

Course Description

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.SPECIAL NOTES:

ENV53100 - Water Resources and Management

General

Course Description

COURSE DESCRIPTION: Water resource issues are of central importance to human society and ecosystems. As the global human population increases and the effects of climate change are felt, effective and sustainable management of water resources is an increasingly critical task. This course will present the historical and current importance of water quantity and quality in shaping ecosystems and human society. Students will gain an understanding of water treatment and distribution systems and the primary considerations in their use. In addition, students will gain an understanding of water resources policy, law, and economics in terms of historical context, current utilization and issues, and future considerations.SPECIAL NOTES:

ENV54001 - F of Reg Design: Visualize and Building

General

Course Description

This core course in the Regenerative Design MA program explores the intersection of cultural narratives, socio-economic systems, and ecological design principles. This course equips students with the tools to critically analyze societal structures and visualize transformative change through design. Students will engage in reflective and active processes to identify and challenge dominant socio-cultural systems, while exploring emerging alternatives rooted in regenerative design thinking. The course encourages participants to integrate systems thinking, complexity theory, and social ecology frameworks to develop innovative, real-world solutions that promote ecological resilience and social equity.By the end of the course, participants will be able to conceptualize and implement creative design strategies that foster cultural, social, and ecological regeneration, preparing them to become leaders in the transition to a more equitable and resilient society.

ENV54002 - Shape of Place: Culture, Ecology, and Vi

General

Course Description

How do place and society impact each other? What sort of cities regenerate and sustain life? Using our ability to actively give form to the future is more important now than ever. 82%25 of North America's population live in cities and by 2050 it is estimated that 65%25 of the world's population will live in cities. Our current automobile oriented cities are failing. The statistics of depression, stress, lack of affordable housing, violence, and economic segregation point to a need to rethink how we create our urban environments. There are many exciting and future oriented projects both proposed and being implemented around the world addressing these challenges. This class will examine how human-constructed spaces can contribute to a positive future by being resilient, restoring natural ecologies, creating local food supplies, and providing housing for all their citizens.

ENV54003 - Practicum in Regenerative Design

General

Course Description

This applied practicum immerses students in complex, real-world regenerative design challenges, focusing on co-creating place-based solutions that align with human and more-than-human systems. The course emphasizes interdisciplinary approaches, drawing on principles from ecology, permaculture, architecture, and systems thinking while applying advanced design tools and techniques. Through iterative design, feedback, and refinement processes, students will work with community partners to develop solutions that are deeply informed by both local ecosystems and the needs of the communities they serve. Practical engagement will be combined with reflective learning, ensuring students not only build professional skills but also critically assess the ethical implications of their design choices.This course includes a two-week site-based component. This may be at the College's Prescott, AZ campus or at one of our global or partner campuses

ENV54100 - Geographic Information Systems

General

Course Description

This is an introductory course that will cover the historicaldevelopment, theoretical basis and practical application of geographic information systems(GIS) technologies. This course will accomplish these goals by providing you with anunderstanding of: (1) numerous data formats and how to obtain freely distributed data, (2) avariety of open-source and freely distributed GIS software packages, (3) how to manage andconstruct GIS databases, and (4) applied GIS through case studies and individualized projects.

ENV54400 - Conservation Biology

General

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.

ENV54500 - Environmental Law and Policy

General

Course Description

This course provides 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. SPECIAL NOTES: Prerequisite: ENV57100

ENV55114 - Comm-based Conserv in Costa Rica

General

Course Description

This course explores the social, economic and cultural aspects of conservation and contrasts community-based vs. top-down (e.g., national parks) conservation approaches. The course also touches on topics of sustainable development, community organization and eco-tourism. Our course travels throughout Costa Rica for three weeks exploring a variety of sites that are representative of different ecosystems, cultures and conservation strategies. Among these sites, we will visit the subalpine paramo – a tropical tundra at the highest elevation in Central America – as well as lowland rainforests on the Pacific and Caribbean slopes. Students will analyze each one of the sites that we visit from different angles such as the nature of the environmental problem that is being addressed, the institutional and participatory aspects of the community conservation efforts, the effectiveness of the local efforts for biodiversity conservation, the distribution of community benefits and participation, and the long-term sustainability of the conservation efforts.

ENV56601 - Environmental Leadership & Communication

General

Course Description

Building on an introduction to key theories of effective leadership, students will develop an applied understanding of adaptive management and group dynamics, and will study different approaches to mobilizing and facilitating effective actions across a range of stakeholders, managing conflict, and engaging in public advocacy and communication campaigns. Students will develop strategies and professional practices that help translate key scientific findings and policy proposals about sustainability, climate change, and other environmental issues to a variety of agencies, organizations, and other community stakeholders.

ENV57100 - Ecology, Culture, and Community

General

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.SPECIAL NOTES: N/A

ENV57150 - Natural Systems Ecology & Restoration

General

Course Description

This course reviews the major organizing areas for the 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. Students will then explore the historical context and best practices of ecological restoration. By studying conflicts and tradeoffs that often occur between the science and practice of restoration efforts, students will come to understand the social complexity of such projects. The evolving direction of the field will be addressed in the face of global climate change, as students critically examine and design a restoration project or study within their own bioregions.

ENV57606 - Sustainable Solutions: Impact Measuremen

General

Course Description

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 tostakeholders. 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.

ENV57700 - Social Equity & Community Engagement

General

Course Description

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.SPECIAL NOTES: N/A

ENV57876 - Understanding Climate Change

General

Course Description

This course provides an overview of the dynamic Earth system and the causes and implications of climate change. Students will gain a better understanding of how deep earth history, ocean currents, and geology shape the earth's climate system. They will also explore how human activities are altering this system and the various ways that scientists document and analyze human-induced climate change. Students will have a better understanding of climate models and how they are used, impacts on communities and resources, and how the global community is working towards addressing the challenges posed by climate change.SPECIAL NOTES: N/A

ENV57900 - Food Systems

General

Course Description

Food systems are complex systems and the tools for understanding and influencing food system transformation 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 transformative food systems at different scales and in different bioregions.SPECIAL NOTES: N/A

ENV57901 - Critical Ethnography: Place, Id, & Food

General

Course Description

Critical food systems studies include developing a doundational awareness of interconnected systems of power, and one's relationships place, self, and the more-than-human perspective to form strategies for transformative change. Students engage in a critical examination of food systems, drawing on personal experience and observation, tradiational knowledge, history, and emerging transdisciplinary literature, together with a study of ethics, affect, bioregionalism, and the performance of food, to develop a sense-making framework for creating a visual storytelling document.

ENV57902 - Food Justice Seminar

General

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 the 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. These critical conversations will allow students to explore the possibilities and challenges of imagining transformative and just food systems. SPECIAL NOTES: N/A

ENV57904 - Cultural Foodways and Sustainable Diets

General

Course Description

Anthropologist Sidney Mintz writes, "Food is never just something to eat; it is a cultural object that carries meaning and significance." In this course, students examine foodways in the context of cultural values and belief systems, expressions of history and tradition, and as a performance of identity. A conscious food systems approach explores how sustainable diet patterns interact with culture and community, agrobiodiversity, food sovereignty, and support health and wellbeing.

ENV57905 - Food Traditions and Markets

General

Course Description

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.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. Estimated student expense of $2,500 for airfare. There is a $500 deposit due 30 April, 2020.

ENV57910 - Building Diverse Networks for Change

General

Course Description

Mirroring what we know about the necessary role of diversity in building healthy agroecological systems, this course asserts the need for diverse and inclusive networks as foundational to a social ecology that supports justice, equity, and regenerative systems. Course content emphasizes network theories of change, asset mapping, network weaving, and opportunities to engage with self-organizing and developing communication ecosystems/ Students explore a variety of practical tools and resources gaining the facilitation skills needed to convene diverse stakeholders with the goal of guiding the emergence of productive and regenerative networks for transformative change.

ENV57920 - The Living Soil

General

Course Description

This course is designed to help students understand soil systems and decomposition from an integrated ecological perspective by using the lenses of decomposers and their importance to food systems and agriculture. It provides foundational information in soil science, as well as complex processes and interactions that help create the soil food web of life. It emphasizes a systems approach to soils science, decomposition processes, the interactions of organisms, and management of decomposition for soil health and the regeneration of food, yard and farm wastes by composting. Various compost systems are examined.

ENV57950 - Regenerative Agroecology

General

Course Description

This course is designed to help students understand regenerative 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.SPECIAL NOTES:

ENV57955 - Social Values and Value Chains

General

Course Description

How might we design positive social values and sustainability into food system supply chains? This course explores value chains as a strategy to create just and regenerative food systems and creates opportunities to begin the work of cultivating inner consciousness as a means to activate an awareness for the role each of us plays in the construction of values. Complexity-thinking and transformative design inform an examination of established commodity supply chains and food routes as students create a bioregionally-based value chain analysis. The process of creating food prudcts with the intent to build value into every step of the process is also reviewed through various business models, including strategic operations management and process improvement techniques.

ENV57960 - Food and Agriculture: Advanced Policy

General

Course Description

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.SPECIAL NOTES:

ENV58350 - Field Journaling

General

Course Description

COURSE DESCRIPTION: This course's emphasis on discovering, carefully observing, and accurately recording information in the field provides a natural foundation for further environmental writing workshops. Guided by naturalists such as Clare Walker Leslie, Ann Zwinger, and Frederick Franck, students not only will practice sustained field inquiry—with special emphasis on sketching as a technique of identification and classification—but they will also consider the epistemological implications of their habits of perception. Throughout the class, students will create thorough profiles of objects and organisms discovered in the field; coursework will culminate in a portfolio of these profiles, prefaced by a reflective essay exploring the challenges and insights encountered during the process of dedicated field investigation.SPECIAL NOTES:

ENV58500 - Impact Management and Project Design

General

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, monitoringand 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.SPECIAL NOTES:

ENV58750 - Sustainability & Resilience Planning

General

Course Description

After developing an understanding of these theories of sustainability and resiliance, and their applications in policy and practice, this course will consider critiques and elaborations of these throries in shaping community planning processes. Students will experiement with ways of measuring sustainability and resilience, and consider how emerging best practices can be applied to help develop community plans and motivate stakeholder action.

ENV58800 - Emergency Management and Communication

General

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.SPECIAL NOTES: N/A

ENV58910 - Food Systems Biodiversity: Ecosystem Ser

General

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 biodiversity and 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 that will support biodiversity and regenerative systems. Students will develop skills to appraise the current governance systems over biodiversity and ecosystem services, both internationally and more locally, for strengths and gaps.SPECIAL NOTES: N/A

GRA43100 - Participatory Action Research in Collabo

General

Course Description
None

GRA51021 - MFA Applied Practicum

General

Course Description

Practicum takes advantage of occupational or applied environments within the field of the arts where students can apply knowledge and skills acquired from coursework in a program of study. Students have the opportunity to apply theory into regenerative praxis. The MFA practicum prepares students for capstone work, and encourages application of their community-based transformative practices and disciplinary skills.

GRA51102 - Grant Writing & Nonprofit Essentials

General

Course Description

Through this class, we will discuss philanthropy and the structures of non-profit enterprises. We will explore the ways philanthropies and nonprofits set priorities, how nonprofit leaders cultivate donor relationships, and how to envision 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. Outside of nonprofits and philanthropic organizations, this course will explore the role that other financial models can play in social and environmental justice funding. These models include for-profit enterprises, small donor structures, and cooperative structures.

GRA52050 - Community Engaged Critcal Research

General

Course Description

Community Engaged Critical Research (CECR), which often centers Indigenous and decolonizing research, is an area of expertise across the Prescott College campuses both in the state of Arizona and globally. A foundational principle of CECR is to engage in research practices with an aim to enhance and improve the lives of those who offer themselves to the research, and the more than human world, every step of the research endeavor. The CECR model critiques the extractive, hierarchical, and often colonizing nature of research that leverages the researcher's status, power, and position well above those researched (and often invisibilizes, dehumanizes, or degrades the research 'subjects'). CECR deconstructs power dynamics through context-sensitive methodologies. It activates an ethic of dignity, care, and honor for the research community, such that it engages those through all stages of the research process (motivation and vision, project design, data collection, analysis and interpretation, communication and dissemination), and solicits community needs and desires as a driver for the research itself. Some of the theoretical foundations and practical applications of this work include exercising critical reflexivity, reciprocity, and respect, and leveraging research for transformation. Additionally, the notion of accountability to the communities (social and environmental) studied is integral to CECR. The end goal of CECR is to support the community-led initiatives of agency development, and liberation for those engaged in the research at a time of significantly complex societal and climate changes. Students engaged in this course will develop a fundamental understanding of CECR knowledges, and then craft a research proposal or methodological overview that employs CECR contextually, in students' desired area of focus.

GRA52100 - Traditional Ecological Knowledge & Wisdo

General

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.SPECIAL NOTES: N/A

GRA52150 - Equitable Program Evaluation & Developme

General

Course Description

This course provides students with an overview of theory and skills in program development and evaluation, employing a lens and throughline of equity literacy. Students will learn to evaluate constituent needs and develop plans that reflect the community and the organization, that are reality-based and sustainable, and created with measurable outcomes which can be evaluated to determine their success and provide a framework for funding proposals. Students will gain practical experience through a series of exercises involving the design of a conceptual framework, development of successful and equitable program indicators, and producing a practical and thorough evaluation plan to measure impact of a pre-existing organization, program, or initiative. This is intended to develop professional skills that students can take into the workplace as informed leaders for actionable, equity focused institutional development.

GRA53000 - Introduction to Critical Museology

General

Course Description

Students will 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 the public. Students examine a history of racial inequity and negligence facilitated by museums, the foundations of museums in fostering and perpetuating other-ness and coloniality, museum structures which straddle private and public funding, patron ethics and its influence upon representation, as well as a survey of artist-run galleries. This comprehensively includes the work of curators, artists, and art workers who work in dolidarity to work towards changing the ways institutions reinforce and perpetuate ongoing class and racial harm and violence. There is a strong emphasis on discussion and participation required for the course, as well as a course-long research project to be in application to students' studio practice.

GRA53016 - Beyond Walls and Cages

General

Course Description

This course introdues 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 production of space from the global scale to the scale of the body, and read contemporary global prison-border regimes. At the same time, students will be introduced to cutting edgem socially transformatve abolitionist cages, policies, and practices of dispossession that create the priblems they purport to solve. The course is designed tas an upper dicision, theory-based course that will allow advanced CRS students to durther 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, engage in experiential activities, participate in service and activist projects, prepare presentations, and present a final project to the community.

GRA53100 - Participatory Action Research in Collabo

GRA54000 - Biocultural Conservation Practicum

General

Course Description

This graduate-level field course takes place at the Kino Bay Center in Sonora Mexico and provides an in-depth exploration of the complex socio-environmental issues facing the local and indigenous communities of the region. Students work collaboratively with Kino Bay Center staff to develop and implement a project that makes a direct contribution to socially just and community-based science, conservation, and/or education. Examples of past projects include analyzing distribution patterns of marine mammals, producing community theater, documenting community organizing and leadership efforts, recording indigenous knowledge about birds, community-based mural painting, tracing the global supply chain of fisheries resources, creating water-saving measures for the field station, developing experiential education activities for mid-school groups, conducting workshops on financial management for community groups, and many more. Each student's work is part of ongoing and collaborative biocultural conservation efforts in the region.
Special Notes: $600/block, $1050 for the session, plus project fees.
Prerequisites: Previous coursework at the Kino Bay Center, or Completion of the Introduction to the Bio-cultural Diversity of the Kino Bay Region online course

GRA55000 - Mixed Methods Rsch

General

Course Description

This course introduces Ph.D. scholars to the theory, design, and practice of mixed-methods research. During this eight-week session, students will explore ways to integrate quantitative and qualitative approaches to address the complex research problems that arise in the sustainability education field, explore the philosophical foundations of mixed-methods research, analyze the various design-related typologies employed while conducting mixed-methods research, investigate and practice data synthesis and integration strategies, and consider the practical applications of mixed-methods research in real-world research contexts. During this course, students will critically evaluate published mixed-methods research studies, practice analyzing and synthesizing mixed-methods data, and develop a mixed-methods research proposal that they could use for their dissertation project.

GRA58001 - Quantitative Research Methods

General

Course Description

Quantitative methods rely on forming and testing hypotheses on phenomena. The “Quantitative Research Methods” course examines the basic concepts of quantitative methods in order to build a functional understanding of statistical and mixed methods. While statistical concepts form the backbone of quantitative methods, the focus of this course will remain on the fundamentals of experimental design, the interpretation of statistics in the literature, applications, and analysis (including but not limited to: measures of center and spread, t-tests, ANOVA, correlation and regression, chi-square, p-values, power analysis, and post-hoc tests). Recommended practices in the use of quantitative methods will be discussed. From this course, students will develop their critical statistical literacy, and work on incorporating quantitative and mixed methods into their research.SPECIAL NOTES: N/A

GRA58002 - Qualitative Research Methods

General

Course Description

Qualitative research employs exploratory and descriptive approaches to inquiry. In this course, students explore qualitative research methodologies and methods and to provide students with the necessary skills to develop independent qualitative studies. Through readings, dialogue, and project design, students will learn about various methodologies, methods, and the nuances of developing rigorous qualitative research, while taking into account the intersection of positionality, epistemology, ontology, methodology, and representation. Methodologies explored include but are not limited to participatory action research, grounded theory, critical ethnographic techniques, and case study research. Methods covered include but are not limited to focus groups, interview techniques, surveys, participant observation, and document analysis. Emerging, creative, arts-based, and critical methods will also be explored.SPECIAL NOTES: N/A

GRA58003 - Advanced Research Design

General

Course Description
This is a course for students interested in conducting or performing 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 work to build a student's research plan, often including an IRB proposal. This course is exceptionally well suited for students preparing for capstone papers, theses, dissertations or any original education research. Previous courses in research methods are strongly recommended.SPECIAL NOTES: N/A

HDP - Foundations of Critical Psychology

General

Course Description
This course provides an introduction and overview of critical psychology perspectives, exploring the intersections between psychology and social, cultural, and political contexts. Emphasizing critical inquiry, the course covers concepts like power, privilege, and oppression, examining their impact on individual and collective experiences. Key topics include critical perspectives on mental health, self and identity, social change, and various psychological theories and research methods. Through readings and discussions, students develop analytical skills to deconstruct dominant narratives and build psychological perspectives that promote social justice and well-being, preparing them for further study and practical application of psychological knowledge to address societal issues.

HDP20000 - IS: No Contract

General

College
RDP

Course Description
See registration material for contract due dates!

HDP21050 - Therapeutic Use of Nature and Outdoors

General

Course Description

COURSE DESCRIPTION: This is an entry-level course drawing on knowledge and skills from the fields of Adventure Education and Psychology to explore the therapeutic uses of experiences and adventure in nature and the outdoors. In this course, students develop a strong theoretical foundation as well as practical skills through highly experiential field work. Students begin the course by exploring adventure and nature-based therapy models and theories, then move into the field to more directly and deeply explore therapeutic potentials of working with/within nature settings. Students will consider how these nature-based experiences and their benefits can be made accessible to broad and varied populations. Finally, students will examine nature-based programming as unique intervention approach which can stand alone or be used to support and expand more traditional treatment approaches.SPECIAL NOTES:

HDP21101 - Small Group Dynamics

General

College

RDP

Course Description

This course is designed for students who will be working with groups of people or are simply interested in how groups work. Current models being used in this field to understand and facilitate groups will be covered. Students will spend a significant amount of the class time learning experientially by participating in class activities that illustrate the topics explored in the reading. Examples of topics covered include: group development, communication in groups, leader/followership, norms, group problems solving and decision making.

HDP21145 - Human Nutrition & Food Choice

General

College
RDP

Course Description
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.

HDP21150 - Holistic Health & Wellness

General

Course Description
This course examines diverse perspectives on health, illness, and healing through a holistic and cross-cultural lens. Students explore how definitions of health are shaped by scientific paradigms, cultural frameworks, as well as the societal and economic conditions of life. Through engagement with psychological research, theory and case studies across diverse cultural contexts, the course explores a wide range of healing practices such as meditation, Indigenous healing systems, yoga, and mindful eating, as well as biomedical approaches to health. Students will also explore the possibilities for more holistic, integrative and equitable models of health and well-being.

HDP21155 - Yoga: Philosophy & Practice

General

Course Description
SPECIAL NOTES: NONEDESCRIPTION: 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.

HDP21156 - The Deeper Dimensions of Yoga

General

Course Description
COURSE DESCRIPTION: 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.SPECIAL NOTES: N/A

HDP21170 - Doing Good: Compassion and Sustainable C

General

Course Description

SPECIAL NOTES: NONECOURSE 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.

HDP21171 - In Service of a Sane World

General

Course Description

SPECIAL NOTES: Required field trip on 12/5/20 12:00pm to 4:00pmThis service-learning field-based course draws on psychological research and wisdom traditions which suggest that being of service to others is both incredibly good for our personal wellbeing and for the wellbeing of others. Service and volunteerism are correlated with personal benefits such as greater levels of happiness, self-confidence, health, and lower levels of stress, depression, and anger. Because of this, service can be a powerful element of self-care! Students will explore these benefits while simultaneously being of service to our communities through choosing an organization to volunteer with for a minimum of 25 hours over the duration of the course and participating in half-day organized group volunteer project toward the end of the semester. These will be the only out-of-class assignments. Students will attend 1 hour bi-monthly in-person sessions where they will learn about theories and research related to the benefits of service and share their own experiences of service with one another. In this way, the course also serves as an inquiry/research opportunity for students to test out the theories they're exposed to for themselves and see how their experiences compare!

HDP21181 - Restorative Justice

General

Course Description
SPECIAL NOTES: NONEDESCRIPTION: When harm occurs, there is often a ripple effect that can extend beyond the parties directly involved to their families, friends, and larger communities. Restorative Justice is an emerging field that seeks to repair the harm caused by crime, injustice, and political tensions. In this course students will learn how communication breakdowns occur, the consequences of prolonged conflict, and the healing that empathy combined with strong communication skills can provide. Students will have the opportunity to observe and apply their developing skills using real life scenarios.

HDP21200 - Lifespan Development: A Cultural Approac

General

College
RDP

Course Description
In this course students explore how our mutually constitutive interactions with our worlds shapes our development throughout our lifespan. Students engage with theories that address biological, psychological, and sociocultural factors that influence development, mental processes, and behaviors during childhood, adolescence, and adulthood through the end of life. Students critically reflect on their own developmental trajectory with reference to child rearing, formal schooling, and workplace practices in different regions of the world. This course also promotes discussion of the ways in which these sociocultural practices reflect and promote particular understandings of the person, as well as ideals, roles, expectations, societal institutions, and power dynamics.

HDP21401 - Expressive Arts Therapies

General

Course Description
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.SPECIAL NOTES:

HDP21900 - Addiction & Recovery in Teens & Adults

General

College
RDP

Course Description
SPECIAL NOTES: This course is offered via MyClassroom as a hybrid online course. Lectures will be held every other Wednesday 6-8 pm Crossroads Center 203. All texts are provided as free pdfs. No field trip.COURSE DESCRIPTION: 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.

HDP22206 - Positive Psychology

General

Course Description

SPECIAL NOTES: NONEDESCRIPTION: Since its inception, the profession of psychology has focused, with considerable success, on pathology and its origins and remedies. This course will focus on the new field of positive psychology, which focuses on positive feelings and strengths. In particular, students will explore the growing body of knowledge on positive emotions, such as optimism, humor, spirituality, and forgiveness, and their relationship to health, healing, and happiness. Students will have the opportunity to explore their own positive feelings and strengths and the relationship they bear to their own degree of life satisfaction.

HDP22210 - Introduction to Psychology

General

Course Description

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, psychopathology, 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 how brain functions interact to influence our own and others' behavior.SPECIAL NOTES: N/A

HDP22212 - Foundations of Critical Psychology

General

Course Description

This course provides an introduction and overview of critical psychology perspectives, exploring the intersections between psychology and social, cultural, and political contexts. Emphasizing critical inquiry, the course covers concepts like power, privilege, and oppression, examining their impact on individual and collective experiences. Key topics include critical perspectives on mental health, self and identity, social change, and various psychological theories and research methods. Through readings and discussions, students develop analytical skills to deconstruct dominant narratives and build psychological perspectives that promote social justice and well-being, preparing them for further study and practical application of psychological knowledge to address societal issues.

HDP22230 - Psychology of Consumerism

General

Course Description

SPECIAL NOTES: NONEThere 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.

HDP22242 - Social Science Research Methods

General

Course Description
COURSE DESCRIPTION: This course provides a critical introduction to the principles, methods, and techniques of social science research. Topics include source credibility, research ethics, sociocultural considerations, researcher objectivity and biases, research questions, theory and hypotheses, qualitative research (e.g., interviews, participant observations), quantitative research (e.g., experiments, surveys and polls), basics of data analysis, interpretation of findings, study limitations, and the importance of replication. We will also discuss how to synthesize, evaluate and integrate research studies on a topic and how to present research so it is understandable, interesting and compelling to different audiences. The course is designed to make you a more informed consumer of scientific research through discussion, analysis, and hands-on practice.SPECIAL NOTES:

HDP22281 - Ecopsychology: Choices for a Sustainable

General

College
RDP

Course Description
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.SPECIAL NOTES: N/A

HDP22650 - ST: The Anatomy of the Chakras

General

Course Description

COURSE DESCRIPTION: This course will explore the chakra energy system in depth. The understanding of Chakras comes from ancient Indian wisdom of full health. The three bodies, physical, subtle and causal are directly impacting one another, creating either more or less amicability to particular energies. Through the exploration of this system, the metaphysical, or pre-physical, will develop the concept of healing and recognizing blockages at the energy level. This class will base itself on the theory of Microchakras and Inner Tuning, developed by Sri Shamji Bhatnagar and David Issacs, Ph.D. This course will include learning to utilize sound and vibration as a tool to manage energies.SPECIAL NOTES: This course has a practical/experiential aspect in utilizing sound vibrations. Please be prepared to sing, drum and experience other sound-based exercises

HDP23100 - Community Mediation & Principled Negotia

General

Course Description

SPECIAL NOTES: N/ACOURSE 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.

HDP23200 - The Psychology of Spaces: How the Places

General

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%25 – 90%25 of their time inside buildings. The spaces we inhabit have a profound effect on our wellbeing. 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 wellbeing. 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 healthy living, work, and public spaces.SPECIAL NOTES: This class contributes to a certificate in Regenerative Ecological Design.

HDP25100 - Gestalt Therapy: Theory & Practice

General

College
RDP

Course Description
SPECIAL NOTES: N/ACOURSE 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.

HDP25115 - Astropsychology

General

Course Description
COURSE DESCRIPTION: Patterns are all around us, when we learn to harness the power of life, from seedling through transformation we begin to glimpse the great oneness. Students will explore esoteric practices (Tarot, I Ching, elemental wisdoms, etc.) through the lens of synchronicity and archetypal energies embedded within these patterns. Students will explore the personal patterns in their own lives; using their astrological chart, they will identify the elemental strengths and primary mythological (planetary) archetypes they embody. Synchronicity, numerology, the use of intention and development of personal rituals will be an active part of this course. Students will have a grasp of the overarching themes that show up in most mystical traditions as well as how to begin looking at the Universe as Holon's and themselves a microcosm of this macrocosm.SPECIAL NOTES: N/A

HDP27165 - Fat Bodies-Stories of Oppression & Resi

General

Course Description
SPECIAL NOTES: NONECOURSE DESCRIPTION: Using a socio-critical and interdisciplinary approach, this course examines how fat oppression is flourishing in the US, and they ways this is being justified through the use of narrow and often false notions and definitions of health, and weight management controls. We will explore how fat oppression is a reproduction of sexism, ableism, sizeism, racism and classism, and challenge the ways in which society privileges thinness while problematizing diverse bodies.

HDP40000 - IS: No Contract

General

College
RDP

Course Description
See registration material for contract due dates!

HDP40050 - TA:

General

College
RDP

Course Description
See registration material for contract due dates! All course fees apply to TA position.

HDP40070 - SP:

General

College
RDP

Course Description
See registration material for contract due dates!

HDP41000 - Care Farming

General

Course Description

COURSE DESCRIPTION: Care farming is based on the premise that engagement in farming and gardening practices holds inherent therapeutic potential. This model pairs client participation in farming and gardening practices with therapeutic guidance, typically in a group format. Drawing on theory from Ecopsychology, Critical Psychology, Existential Psychology, and more, care farming has become popular in Europe in recent years, where it is also sometimes referred to as Social Farming. Care farming is used with a wide variety of populations (including youths, veterans, people with disabilities, older adults, etc.), and challenges (including physical, social, and learning difficulties; addiction and recovery; trauma and grief; depression; and more). This field-based course offers students the opportunity to immerse themselves in the daily work and rhythms of farming while engaging in coursework connecting their experiences to theory. This course will involve overnight camping onsite at regional farms.

HDP41100 - Group Process for Adventure Educators

General

College

RDP

Course Description

SPECIAL NOTES: Students should have a background in challenge course facilitation.COURSE DESCRIPTION: 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.

HDP41110 - Neoliberal Subjectivities

General

Course Description
Neoliberalism refers to a system of laws, policies and practices aimed at regulating global economic activity based on capitalism. Over recent decades its influence has extended beyond economics and politics to shape every aspect of life, including intimate domains such as interpersonal relationships and personal goals, values, and ideals. In this course, students explore how our interactions with neoliberal systems shape our psychological processes and subjective experiences, promoting an understanding of ourselves as separate from context and focused on continuous personal growth and fulfillment. Students also engage in critical analysis based on psychological theory to understand how neoliberal systems shape specific cognitive, affective, and motivational processes. Additionally, students analyze their own involvement in neoliberal systems through their participation in social institutions, including the science of psychology.

HDP41145 - Human Nutrition & Food Choice

General

College
RDP

Course Description
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.

HDP41155 - Yoga: Philosophy & Practice

General

College
RDP

Course 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 in the integration of the material.

HDP41156 - The Deeper Dimensions of Yoga

General

Course Description
COURSE DESCRIPTION: 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.SPECIAL NOTES:

HDP41160 - Yoga Teacher Training & Certification

General

College
RDP

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.SPECIAL NOTES: Training will take place Monday through Friday from 8-5 with one required weekend retreat date; To complete the certification, students will be required to teach yoga classes for the community; $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)

HDP41170 - Doing Good: Compassion and Sustainable C

General

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.SPECIAL NOTE: Writing Emphasis

HDP41182 - Restorative Justice

General

Course Description

SPECIAL NOTES: NONECOURSE DESCRIPTION: When harm occurs, there is often a ripple effect that can extend beyond the parties directly involved to their families, friends, and larger communities. Restorative Justice is an emerging field that seeks to repair the harm caused by crime, injustice, and political tensions. In this course students will learn how communication breakdowns occur, the consequences of prolonged conflict, and the healing that empathy combined with strong communication skills can provide. Students will have the opportunity to observe and apply their developing skills using real life scenarios.

HDP41400 - Dreamwork

General

College

RDP

Course Description

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.SPECIAL NOTES: N/A

HDP41401 - Expressive Arts Therapies

General

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.SPECIAL NOTES: In addition to the lab fee, students may wish to purchase additional art supplies.

HDP41900 - Addiction & Recovery in Teens & Adults

General

College
RDP

Course Description
SPECIAL NOTES: This course is offered via MyClassroom as a hybrid online course. Lectures will be held every other Wednesday 6-8 pm Crossroads Center 203. All texts are provided as free pdfs. No field trip.COURSE DESCRIPTION: 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.

HDP42050 - Counseling Skills

General

Course Description

This course presents counseling skills, theory, and related information essential to professional interpersonal practice while considering online, group/community-based, and private client practices. The course materials provide a format to assist students in learning and understanding effective and appropriate counseling skills. The theoretical components to be studied, that facilitate effective counseling skills, include empathy, respect, authenticity, unconditional positive regard, relational immediacy, listening/attending, silence, clarifying, questioning, reframing, therapeutic use of self, and challenges. This course is founded on a unity of theory and research that together can provide a rich tapestry for the integration of counseling skills in helping relationships. The professional counseling skills examine practices with an emphasis on self-care, professional communication, scholarly research and writing, and culturally appropriate skills that are inclusive of current social justice issues.

HDP42100 - Ethical, Legal, & Professional Issues in

General

College

RDP

Course Description

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.SPECIAL NOTES: N/A

HDP42206 - Positive Psychology

General

College
RDP

Course Description
Since its inception, the profession of psychology has focused, with considerable success, on pathology and its origins and remedies. This course will focus on the new field of positive psychology, which focuses on positive feelings and strengths. In particular, students will explore the growing body of knowledge on positive emotions, such as optimism, humor, spirituality, and forgiveness, and their relationship to health, healing, and happiness. Students will have the opportunity to explore their own positive feelings and strengths and the relationship they bear to their own degree of life satisfaction.

HDP42207 - Transpersonal Psychology

General

College
RDP

Course Description
SPECIAL NOTES: Writing EmphasisCOURSE DESCRIPTION: 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.

HDP42220 - Critical Communications

General

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.

HDP42230 - Psychology of Consumerism

General

Course Description

SPECIAL NOTES: N/ACOURSE 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.

HDP42240 - Psychopathology and Health

General

Course Description

COURSE DESCRIPTION: This course provides students with an introduction to psychopathology (psychological challenges/disorders), as well as approaches to supporting psychological health and wellness. An integrative approach that recognizes the interaction of biological, psychological, developmental, sociocultural factors. Topics covered include basic concepts and definitions, historical and cultural perspectives, stigmas, different theoretical models and interpretations, and assessment/diagnosis of psychological challenges associated with distress or impairment (including use of the DSM-5-TR). Critical, cultural, legal, and ethical issues relating to research, diagnostic categories, assessment, and treatment will be discussed throughout the course.SPECIAL NOTES:

HDP42241 - Social Cognition

General

Course Description

Social cognition is the field of psychology that examines how people make sense of themselves and others in their social contexts. This course examines how psychological processes such as attention, memory, attribution, judgment, and emotion shape the way people understand everyday behaviors and social interactions, as well as who they are and their place in the social world. Through engagement with contemporary social cognition research and its applications to real-world contexts, the course explores topics such as stereotyping and prejudice, understandings of self and identity, social and political attitudes, and the psychological dimensions of disinformation. Students will also explore the possible applications of social cognition insights to support individual and collective well-being.

HDP42250 - Family Systems Theory

General

Course Description

COURSE DESCRIPTION: This course isdesigned to assist students in understanding the constructs of family systems. This course aims to transition student thinking from an intra-psychic paradigm to aninterpersonal, systemic one. Students will develop an understanding and respect for culturally differentfamily practices and patterns. Students will learnthe critical concepts within systems work such as the family life cycle, the role ofthe ‘symptom’ within a system,types of families, circular causality and homeostatic tendencies, enmeshment and differentiation, multigenerationalprocesses, and the complexity of family counseling.SPECIAL NOTES:

HDP42260 - Relationship Dynamics

General

Course Description
COURSE DESCRIPTION: This course will explore the intra and inter psychological dynamics at play in relational dynamics, taking a particular interest in the romantic relational aspect. Primary psychological theories explored include: Attachment theory, Bowenian differentiation theory and Contextual theories. The work of both David Schnarch and research by the Gottman institute will be explored.SPECIAL NOTES: Writing Emphasis.

HDP42281 - Ecopsychology: Choices for a Sustainable

General

College
RDP

Course Description
COURSE DESCRIPTION: Contemporary research and applied work increasingly focus on the impacts of human activity on the environment, and their corresponding societal and ecological consequences. This course explores the psychological dimensions of the relationship between humans and their environments, including our diverse understandings of our connection and interdependence with ecological systems and communities. Through engagement with research, theory, environmental justice movements and our local ecologies, the course promotes an exploration of personal and collective pathways towards healing, justice and reciprocity with the more-than-human-world.

HDP42400 - Sexuality & Sexual Outlaws

General

Course Description
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.SPECIAL NOTES: N/A

HDP42650 - ST: The Anatomy of the Chakras

General

Course Description

COURSE DESCRIPTION: This course will explore the chakra energy system in depth. The understanding of Chakras comes from ancient Indian wisdom of full health. The three bodies, physical, subtle and causal are directly impacting one another, creating either more or less amicability to particular energies. Through the exploration of this system, the metaphysical, or pre-physical, will develop the concept of healing and recognizing blockages at the energy level. This class will base itself on the theory of Microchakras and Inner Tuning, developed by Sri Shamji Bhatnagar and David Issacs, Ph.D. This course will include learning to utilize sound and vibration as a tool to manage energies.SPECIAL NOTES: This course has a practical/experiential aspect in utilizing sound vibrations. Please be prepared to sing, drum and experience other sound-based exercises

HDP43100 - Community Mediation & Principled Negotia

General

Course Description

SPECIAL NOTES: N/ACOURSE 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.

HDP43105 - Mediation Practicum

General

College
RDP

Course Description
This practicum course offers students the opportunity to apply the mediation skills learned in Community Mediation and Principled Negotiation in professional settings, as well as to learn more specialized mediation applications. Students receive advanced training and certification in Victim Offender Mediation. This is a form of mediation that works with perpetrators and victims of crimes, and promotes restorative justice. Students observe and critique a variety of mediations, including small claims, civil, victim-offender, and family mediations. Students then participate in the Yavapai County Courts as mediators-in-training. This entails co-mediating actual cases with experienced, trained mediators. Additional opportunities may include training for and/ or supervising local, school-based, peer mediation programs. In addition to observing and conducting mediations, students assist with case development for the Victim Offender Mediation Program (VOMP) of Yavapai County through the Superior Court of Arizona.

HDP43200 - The Psychology of Spaces: How the Places

General

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%25 – 90%25 of their time inside buildings. The spaces we inhabit have a profound effect on our wellbeing. 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 wellbeing. 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 healthy living, work, and public spaces.SPECIAL NOTES: This class contributes to a certificate in Regenerative Ecological Design.

HDP45100 - Gestalt Therapy: Theory & Practice

General

College
RDP

Course Description
SPECIAL NOTES: N/ACOURSE 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.

HDP45110 - Neuropsychology

General

Course Description
This course explores contemporary biological approaches to understanding psychological processes such as motor and sensory functions, language, thinking, learning, and memory. The course will also explore contemporary neuropsychological research and application areas such as early childhood development, education, and health and well-being. Students will develop an overall understanding of the biological mechanisms underlying psychological processes and their interaction with the sociocultural settings in which humans live their lives in order to apply this knowledge to the promotion of individual and collective well-being.SPECIAL NOTES: NONE

HDP47000 - Core Curriculum: Human Development Profe

General

Course Description

COURSE DESCRIPTION: The Core Curriculum: 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 Curriculum, 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.SPECIAL NOTES:

HDP47145 - Alternative Healing Modalities

General

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.SPECIAL NOTES: N/A

HDP47150 - Positive Psychology and Social Engagemen

General

Course Description

SPECIAL NOTES: N/ACOURSE 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.

HDP47160 - Disordered Eating, Body Image and Cultur

General

Course Description

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.SPECIAL NOTES:

HDP47165 - Fat Bodies-Stories of Oppression & Resi

General

Course Description

SPECIAL NOTES: NONECOURSE DESCRIPTION: Using a socio-critical and interdisciplinary approach, this course examines how fat oppression is flourishing in the US, and they ways this is being justified through the use of narrow and often false notions and definitions of health, and weight management controls. We will explore how fat oppression is a reproduction of sexism, ableism, sizeism, racism and classism, and challenge the ways in which society privileges thinness while problematizing diverse bodies.

HDP47400 - Living with Loss: Studies of Grief & Tra

General

Course Description

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.SPECIAL NOTES:

HDP47500 - Women's Psychology & Sexuality

General

Course Description

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.

HDP51000 - Community Psychology

General

Course Description

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.SPECIAL NOTES: Students not in the Critical Psychology Human Services program will need permission from the Program Director or may be dropped from the course.

HDP52210 - Foundations of Human Services

General

Course Description

In this course students gain foundational knowledge of the field of human services, including historical, political, social, cultural, and economic forces that impact individual and community wellbeing and needs and human service policies and approaches to addressing those needs and supporting wellbeing. Students are additionally introduced to a wide range of skills and practices that support work in the human services professions and explore issues of role definition, boundaries, professional ethics, and self-awareness in helping relationships. Finally, students learn about agencies and services available in their local area, including target populations served, and identify strategies for effective delivery of needed human services.SPECIAL NOTES: N/A

HDP52212 - Concepts in Critical Psychology

General

Course Description

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.SPECIAL NOTES: N/A

HDP52220 - Critical Theoretical and Historical Foun

General

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.

HDP53000 - Psychology of Culture and Diversity

General

Course Description

COURSE DESCRIPTION: Psychology courses that go by the name of “Culture and Diversity” often have two goals. One goal is to describe cultural diversity in psychological experience. Another goal is to test the knowledge base of Psychology 'across cultures' to determine whether the patterns it describes are truly universal. This course is different. Rather than examining how psychological experience varies across different settings, the goal of this course is to examine the sociocultural and historical foundations of psychological experience in any given setting. The course will explore four themes: (a) diversity in psychological functioning, (b) the cultural foundations of psychological experience, (c) the cultural foundations of psychological science, and (d) real-world relevance of cultural psychology and implications for global social justice.SPECIAL NOTES: Course open to Graduate Students only, including Accelerating Students. May be enrolled in any PC graduate program.

HDP54000 - Peace Psychology

General

Course Description

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 wellbeing.SPECIAL NOTES: Students not in the Critical Psychology Human Services program will need permission from the Program Director or may be dropped from the course. Contact Seb Grant at sebastienne.grant@prescott.edu for permission.

HDP56000 - Psychology of Globalization

General

Course Description

COURSE DESCRIPTION: This course explores psychologically relevant issues relating to globalization. Globalization is a process by which cultures influence one another and become more alike through trade, immigration, and the exchange of information and ideas. This process can open minds, remove cultural barriers, and increase cultural diffusion. It can also threaten the viability of local cultures and people's sense of community and cultural identity. Whether perceived in a positive or negative light, globalization has an important impact on psychological functioning. Students will explore issues such as migration, intergroup conflict, interpersonal relations, organizational change, diversity, communication, and collective action to examine how globalization influences psychological functioning. Additionally, students will review current research on the effects of globalization on the individual and society. Finally, students will apply this knowledge in the critical examination of a struggle they observe in their own communities (broadly defined) in order to illuminate possible impacts of globalization in these struggles.SPECIAL NOTES: N/A

HDP57000 - Liberation Psychology

General

Course Description

COURSE DESCRIPTION: Liberation Psychology has emerged as one of the most influential meta-theoretical perspectives in Latin American psychology. There are numerous articulations of Liberation Psychology, within and beyond Latin America. Although approaches vary, Liberation Psychology perspectives in general emphasize the need for a psychological endeavor that (a) prioritizes the needs of marginalized peoples, (b) focuses on individual, collective, and structural levels of oppression and liberation, (c) uses methodologies and ways of knowing attuned to the perspectives and social realities of the oppressed, and (d) is critically conscious of its own transformative power. In this course we will examine the origins, various articulations and key concepts of liberation psychology; its methods, ongoing and potential future applications; and its implications for education, well-being, social activism and social justice movements.SPECIAL NOTES: Students not in the Critical Psychology Human Services program will need permission from the Program Director or may be dropped from the course.

HDP58000 - Program Development and Evaluation

General

Course Description

SPECIAL NOTES: Students not in the Critical Psychology Human Services program will need permission from the Program Director or may be dropped from the course. Contact Seb Grant at sebastienne.grant@prescott.edu for permission.COURSE DESCRIPTION: 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.

HDP59900 - Capstone: Applied Critical and Community

General

Course Description

Students are required to complete the 6-credit Capstone course in their final term. In this course, students will build professional skills and experience and demonstrate mastery in critical psychology and human services. Students will choose to meet these goals through either the completion of a professional practicum or a submission-ready academic article. The final approval and grade will be given by the Capstone Instructor.

INT20000 - INT:

General

Course Description

See registration material for contract due dates!

INT40000 - INT:

General

Course Description

See registration material for contract due dates!

MAAT51020 - Supervised Expressive Arts Therapy Prac

General

Course Description

The Practicum in Expressive Arts Therapy is designed to facilitate the application of theory and development of expressive arts therapy skills under supervision. EAT Students are provided with opportunities to provide expressive arts therapy for client's representative of the ethnic and demographic diversity of their community. Through closely supervised individual and group expressive arts therapy experiences students expand their repertoire of expressive arts therapy techniques and interpersonal relationship skills. Student receives direct and specific feedback from clinical and faculty supervisors. Ideally students will spend at least 50%25 of this 100-hour clinical field experience providing EAT directly for clients. This course has a MYCLASSROOM/CANVAS-based, cohort component and also includes video conferenced supervision.SPECIAL NOTES:

MAAT51021 - Supervised Expressive Arts Therapy Inter

General

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/CANVAS-based, cohort component and video, as well as face to face faculty provided group supervision.SPECIAL NOTES:

MAAT51301 - EAT I: Found EAT Hist & Theo

General

Course Description

This foundational course examines the history and the development of art therapy and expressive arts therapy as a distinct therapeutic practice. This course identifies anthropological precursors, the major events and founding practitioners that have shaped the development of expressive arts therapy and 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. SPECIAL NOTES: N/A

MAAT51302 - EAT II: Materials and Techniques of Prac

General

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 arts therapies. This course encompasses the beginning study of symbolism and metaphor as applied in expressive arts therapy.SPECIAL NOTES: N/A

MAAT51303 - EAT III: Applications of Expressive Arts

General

Course Description

This course examines clinical interventions for the treatment of children, adolescents, adults, couples and families within 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. 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.SPECIAL NOTES: N/A

MAAT51304 - EAT IV: Group Work and Dynamics

General

Course Description

COURSE DESCRIPTION: This course examines theoretical and experiential understanding of group art therapy and expressive arts 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 art therapy and expressive arts therapy processes appropriate for different diagnostic issues, developmental levels and presenting problems in a variety of settings with diverse clients.SPECIAL NOTES:

MAAT51305 - EAT V: Assessment in Expr Arts Ther

General

Course Description

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 evaluationSPECIAL NOTES:

MAAT51306 - EAT VI: Ethical and Legal Issues in Expr

General

Course Description

COURSE DESCRIPTION: This course examines professional identity, professional ethics and ethical practice of art therapy and expressive arts therapy; familiarity with the ethical standards of the AATA and ATCB, IEATA, as well as the ACA and other related fields, proper application of ethical and legal principles of art therapy and expressive arts therapy practice. This course examines the professional role as an art or expressive arts 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.SPECIAL NOTES: N/A

MAAT51308 - EAT VII: Cultural Diversity

General

Course Description

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.SPECIAL NOTES: N/A

MAAT51310 - Studio Art-Expressive Arts Studio

General

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.SPECIAL NOTES: N/A

MAAT59000 - GR:

General

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 approved EAT mentor and taught in the self-directed, independent study format.

MAAT59301 - Expressive Arts Therapy Capstone Project

General

Course Description

The Expressive Arts Therapy (EAT) Capstone Project is designed as a culminating scholarly project. The Capstone course provides students with knowledge and skills related to understanding and evaluating research and understanding research methodology, including qualitative and quantitative designs. The importance of research in the mental health professions, ethical, practical, and legal considerations, and the use of research to assess effectiveness of mental health services will be addressed. Students will develop a research based project that addresses an area of need within expressive arts and/or art therapy practice.SPECIAL NOTES: Students must have a complete and approved Capstone Proposal prior to registering for this course. Instructor Permission is required for registration.

MAATSumInst - Expressive Arts Therapy Summer Institute

General

Course Description

SPECIAL NOTES: EATSI runs June 2 - June 11, 2021Open only to those Graduate students approved for Expressive Art Therapy program in Counseling. Enrolling in this course will generate billing so that the cost of the Institute is part of overall tuition statement for Summer term.Course fee: $2000.00.

MACP50000 - Professional Orientation to Mental Healt

General

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.SPECIAL NOTES: N/A

MACP50010 - Psychopathology: Diagnosis and Treatment

General

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.SPECIAL NOTES: N/A

MACP50020 - Human Growth and Development

General

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.SPECIAL NOTES: N/A

MACP50030 - Social and Cultural Diversity in Counsel

General

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.SPECIAL NOTES: N/A

MACP50040 - Research and Program Evaluation in Menta

General

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.SPECIAL NOTES: N/A

MACP50060 - Helping Relationships: Basic Counseling

General

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. This course does require live synchronous components. Students should consult the course schedule for the specific dates and times these will be held. Meeting times are on AZ time. Course sections may be cancelled due to low enrollment. Students enrolled in a cancelled section will be given the option to enroll in another section. TECHNOLOGY REQUIRED: High-Speed Internet and headphones with attached microphone (e.g., iPhone earbuds).
Prerequisite: MACP 50000
SPECIAL NOTES: N/A

MACP50070 - Career and Lifestyle Development: Challe

General

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.SPECIAL NOTES:

MACP50080 - Group Work: Clinical Theory and Practice

General

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.SPECIAL NOTES: N/A

MACP50090 - Assessment: Psychological Testing and Ap

General

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.SPECIAL NOTES: N/A

MACP51000 - Social Justice in Counseling

General

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.SPECIAL NOTES: N/A

MACP51010 - Counseling Theories

General

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.SPECIAL NOTES: N/A

MACP51020 - Supervised Counseling Practicum

General

Course Description

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. Meeting times are on AZ time. Students must complete the application process in order to be enrolled in Practicum. Students may register for the practicum or internship associated with their supervision day/time choice; however, students will be dropped from the course if they do not submit an application by the published deadline or if their application is not approved. (2) Course sections may be cancelled due to low enrollment. Students enrolled in a cancelled section will be given the option to enroll in another section. This course is for continuing students only. Prerequisites must be completed to begin practicum. TECHNOLOGY REQUIRED: High-Speed Internet and headphones with attached microphone (ex. iPhone earbuds).
SPECIAL NOTES:

MACP51021 - Supervised Counseling Internship

General

Course Description

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. Meeting times are on AZ time. (1) Students may register for the practicum or internship section associated with their supervision daytime choice; however, students will be dropped from the course if they do not submit an application by the published deadline or if their application is not approved. (2) Course sections may be cancelled due to low enrollment. Students enrolled in a cancelled section will be given the option to enroll in another section. Internship is a total of 6 credits over two semesters. The standard credit load per semester is 3 credits. FOR CONTINUING STUDENTS ONLY: Requires approval of the Practicum/Internship Application by the deadline or enrollment for practicum or internship credits and any related hours accumulated will not be approved. Students are prohibited from engaging in any client contact and may not count hours toward practicum or internship without an approved application. TECHNOLOGY REQUIRED: High-Speed Internet and headphones with attached microphone (ex. iPhone earbuds).SPECIAL NOTES:

MACP51150 - Marriage, Couple, & Family Counseling

General

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.SPECIAL NOTES:

MACP51170 - Addiction Counseling

General

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.SPECIAL NOTES:

MACP51190 - Professional Counseling Ethics

General

Course Description

This course provides a broad understanding of professional counseling ethics, legal standards, and responsibilities.SPECIAL NOTES: N/A

MACP51235 - Child and Adolescent Counseling

General

Course Description

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. SPECIAL NOTES: NONE

MACP51387 - Psychopharmacology & the Counseling Prof

General

Course Description

COURSE 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.SPECIAL NOTES: N/A

MACP51391 - Mindfulness in Clinical Practice

General

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.

MACP53201 - Human Sexuality in Counseling

General

Course 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.SPECIAL NOTES:

MACP55030 - The Body in Counseling: A Somatic Approa

General

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.SPECIAL NOTES:

MACP55031 - Trauma and Crisis: Intervention and Trea

General

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. This elective is one of the approved courses for the Somatic Counseling Emphasis. SPECIAL NOTES:

MACP55032 - The Neurobiology of Relationships: Appli

General

Course 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 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.

MACP55121 - Addiction Counseling & Community Resourc

General

Course Description

SPECIAL NOTES: While this elective is open to all counseling students, it is also one of the approved courses for the Addiction Counseling emphasisCOURSE 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.

MACP55150 - Advanced Skills in Marriage, Couple and

General

Course Description

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.
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.
Prerequisite: MACP 51150

SPECIAL NOTES:

MACP55151 - Advanced Theories in Marriage, Couple an

General

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. Prerequisite: MACP 55150
SPECIAL NOTES:

MACP55160 - Advanced Human Sexuality in Counseling

General

Course Description

COURSE DESCRIPTION: This course provides an advanced survey of gender and sexuality from a relational-cultural therapy (RCT) lens. This course will explore the social constructions of gender, the origins of sexual repression, the mental health consequences of sexual shame, and disordered sexual behavior according to the current Diagnostic and Statistical Manual, fifth edition (DSM-5). The role of religious perspectives on sexuality and intimacy will also be explored. Students will engage in research and inquiry-based learning to effectively process sexual concerns in clinical contexts. Students will examine several case studies of erotically marginalized clients to increase cultural competence and learn to apply an RCT framework to treatment planning. SPECIAL NOTES:

MACP59000 - GR:

MAEA51020 - Professional Field Experience in EAMH

General

Course Description

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. COURSE DESCRIPTION: 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.

MAEA51031 - Explorations in Equine-Assisted Mental H

General

Course Description

SPECIAL NOTES: Attendance at Intensive is required to successfully complete courseResidential intensive takes place August 18 – 21, 2018 at Juniper Well Ranch, Skull Valley, AZ.The intensive fee of $650 covers instruction, facility, horses and food. The fee is non-transferable and non-refundable. COURSE DESCRIPTION: 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.

MAEA51032 - Equines in the Therapeutic and Learning

General

Course Description

SPECIAL NOTES: Attendance at Intensive is required to successfully complete courseResidential intensive takes place August 26 – 29, 2018 at Juniper Well Ranch, Skull Valley, AZ.The intensive fee of $650 covers instruction, facility, horses and food. The fee is non-transferable and non-refundable. Students will need to contact Juniper Well Ranch prior to the intensive to contract and pay for their own accommodations. Website for contact - juniperwellranch.comCOURSE 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.

MAEA51033 - Group Process and Facilitation for EAMH

General

Course Description

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). The Intensive will be held January 14 – 17, 2018. Attendance at Intensive is required to successfully complete course. ** NON REFUNDABLE COURSE FEE** SPECIAL NOTES: Residential fee: $550.00Residential intensive takes place January 11 – 14, 2016 at Juniper Well Ranch, Skull Valley, AZ.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.

MAEA51034 - Best Practices in Equine Assisted Mental

General

Course Description

** NON REFUNDABLE COURSE FEE** $650.00SPECIAL NOTES: Attendance at Intensive is required to successfully complete courseResidential intensive takes place April 6 - 9, 2019 at Juniper Well Ranch, Skull Valley, AZ.The intensive fee of $650 covers instruction, facility, horses and food. The fee is non-transferable and non-refundable. Students will need to contact Juniper Well Ranch prior to the intensive to contract and pay for their own accommodations. Food and instruction only is covered in the course fee. COURSE DESCRIPTION: 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.This course supports advanced study and practice of equine-assisted learning (EAL) as an approach within education, facilitation and coaching fields. Students will explore how EAL can be applied within learning theories and used in services for different populations. Emphasis is placed on the potential for equine-assisted services to optimize outcomes through appropriate application. Indications, precautions and contraindications as well as advanced elements of ethics, cultural considerations, research in EAL, and the examination of standards in the field. Students will critically assess and articulate their view of current best practices in EAL.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.

MAEA59000 - GR:

MAED51020 - Experiential Education Practicum

General

Course Description

Practicum 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 in education are courses used to prepare students for senior projects, capstone courses, or may evidence culminating experiences in and of themselves.Arizona Department of Public Safety Fingerprint Clearance Card required.

MAED51021 - Environmental Education Internship/Pract

General

Course Description

COURSE DESCRPTION: 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.

MAED52000 - Design & Facilitation in Environmental E

General

Course Description

This course builds upon previous environmental and educational knowledge to explore curriculum design at a practical level. It is designed to provide students interested in environmental education with an experiential setting to develop the professional skills and strategies they need to meet individual and collective needs of diverse learners. Through discussion, observation, and practice, burgeoning environmental educators will learn to consider differences among and within groups of learners, gain an enhanced ability to plan and prepare meaningful lessons, and hone competency with various instructional and assessment methods used to facilitate deep learning and holistic development.

MAED52050 - Socio-Ecological Perspectives on Environ

General

Course Description

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.

MAED52200 - Adolescent Psychology

General

Course Description

This course is designed for 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.Course open to Graduate Students only, including Accelerating Students. May be enrolled in any PC graduate program.

MAED55100 - Culture, Power, & Societal Change

General

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.SPECIAL NOTES: N/A

MAED56000 - Teaching Certification Test Preparation

General

Course Description

COURSE DESCRIPTION: This Arizona Test Prep course for Arizona Educator Certification is designed to familiarize Education Department students with the tests required. Well-prepared students are more likely to score higher, increasing their chances of meeting the “cut score” requirement for educator exams. Students will learn test-taking strategies, take practice tests and discover ways to reduce test anxiety. The activities will guide students through a personalized review of content-specific knowledge they require in order to pass the NES exam with confidence'. and maybe a sentence on the end: 'This course is intended for Teacher Preparation students in preparation for their certification exams, or students in other departments preparing for other professional or academic exams, such as the GRE.

MAED57001 - Foundations of Education

General

Course Description

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.SPECIAL NOTES: This course is available to all Prescott College students. This course is a pre-requisite to a Professional Program pathway in Education.

MAED57004 - SEI Complete

General

Course Description

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'.SPECIAL NOTES:

MAED57005 - Learning Theories

General

Course Description

Candidates will learn how children and adolescents develop over time and how emerging research on learning affects instruction, assessment, and the decisions made by teachers. The art of teaching begins with understanding the learning process and the learners in the classroom. With the goal of facilitating growth in all domains, 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.SPECIAL NOTES: N/A

MAED57007 - Elementary English Language Development

General

Course Description

SPECIAL NOTES: This course provides teacher education students with Structured English Immersion (SEI) issues, challenges, and methods designed to meet Arizona State Board-approved standards for pre-service and in-service teachers of English Language Learners (ELL). Students will examine ELL Proficiency Standards, assessment strategies and tools for use with ELL, and SEI foundations and strategies. Students will study the Standards, strategies, and tools with a focus on students with ELL needs. Students will gain the competence to teach in an inclusive classroom, maximizing opportunities for proficiency in oral and written skills as a result of research, observation, and practicum experiences. Students will analyze disaggregated data to differentiate instruction and parental involvement. Students must obtain, for use with this course, specific study and professional materials as designated by the Arizona Department of Education. This course meets SEI Endorsement requirements in conjunction with other coursework.SPECIAL NOTES: N/A

MAED57008 - Secondary English Language Development

General

Course Description

This course provides teacher education students with Structured English Immersion (SEI) issues, challenges, and methods designed to meet Arizona State Board-approved standards for pre-service and in-service teachers of English Language Learners (ELL). Students will examine ELL Proficiency Standards, assessment strategies and tools for use with ELL, and SEI foundations and strategies. Students will study the Standards, strategies, and tools with a focus on students with ELL needs. Students will gain the competence to teach in an inclusive classroom, maximizing opportunities for proficiency in oral and written skills as a result of research, observation, and practicum experiences. Students will analyze disaggregated data to differentiate instruction and parental involvement. Additionally, students explore appropriate intervention practices and differentiation strategies to support English learners in secondary settings. Students must obtain, for use with this course, specific study and professional materials as designated by the Arizona Department of Education. This course meets SEI Endorsement requirements in conjunction with other coursework.SPECIAL NOTES: N/A

MAED57010 - Curriculum Design: Assessment & Evaluati

General

Course Description

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.SPECIAL NOTES: N/A

MAED57019 - Integrated S.T.E.M

General

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. 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.SPECIAL NOTES: N/A

MAED57020 - The Science of Reading Methods

General

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.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.

MAED57025 - Diagnosis and Remediation of Reading Dif

General

Course Description

This course is a K-8 Elementary Education methods course. In this course, we will focus on grades K-8, specifically the components of literacy and language acquisition which supports reading comprehension (e.g., advanced phonics, fluency, vocabulary, and comprehension). We will investigate the theoretical foundations and practical skills necessary to become reflective professionals who can design and implement effective literacy instruction in K-8 classrooms, with a strong focus on 3-8 grades. The overall focus of this course will help you gain knowledge of how students learn to read, understand what students know or do not know to support effective instruction, how to plan instruction, and how to collaborate and work with a variety of stakeholders. Emphasis is placed on developing professional responsibilities and ethical conduct that supports a learning environment, including classroom management. Where candidates are exposed to developmentally appropriate instructional design and lesson planning with appropriate accommodations and modifications while assessing, monitoring, and reporting progress for diverse student populations including those with dyslexia and/or exceptionalities through facilitation and methodologies for teaching language.SPECIAL NOTES: N/A

MAED57029 - Arts and Place-Based Methods Integration

General

Course Description

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.

MAED57033 - Place-based Education Theory

General

Course Description

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.SPECIAL NOTES: Fingerprint Clearance may be required for observation/practicum aspects.

MAED57035 - Introduction to Special Education

General

Course Description

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 needsSPECIAL NOTES: N/A

MAED57040 - Creating and Managing Learning Communiti

General

Course Description

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.SPECIAL NOTES:

MAED57050 - Working in Schools: Orientation

General

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.SPECIAL NOTES: This course is available to all Prescott College students. This course is a pre-requisite to a Professional Program pathway in Education.

MAED57199 - Student Teaching - Elementary Education

General

Course Description

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/ 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.SPECIAL NOTES: To enroll in student teaching, candidates must apply for the experience & complete a Clinical Practice Contract. Please speak with an education faculty member for qualification details and further instructions.

MAED57208 - Secondary Content Methods

General

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.SPECIAL NOTES: N/A

MAED57217 - Secondary Reading Methods

General

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.SPECIAL NOTES: N/A

MAED57299 - Student Teaching - Secondary Education

General

Course Description

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 thespecific teaching environment. This course requires prior approval from core faculty/ student teaching coordinator prior to enrollment. Practicum Requirements: 12 weeks of full-time teaching in an age and subject-appropriate setting.

MAED57315 - Classroom Management for Special Educati

General

Course Description

Formerly called Special Education Classroom Management: 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. The course provides practical and clinical opportunities to appraise, cultivate & manage relationships with exceptional students and their learning communities that enhance academic, social and cultural achievement.

MAED57385 - Survey of the Exceptional Learners and C

General

Course Description

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.SPECIAL NOTES:

MAED57395 - Student Teaching - Special Education

General

Course Description

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 student's,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. If in Early Childhood Education, Early Childhood Special Education only - The early childhood practicum must include a minimum of 4 semester credits in a supervised field experience, practicum, internship, or student teaching setting serving children birth through prekindergarten and a minimum of 4 semester credits in a supervised student teaching setting serving children kindergarten through grade three/age eight. This is the first of the two required practicum courses for Early Childhood Education students.Please Note: Six weeks (180 Practicum hours) is required in each of the two Practicum experiences for a total of 360 hours. This course requires prior approval from core faculty/ student teaching coordinator prior to enrollment.

MAED57505 - Exploring Ecological Identity: Theory an

General

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.SPECIAL NOTES: N/A

MAED57514 - Philosophies & Trends of Environmental E

General

Course Description

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.

MAED57697 - Practicum in Early Childhood Special Edu

General

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.

MAED57698 - Student Teaching in Early Childhood Spec

General

Course Description

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 special education classroom teaching in K, 1st and 2nd grade levels, from daily instruction to playground duties, IEPs case management, parent-teacher conferences, and any other additional responsibilities typically conducted by the cooperating teacher within the specific teaching environment. The final preparation will serve to prepare the student teacher for obtaining the position of a lead teacher in a special education classroom focusing on Kinder, 1st & 2nd graders.NOTE: In accordance with State Board of Education Rule, placement of student teachers pursuing the specific special education exceptionality must be with a cooperating teacher certified in learning disabilities AND in a special education classroom comprised of at least 51%25 of students formally diagnosed with this disability. A Prescott College form must be completed by the cooperating teacher and the student teacher verifying that these two conditions for placement havebeen met.SPECIAL NOTES: To enroll in student teaching, candidates must apply for the experience &; complete a Clinical Practice Contract. ECE K-2 Classroom placement must contain at least 50%25 special education students. Please speak with an education faculty member for qualification details and further instructions.

MAED57700 - Education Capstone

General

Course Description

The capstone study course for graduate students represents the culmination of knowledge, skill, and accomplishment for students completing a program of study within the Prescott College Education Department. In this course, students will draw upon prior coursework, academic experiences, and the education community to fulfill the requirements of the graduate program. Students will select one of the approved graduate projects appropriate to their program of study to demonstrate comprehensive command of the foundational concepts, controversial topics, and a level of aptitude germane to the field of education at the master level.SPECIAL NOTES:

MAED57820 - Positive Child Guid & Incl Clsrm Mgmt

General

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.SPECIAL NOTES:

MAED57880 - Collaborative Special Education Communit

General

Course Description

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.SPECIAL NOTES: N/A

MAED57881 - Advanced Special Education Methods

General

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.SPECIAL NOTES: Instructor Permission required.

MAED57898 - Early Childhood Education Practicum

General

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.SPECIAL NOTES: This course requires prior approval from core faculty/student teaching coordinator prior to enrollment

MAED57899 - Student Teaching Early Childhood Educati

General

Course Description

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.SPECIAL NOTES: N/A

MAED58760 - Whole Child Foundations

General

Course Description

In this course, students engage in holistic study of typical and atypical early child development, examine issues of health, safety, and nutrition, and research the impact of early experience on the young child's learning and behavioral characteristics. 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 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 factors that support healthy emotional and social relationships and learning progress. The 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.The importance of access to safe spaces and responsive adults to optimal growth and development is emphasized. 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. 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.SPECIAL NOTES: N/A

MAED59000 - GR:

MAED59001 - Environmental Education Capstone

General

Course Description

COURSE DESCRIPTION: Based on the advanced research methodology and practicum/ internship experience selection, environmental educators will develop, write and present the results of a culminating project in the field of Environmental Education. The intent is to contribute to the knowledge within the specialization, embodying original, independent, applied scholarship. The resulting scholarship should be suitable for publication.

MAENV51401 - Geographic Information Science, Advanced

General

Course Description

FEE: $75.00

PREREQUISITES:
Instructor Permission – Dave Hanna
Course: Geographic Information Science, Introduction to

SPECIAL NOTES: Significant additional lab time required; $75.00 estimated additional student expense computer storage media.
Taught with Campus based Undergraduate course ENV41401 during Semester.
Masters students are encouraged to join this advanced GIS, project-based class from a distance. Students must have prior undergraduate or other GIS experience that includes basic skills in data acquisition, cartography and spatial analysis. Analytic experience should include work with both vector and raster data through the geoprocessing tools and the Spatial Analyst extension or equivalent.
Students will need to have regular access to the internet and a college email account through which various lectures and presentations (or their recordings) will be transmitted*. Enrolled PC students will have distance-access to most of the GIS software called ArcGIS through our college site license. (ARC Globe will be unavailable over a distance precluding the use of 3d rendering. Should distance students need 3D rendering, they will need to make external arrangements.***). Students need not be available to join during face-to-face class times but would greatly benefit from the interaction. For those who cannot, recorded versions of the class sessions will be posted as appropriate. If students are available during posted office hours, they will be able to engage directly with the professor at that time. Otherwise, students will need to make special arrangements for help outside of

class/office hours by contacting the professor directly.

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 technologies potential in today's society. They will gain a clearer recognition of the interdisciplinary uses of this powerful tool. Each project will be based upon a real-world environmental research question or need. Advanced GIS topics might include, but are not restricted to, remote-sensed imagery analysis, GPS mapping as a tool for GIS, advanced spatial modeling and multi-criteria, multi-objective decision making in GIS. Students should come away from this course with the confidence to apply GIS technology to their future academic and professional endeavors.

MAENV51701 - Organic Evolution

General

Course Description

SPECIAL NOTES:
Classroom based at Prescott campus
A required field trip will visit the paleontology and history of life exhibit at the Arizona Museum of Natural History.

Course Description for undergrads:
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, scientific poster presentations, 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.

MAENV55114 - Community-based Conservation in Costa Ri

General

Course Description

SPECIAL NOTES: NON-REFUDABLE COURSE FEE STUDENTS MUST HAVE VALID PASSPORT!! Upon successful registration for this course, students will be required to attend two 2-hour meetings during the Spring Semester, dates TBD. These meetings will be to review the course content and objectives, ensure that students have all the necessary information and equipment (instructor will provide list), and review the cultural etiquette. Students must be prepared for dealing with adverse weather conditions and uncomfortable lodging situations. Students must also have flexibility in terms of food (Costa Rica easily accommodates a vegetarian, vegan and dairy free diets). $846.00 estimated student expense for airline ticket; airport taxes and taxi to airport from hotel; and some food in the field. Course fee covers all food costs.

COURSE DESCRIPTION: This course explores the social, economic and cultural aspects of conservation and contrasts community-based vs. top-down (e.g., national parks) conservation approaches. The course also touches on topics of sustainable development, community organization and eco-tourism. Our course travels throughout Costa Rica for three weeks exploring a variety of sites that are representative of different ecosystems, cultures and conservation strategies. Among these sites, we will visit the subalpine paramo a tropical tundra at the highest elevation in Central America as well as lowland rainforests on the Pacific and Caribbean slopes. Students will analyze each one of the sites that we visit from different angles such as the nature of the environmental problem that is being addressed, the institutional and participatory aspects of the community conservation efforts, the effectiveness of the local efforts for biodiversity conservation, the distribution of community benefits and participation, and the long-term sustainability of the conservation efforts.

MAEP50000 - Experiential Counseling Intensive

General

Course Description

The purpose of the ABC/NBC intensives are to provide participants with an experience that 1) deepens their awareness of who they are/aim-to-be in the helping profession as it relates to adventure-based and nature-based counseling; 2) increases compassion and capacity to provide adventure-based and nature-based experiential interventions for healing and restoration of dignity; and 3) exposes participants to experiential experts that will broaden their professional networking. The activity experience may be front country, back country, urban, or special issues oriented. Each course will include treatment applications, ethical considerations, safety assessment, risk mitigation, clinical assessment and evaluation, and related technical skills. Please see the Counseling Program Course in Canvas ABC/NBC module to select the specific activity options, dates, and locations for the term.SPECIAL NOTES: Anticipated Additional Costs - Range: $250-$1,500. Please note that these are average costs, based on current rates, and were calculated from San Francisco and New York. Your specific costs may be more or less based on your location, changes in the general economy, or your specific travel preferences. Meals and lodging were based on the US government per diem rate for the area and month Food: $200 (intensives have group food included for several meals, however, students may choose to purchase their own food or supplement food). Airfare average: $475, Offsite lodging (note that some intensives include lodging, however, students may choose to stay offsite) $652 ($163/night X 4 nights), shuttle to/from airport $100. Van transportation during the intensive is included.

MAEP51010 - Foundations of Experiential Counseling

General

Course Description

This course explores the fundamental theories, philosophy, and principles of nature-based and adventure-based counseling. It provides an overview of scholarly and critical thinking, research, and writing in the fields of ecopsychology, ecotherapy, experiential therapy, wilderness therapy, nature-based therapy, outdoor therapy, and adventure therapy. Students will investigate the fundamental influences and principles on which these fields were founded, where they intersect, and where they diverge. Of particular attention is historical and influential developments related to the field in the United States, the varying definitions found in the literature, and shared concepts, such as negotiating risk and stress, natural consequences, experiential learning, deep ecology, earth-based traditional healing practices, non US-centric nature healing practices, horticulture, ritual and rites of passage, biophilia, and mindfulness. This course guides students to clarify their future focus in either ecotherapy or adventure-based therapy.

MAEP51020 - Experiential Counseling Practicum

General

Course Description

This course is required for those who are enrolled in the one of the MAEPINTENSIVES or MAEP50000 as a practicum experience for the Experiential Counseling (Ed.S.) degree. Enrollment is optional for post-graduate certificate students. This course involves scheduled online learning both prior to and following the MAEPINTENSIVES and explores planning and development, program administration, program evaluation, and application to a specific setting or population.

MAEP51031 - Treatment Applications for Nature-based

General

Course Description

This course explores how the concepts of nature-based are incorporated in counseling interventions with a variety of populations and settings. Of particular focus is co-creating therapeutic alliance, incorporating elements of the natural environment, facilitating toward clinical change, guiding processing of experiences, integrating environmental stewardship, and matching nature-based philosophies and activities with clinical goals. Special attention is paid to the specific and diverse context of various clients (e.g., social, cultural, systemic, ethnic, gender, and sexual orientation, etc.) SPECIAL NOTES:

MAEP51032 - Assessment & Interventions in Nature-bas

General

Course Description

COURSE DESCRIPTION: This course explores assessment as it relates to the application of nature-based counseling techniques with a variety of populations and settings. Exploration of utilization of nature-based therapy interventions as methods of assessment as well as traditional assessments will be explored for both screening and clinical decision-making of treatment planning.SPECIAL NOTES: N/A

MAEP51033 - Ethics and Risk Mitig for Nature-Based

General

Course Description

This course explores ethical considerations and risk mitigation policies and procedures as they relate to nature-based counseling with a variety of populations and settings. This includes review of clinical decision-making, safety, environmental stewardship, clinical documentation, and organizational documentation. Safety protocols, organizational policies, and professional standards specific to populations and settings will be examined, including accreditation and professional certification.SPECIAL NOTES:

MAEP51034 - Research & Evaluation in Nature-based Co

General

Course Description

COURSE DESCRIPTION: This course explores evaluation processes, research methods, and current published research as it relates to nature-based counseling with a variety of populations and settings. Of particular focus will be evaluation processes of treatment planning, progress monitoring, clinical outcomes, and evidence-based treatment. Students may also choose to participate in an active research project.SPECIAL NOTES:

MAEP51035 - Advanced Treatment Applications in Natur

General

Course Description

COURSE DESCRIPTION: This course explores how nature-based counseling interventions are applied in program or organizational settings, providing clinical supervision of paraprofessionals or counselors, and application in complex populations and settings. The broad field of nature-based counseling has evolved into a unique interdisciplinary field of clinical practice with practitioners providing nature-based therapy services across the world. Nature-based counseling exists in community mental health centers, employment assistance programs, residential treatment programs, schools, as well as private practice, and clients of all ages are participating in this intervention. This course is a critical exploration that brings together the foundational concepts of nature-based counseling and merges with those with evolving areas of clinical practice to provide a clear model for the practical application in any treatment setting. This course will delve into the concepts and skills needed to effectively develop, implement, and evaluate nature-based counseling programs in a variety of contexts or settings. Advanced techniques will be explored to do this work and affect meaningful change through a deeper understanding of ecological perspective, the impact of neuroscience and trauma, and within the context of relationships. Specific strategies regarding problem identification, targeted outcomes, use of interventions, and administration by clinically trained professionals will also be included. SPECIAL NOTES: N/A

MAEP51036 - Assessment, Evaluation & Res for NBC

General

Course Description

This course provides an overview of scholarly and critical thinking, assessment, evaluation, research, and writing in Nature-based Counseling. It also addresses 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 the study of nature-based counseling. Students will explore the links between assessment, evaluation, and research, especially as it relates to intervention planning in mental health counseling for effective and ethical practice. Students will learn how to utilize both conventional and nature -based interventions methods for gathering data. Additionally, students will review current research, discuss the body of research, and potentially participate in a research project (note: EDS students must complete a research project culminating in a capstone). Key concepts will include foundational principles that are central to social science research, the historical and current development of research in the fields of ecotherapy, adventure therapy, and wilderness therapy, specifically the investigation of clinical efficacy.SPECIAL NOTES:

MAEP51041 - Treatment Applicat for Adventure-base

General

Course Description

COURSE DESCRIPTION: This course explores how the concepts of adventure-based are incorporated in counseling interventions with a variety of populations and settings. Of particular focus is co-creating therapeutic alliance, incorporating the natural environment, facilitating toward clinical change, guiding processing of experiences, and matching adventure activities with clinical goals. Special attention is paid to the specific and diverse context of various clients (e.g., social, cultural, systemic, ethnic, gender, and sexual orientation, etc.)SPECIAL NOTES: N/A

MAEP51042 - Assessment & Interventions in Adventure-

General

Course Description

COURSE DESCRIPTION: This course explores assessment as it relates to the application of adventure-based counseling techniques with a variety of populations and settings. Exploration of utilization of adventure-based therapy interventions as methods of assessment as well as traditional assessments will be explored for both screening and clinical decision-making of treatment planning.SPECIAL NOTES: N/A

MAEP51043 - Ethics & Risk Mitigation in Adventure-ba

General

Course Description

This course explores ethical considerations and risk mitigation policies and procedures as they relate to adventure-based counseling with a variety of populations and settings. This includes review of clinical decision-making, safety, environmental stewardship, clinical documentation, and organizational documentation. Safety protocols, organizational policies, and professional standards specific to populations and settings will be examined, including accreditation and professional certification.SPECIAL NOTES: N/A

MAEP51044 - Research & Evaluation in Adventure-based

General

Course Description

COURSE DESCRIPTION: This course explores evaluation processes, research methods, and current published research as it relates to adventure-based counseling with a variety of populations and settings. Of particular focus will be evaluation processes of treatment planning, progress monitoring, clinical outcomes, and evidence-based treatment. Students may also choose to participate in an active research project.SPECIAL NOTES: N/A

MAEP51045 - Advanced Treatment Applications for Adve

General

Course Description

COURSE DESCRIPTION: This course explores how adventure-based counseling interventions are applied in program or organizational settings, providing clinical supervision of paraprofessionals or counselors, and application in complex populations and settings. The field of adventure-based counseling has evolved into a unique interdisciplinary field of clinical practice with practitioners providing adventure therapy services across the world. Adventure-based counseling exists in community mental health centers, employment assistance programs, residential treatment programs, schools, as well as private practice, and clients of all ages are participating in this intervention. This course is a critical exploration that brings together the foundational concepts of adventure therapy and merges with those with evolving areas of clinical practice to provide a clear model for the practical application in any treatment setting. This course will delve into the concepts and skills needed to effectively develop, implement, and evaluate adventure-based counseling programs in a variety of contexts or settings. Advanced techniques will be explored to do this work and affect meaningful change through a deeper understanding of ecological perspective, the impact of neuroscience and trauma, and within the context of relationships. Specific strategies regarding problem identification, targeted outcomes, use of interventions, and administration by clinically trained professionals will also be included.SPECIAL NOTES: N/A

MAEP51046 - AER for Adventure-Based Counseling

General

Course Description

COURSE DESCRIPTION: This course provides an overview of scholarly and critical thinking, assessment, evaluation, research, and writing in Adventure-based Counseling. It also addresses 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 the study of adventure-based counseling. Students will explore the links between assessment, evaluation, and research, especially as it relates to intervention planning in mental health counseling for effective and ethical practice. Students will learn how to utilize both conventional and adventure-based interventions methods for gathering data. Additionally, students will review current research, discuss the body of research, and potentially participate in aresearch project (note: EDS students must complete a research project culminating in a capstone). Key concepts will include foundational principles that are central to social science research, the historical and current development of research in the fields of ecotherapy, adventure therapy, and wilderness therapy, specifically the investigation of clinical efficacy.SPECIAL NOTES:

MAEP51050 - Experiential Counseling Capstone

General

Course Description

This course builds upon the research methods and basic statistical analysis previously reviewed, including: 1) The importance of research and opportunities and difficulties in conducting research in Adventure-based Counseling & Nature-based Counseling; 2) Research methods such as qualitative, quantitative, single case designs, action research and outcome-based research; and 3) Use of research to improve Adventure-based Counseling & Nature-based Counseling effectiveness. Additionally, this course examines classic and emerging strategic management frameworks and the application of these frameworks. Students (as appropriate for the student's post-graduation goals) will prepare either (1) a comprehensive strategy and strategy implementation plan, or (2) a market-ready business plan, or (3) implement a research project relevant in the field with intent to publish.SPECIAL NOTES: N/A

MAEP51090 - GR:

General

Course Description

None

MAEP59000 - GR:

General

Course Description

None

MAEPINTENSIVE 2 - MAEPINTENSIVE 2: Urban Intensive

General

Course Description

COURSE DESCRIPTION: The purpose of the MAEPINTENSIVES is to provide participants with an adventure and nature-based experience that 1) deepens their awareness of who they are/aim-to-be in the helping profession; 2) increases compassion and capacity to provide opportunities for healing and restoration of dignity; and 3) exposes them field experts that will broaden their professional networking. ONLY Experiential Counseling (Ed.S.) students are required to additionally enroll in the corresponding section of MAEP51020 Experiential Counseling Practicum as a corequisite; enrollment in MAEP51020 is optional for post-graduate certificate students. SPECIAL NOTES:

MAEPINTENSIVE 3 - MAEPINTENSIVE 3: Front Country Intensive

General

Course Description

COURSE DESCRIPTION: The purpose of the MAEPINTENSIVES is to provide participants with an adventure and nature-based experience that 1) deepens their awareness of who they are/aim-to-be in the helping profession; 2) increases compassion and capacity to provide opportunities for healing and restoration of dignity; and 3) exposes them field experts that will broaden their professional networking. ONLY Experiential Counseling (Ed.S.) students are required to additionally enroll in the corresponding section of MAEP51020 Experiential Counseling Practicum as a corequisite; enrollment in MAEP51020 is optional for post-graduate certificate students. SPECIAL NOTES:

MAEPINTENSIVE 4 - MAEPINTENSIVE 4: Special Issue Intensive

General

Course Description

COURSE DESCRIPTION: The purpose of the MAEPINTENSIVES is to provide participants with an adventure and nature-based experience that 1) deepens their awareness of who they are/aim-to-be in the helping profession; 2) increases compassion and capacity to provide opportunities for healing and restoration of dignity; and 3) exposes them field experts that will broaden their professional networking. ONLY Experiential Counseling (Ed.S.) students are required to additionally enroll in the corresponding section of MAEP51020 Experiential Counseling Practicum as a corequisite; enrollment in MAEP51020 is optional for post-graduate certificate students. SPECIAL NOTES:

MAEQ59000 - GR:

General

Course Description

None

MASG50000 - Foundations of School Counseling

General

Course Description

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.SPECIAL NOTES:

MASG50020 - Human Growth and Development

General

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.SPECIAL NOTES: N/A

MASG50030 - Social and Ecological Perspectives

General

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.SPECIAL NOTES:

MASG50070 - Vocational Counseling and Career Develop

General

Course Description

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.SPECIAL NOTES:

MASG50080 - Group Dynamics Processing and Counseling

General

Course Description

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.SPECIAL NOTES:

MASG50081 - The Transformed School Counselor: 21st C

General

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.SPECIAL NOTES: N/A

MASG50111 - Research, Assessment and Testing Practic

General

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. This course also provides an understanding of individual and group approaches to assessment and evaluation including, basic concepts ofstandardized and nonstandardized testing and other assessment techniques, statistical concepts, reliability and validity. 10 hours of School Counseling Practicum is required for this course.

MASG50112 - School Counseling: Program Development

General

Course 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.SPECIAL NOTES: N/A

MASG51010 - Counseling Theories and Techniques

General

Course Description

This course introduces and applies counseling theories and techniques along with case studies and counseling skill development. The study and application of major counseling theories and techniques include an evidence-based, developmental, multicultural and social justice and advocacy approach to helping diverse individuals and groups. Application of theories and techniques provides skills-based counseling practice throughout the course.

MASG51021 - Supervised School Counseling Internship

General

Course Description

The school counseling internship 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 internship 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.

MASG51300 - Creative & Expressive Arts in School Cou

General

Course Description
COURSE DESCRIPTION: Creative and Expressive Arts in School Counseling explores hands on, experiential, evidence-based activities for school counselors using creative and expressive arts in 11 different areas such as visual arts, music, dance, narrative and drama therapy. Research and interventions will also include sandtray, play therapy, mindfulness, animal assisted therapy, adventure therapy and nature-based therapies in schools.

MASG59000 - GR:

MASJ59000 - IS:

General

Course Description
None

MASJ59001 - Thesis/Project -Opt1

MASJ59999 - Social Justice Thesis Completion

MASJC50002 - Radical Pedagogy as Praxis

General

Course Description
Radical pedagogy is a way of understanding the relationship between 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; how one reads the world influences but does not necessarily determine the manner in which one chooses to be 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 - Social Movements & Global Justice

General

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, Rio De Janeiro, and Kolkata. This course explores themes of justice, home, and community through case studies highlighting the work of community organizing. This course exposes students to major questions and debates in the interdisciplinary and applied study of urbanization and globalization with an emphasis on their relevance to building social movements.

MASJC50004 - Theories of Change

General

Course Description

In this course, students will engage with contemporary social and political theories as they seek to develop an analysis of social change, the ability to apply critical frameworks for understanding organizing and movements, and the capacity to understand and take action within key debates related to mobilization, social movement development, and more. Students will explore comparative critical approaches to the study of systemic and institutional power relations, the dynamics of social, cultural, and political change, and movements for social transformation.

MASJC50005 - Community Organizing Tools and Practices

General

Course Description

This highly practical and experiential course will provide an opportunity for students to begin developing their community organizing toolbox. Students will learn about the importance of power-building to the work of community organizing and they will explore, analyze, and assess the tools used by community organizers in campaign work. In this course students will explore various models of community organizing and they will study the work of community organizers through various campaigns. Students will leave this course understanding the distinct and crucial role that community organizers play in building the power of historically marginalized communities and how that power is built.

MASJC50020 - Landscapes of Neoliberalism

General

Course Description

Landscapes of Neoliberalism explores the rise of neoliberal capitalism and the implications of neoliberal ideologies and practices for communities experiencing the most negative impacts of contemporary global development, governance, and policy. Students will explore a diverse array of community perspectives and organized challenges to neoliberalism, such as cooperative economics, mutual aid organizing, and more. Students will develop new frameworks and strategies that respond to the crises that characterize contemporary globalization.

MASJC50025 - Digital Storytelling

General

Course Description

Digital storytelling is the art of using digital tools to craft and tell stories. In this course, students will learn storytelling by telling their own stories and collecting stories from members of the local community. Students will practice interview techniques that document the lives and times of the storytellers and provide the raw data for creating digital stories. Students will combine stories with images and music through digital technology to bring these stories to a larger audience. Students will learn to use digital cameras and smartphones, alongside digital editing software, to create professional-level stories integrating video, audio, and/or interviews.

MASJC50050 - Comparative Political and Social Theory

General

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?SPECIAL NOTES:

MASJC50060 - Leadership Development

General

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.SPECIAL NOTES: N/A

MASJC51000 - Critical Youth Organizing Transfm Resist

General

Course Description

This course will focus on youth activism and resistance from a historical and contemporary movement-building place where social and political mobilization emerges under hegemonic forces and systemic oppression fueled by institutionalized racism, heteropatriarchy, and capitalism. An examination of critical media literacy, youth intersectional identity development, youth participatory action research, and critical pedagogy are key to comprehending the rise of youth sociopolitical consciousness, power-building, and youth mobilization. The course will provide examples of intersectional and coalition-led movements focused on undocumented youth organizing for immigrant rights, BIPOC youth organizing for racial justice, youth climate organizing, youth gender nonconformity, and the formation of youth nonbinary identities.

MASJC51111 - Advocacy Research

General

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.

MASJC52000 - Race, Class, and Housing Justice

General

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. Readings will include scholarly works from geography, urban studies, history, critical race theory, and other disciplines, as well as contemporary fiction, media, and social movement documents.

MASJC57700 - Strategic Media and Communications

General

Course Description

Combining communications theory with practical tools, networking, and coaching, this course centers on the media and communication skills required of students working in social justice and/or sustainability fields. Through hands-on experience, reflection, and opportunities to participate directly in strategic communications work, students learn about brand development, narrative development, storytelling, framing and messaging, relationships with the press, and media strategy development.

MASJC57707 - Community Journalism: Experiential Intro

General

Course Description

In this course, students will study the structures and practices of community journalism. Students will report on racial and social justice issues pertinent to their home communities using an anti-racist community journalism methodology. Students will learn to pitch stories, develop guiding interviews, conduct interviews, edit content, take photos, and promote their work. These experiences will help the students expand their portfolios, organizing capacity, career opportunities, and narrative-building experience.

MASJC59000 - SJCO Elective

General

Course Description

None

MASJC59001 - Capstone

General

Course Description

Working with their Capstone Instructor, each student will design a project that best meets their learning and career goals in a manner that demonstrates proficiency 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 Community Organizing.For their final program artifact, students will develop and submit one of the following types of Capstone Projects: Movement-Based Research Project: Working with their Capstone instructor, the student will design a research project that offers a 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 research project, a campaign or program assessment, a strategic plan, a social media campaign, a fund-raising video, etc.Capstone Portfolio: Students will use this portfolio to reflect on their learning in SJCO and to connect their academic experiences to their professional work. Instead of putting together a research project, as with the other three options, students will have the opportunity to reflect on their learnings, the role of academia and research as tools for social justice, and their professional trajectory.

MEDL50000 - Foundations of Sustainable Educational L

General

Course Description

In this foundational course, educational leaders will explore merging theories that define theconcept of sustainable leadership as it relates to their experiences, professional frameworks, and understandings. Leaders will begin to develop their own leadership platform based on the literature, field experiences and class discussions, ultimately determining what it takes to create a mission, vision and set of leadership core values that maintain sustainable leadership practices. Leadership candidates will develop their own model of effective school and organization leadership in order to advocate and enact high-quality, sustainable educational practices leading to academic success and well-being for all students.This course satisfies PreK-12 administrator certification requirements, as well as supporting non-certification sustainable leadership requirements.

MEDL50010 - Data Analysis & Decision Making

General

Course Description

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 public 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.

MEDL50020 - Sustainable Leadership

General

Course Description

SPECIAL NOTES: N/ACOURSE 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.

MEDL50026 - Current Issues in Education

General

Course Description

Educators will focus on delving deeper into current issues relevant to their current and futurepositions and will select from a variety of contemporary areas of focus to further researchindividually and in a collaborative course setting with their colleagues. Within the approach ofdeveloping a “collaborative team” to meet the current issues in their field, educators will explore and research possibilities for coordination and collaboration, involving various stakeholders, and developing an intervention action plan.This course meets program requirements for educational leaders, school counselors, and othereducators.

MEDL50030 - Ethical & Legal Decision-Making in Educa

General

Course Description

This course is designed to provide a thorough grounding in the legal and ethical basics for all educators. 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. This course also addresses the major current and critical legal issues in education. Educators will explore ethical and legal issues through the “best interest of the student” focus, to effectuate positive and sustaining decision making and change. Educators will apply theoretical perspectives to complex challenges when implementing policies and procedures, as well as exploring professional standards and codes of ethics.This course will meet the requirements for PK-12 school law for Administrator certification, as well as supporting non-certification sustainable leadership requirements.

MEDL50040 - Financial Leadership

General

Course Description

This course is designed to develop financial competency for educational leaders in budgeting and managing school and organizational funding. Educators will focus on fundamental principles and techniques of education finance by examining sources of revenue on federal, state, and local levels to sustain high-performing learning communities. Finance theory and practice; historical developments in education 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. This course will meet the requirement for PK-12 school finance for Administrator certification, as well as supporting non-certification sustainable leadership requirements.

MEDL50045 - Designing the Educational Program

General

Course Description

In this course, educational leaders will study the design, implementation, monitoring, andevaluation of a comprehensive education program. This course will explore the means to workcollaboratively with students, colleagues, support personnel, organization and communitypartners. Educators will gain skills in designing, developing and implementing a program, aswell as determining outcomes and conducting program evaluations that guide practice. Educators will review foundations of leadership, marketing, budget management, communication with partners and participants, coordinating and scheduling programs, and developing educational resources in order to establish, maintain and assess viable, sustainable programming.This course satisfies PreK-12 administrator certification requirements, as well as supporting non-certification sustainable leadership requirements.

MEDL50047 - Educational Politics & Policy

General

Course Description

In this course educational leaders will understand the political, legal, and policy environments inwhich leaders operate through the function of boards, state, local, and national agencies. Theywill examine the governance and policy-making process to learn how resources and values areallocated to affect decision-making and change. Educators will be actively engaged intransformative leadership practices to demonstrate that leaders can serve as power brokers and policy makers in educational institutions.This course satisfies PreK-12 administrator certification requirements, as well as supporting non-certification sustainable leadership requirements.

MEDL50090 - Personnel Management in Education

General

Course Description

This course provides an overview of the concepts and practices associated with developing andmanaging an effective education team. Recruiting, training and nurturing instructional and non-instructional faculty and staff members, as well as effectively addressing other personnel issues in education will be examined, including obstacles to effective team development, through such strategies as reading, dialogue, shared presentation, group and individual investigation, and written response. Educators will gain practical knowledge for leadership roles in education and will acquire the skills necessary educational leaders 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. Educators will also explore those social and ecological issues that appear germane to the course, such as conflict resolution, and formal and informal negotiations.This course satisfies PreK-12 administrator certification requirements, as well as supporting non-certification sustainable leadership requirements.

MEDL51020 - Educational Leadership I

General

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. Educational Leadership Interns receive 3 semester credits for completion of each of the two parts for a total of 6 Internship semester credits.SPECIAL NOTES: N/A

MEDL51021 - Educational Leadership II

General

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. Educational Leadership Interns receive 3 semester credits for completion of each of the two parts for a total of 6 Internship semester credits.SPECIAL NOTES: N/A

MEDL59000 - IS:

MEDL59002 - Signature Portfolio Project: Sustainable

General

Course Description
The Educational Leadership Portfolio Project is a culminating Educational Leadership experience whereby MEDL students will engage in an intensive self-reflective analysis of their preparation to enter careers in school administration. After this self-analysis and dialogue with faculty, mentors and site supervising professionals, MEDL students will complete a Reflection Paper and Graduate Residency Presentation.SPECIAL NOTES: N/A

MTH20000 - IS for LD math

General

Course Description
None

MTH26050 - Applied Algebra

General

College
RDP

Course Description
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).SPECIAL NOTES: Students must have TI-83 or TI84 Graphing Calculator.

MTH26054 - Pre-Calculus

General

College
RDP

Course Description
This course is more rigorous and extensive than traditional College Algebra, and will prepare students for the study of Calculus. The content includes linear, quadratic, polynomial, exponential, logarithmic, and trigonometric functions; cartesian, and polar coordinates will be covered, as well as vector representation. The course will emphasize problem-solving and mathematical modeling of physical, environmental, economic and social issues.

MTH26055 - Calculus: Theory & Practice

General

College
RDP

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.SPECIAL NOTES: Graphing calculators will be used extensively in the course to explore and reinforce mathematical concepts.

MTH26060 - Math for the Liberal Arts

General

College
RDP

Course Description
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.

MTH26061 - Mathematical Modeling, Introduction to

General

College
RDP

Course Description
This course is an investigation of the algebraic and graphical properties of polynomial, exponential, logarithmic, and trigonometric functions. Students will focus on applications of these various functions when used as mathematical models for real-world data. Students will develop and interpret mathematical models for population growth, monetary concerns, temperature change, pollution rates, etc. In each case, algebraic approaches will be reinforced and supplemented by graphical methods. TI-83 graphing calculators will be used extensively throughout the course.

MTH26062 - Math Skills Review

General

College
RDP

Course Description
This course is a review of basic math skills necessary to succeed in math certification courses. Students will work independently with their mentor to gain mathematical fluency in working with fractions, decimals, scientific notation, percentages, ratios, order of operations, and linear equations. The course is designed to help students master these essential arithmetical skills while developing confidence in their mathematical abilities.

MTH27001 - Mathematical Explorations

General

Course Description
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.SPECIAL NOTES: This course satisfies the Prescott College math requirement.

MTH28065 - Applications of College Mathematics to S

General

Course Description
Survey of basic college-level mathematics topics and applications to modern-day issues of social justice. Includes application of growth models, probability and statistics to real-life data in addition to topics such as finance and elections. Use of modern technology will be used to analyze and present data, in addition to gathering data for projects.

MTH40000 - IS for UD math

General

Course Description
none

MTH46001 - Mathematical Explorations

General

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.

ORI26002 - Orientation: Desert, Mountain & Canyon E

General

College
RDP

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.SPECIAL NOTES: Course Fee of $1075 for Academic Year 23-24.

ORI26004 - Community Based Orientation: Exploration

General

College
RDP

Course Description
This section of Community Based Orientation is an exploration of Community via interdisciplinary lenses, including ecological, experiential, artistic, cultural, and historical frameworks. Adopting different disciplinary lenses, students will delve deep into the study of our community. Ultimately, the student will form a comprehensive understanding of the intersecting communities that comprise Prescott College and develop a comprehensive understanding of place, land, history, and self to inform and support their foundational educational experience at Prescott College. 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. Special Notes: Students enrolled in this course are required to attend preorientation, academic orientation, and move-in sessions prior to this course's start date. Please refer to the orientations schedule for on-campus students. Please see the orientation webpage on the Prescott College website for all additional information, FAQs, specific orientation schedule, required application and forms. This course is based in Prescott but includes several off-campus field trips and several multi-day field trips. The course fee covers all dinner and breakfast within the field trip/class context as well as designated group meals while on campus. Students will receive money back to purchase food for field trips and class activities. Group gear is provided. A physician-signed medical history form is required. Contact Cecil Goodman, orientation director, with questions.

ORI26005 - Community Based Orientation: Exploration

General

Course Description
This term, Community-Based Orientation is an exploration of community through the multifaceted project of “Food and Community.” In this immersive course, students will engage in a range of experiential and classroom-based activities to investigate such topics as food systems, food insecurity, school and community gardens, agroecology, and nutrition. Coursework will aid students in learning how to analyze the relationships between the community and the environment while cultivating a sense of place and an in-depth introduction to the philosophies and practices of Prescott College. As in other sections of Orientation, students will be engaged in an immersive living-learning community. In addition to time in the classroom and on field trips, students will live together, prepare food together, work together to complete group tasks and share in leadership responsibilities in the school gardens. Additional student learning activities will include readings, discussions, student-delivered presentations, group projects, community-building activities, required field trips, and a student-built learning portfolio. This course is based in Prescott. SPECIAL NOTES: Students enrolled in this course are REQUIRED to attend pre-orientation, academic orientation, and move-in sessions prior to this course's start date. Please refer to the Orientation 'Schedule' for On-Campus Students for details. The course fee covers all dinners and breakfasts within the field trip/class contexts as well as designated group meals while on campus. Students will receive money back to purchase food for field trips and class activities. Group gear is provided. Please see the Orientation webpage for additional gear information. Physician-signed Medical History Form and your completed Orientation Application is required. Contact Cecil Goodman, Orientation Director, with questions.

ORI26008 - Orientation: Base-camp: Health-based Pra

General

College
RDP

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 over three weeks in a base camp setting focused on yoga and other mind/body practices. Students will develop a twice daily practice that teaches yoga postures and breathing technique. They will develop a sense of place while living and practicing and studying in a local natural environment. Student's become functioning members of an invaluable community by learning interpersonal communication, flexibility, commitment and most importantly, compassion and respect for self and others. Through individual research projects, a solo experience, leadership training and service projects, students must participate fully in this interdisciplinary Liberal Arts course. Students will conclude Orientation with an all day Academic Seminar.

ORI26010 - Orientation: Natural and Cultural Border

General

Course Description
Base Camp Orientation: Natural and Cultural Borders is carried out within the context of multiple mini expeditions. Students will develop a sense of place and make connections to the Southwest through field trips exploring ecological, political and cultural boundaries. Our students become functional members of the community by learning interpersonal communication, flexibility, commitments and most importantly compassion and respect for others and themselves. Through individual research projects, a solo experience, leadership training and service projects you will participate fully in this interdisciplinary liberal arts course. This course satisfies the requirements of a field prerequisite but not a wilderness prerequisite.

ORI27015 - Introduction to Outdoor Expeditionary Sk

General

Course Description

This multi-day, 1 credit field course offers all students the opportunity to build backcountry expeditionary skills in a learning environment designed to support students who want to gain more confidence in the Outdoors. Students will participate in an introductory canoeing expedition to learn foundational technical and interpersonal backcountry living skills that will aid them in multi-disciplinary field courses at Prescott College. Technical skill topics include, but are not limited to: How to set up a shelter, how to cook in a backcountry setting, expeditionary self-care, personal risk management, how to sleep outside, Leave No Trace basics, and basic expeditionary canoe travel skills. Special emphasis will be placed on developing an expedition mentality, compassionate community-building skills, and how to build an equitable and inclusive group dynamic in the field. SPECIAL NOTES: This course takes place October 10-12,2024. There is a mandatory pre-course meeting - date TBA. There is a $75 course fee to completely cover student food costs. Additionally, this course offers an alternate pathway for students who did not participate in Wilderness Orientation or who did not successfully complete Wilderness Orientation to gain the field experience needed for introductory adventure education classes or field-based environmental studies courses.

ORI46001 - Community Based Orientation Instructor

General

Course Description

Qualified students will have the opportunity to implement an interdisciplinary and diverse skill set including, 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 the 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 to enroll.

PHD73002 - Practicum

General

Course Description

None

PHD77540 - Critical Disability Studies

General

Course Description

Critical Disability Studies is a disciplinary field and set of activist theoretical frameworks based on a social model of disability and accessibility, which understands disability as a political, cultural and historical experience. In this course we will consider how economic systems, social infrastructure, political and cultural institutions, the built-environment, and dominant modes of teaching and communication 'dis-able' people systematically, socially, and physically. Focusing on the work and writings of disabled activists, scholars and their comrades, we will study a multitude of practices and curricula to advance accessibility and promote sustainable interdependence, with particular attention to how Critical Disability Studies can enrich work in psychology and human services, education, outdoor leadership, community organizing, and environmental sustainability. Together we will engage a central question throughout the course: How do we adequately attend to the body, and its range of variable differences and needs, while we daily re-make a more just, ecologically viable world through our schools and classrooms, within our homes and families, across our workplaces, hospitals and courthouses, and in urban, rural and wild environments?

PHD79000 - DR:

General

Course Description

Independent Study

PHD79003 - Dissertation Completion

PLA19700 - Prior Learning Assessment

General

Course Description

COURSE DESCRIPTION: The Prior Learning Assessment (PLA) course 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 two pathways: 1) Conversion Portfolio (CP); or, 2) Life Experience Portfolio (LEP). Within this course, the student will explore and synthesize college-level learning gained from professional or volunteer experiences into a final electronic portfolio, reviewed by experts in the field. Students must be able to verify the learning gained from past experience through official documentation. The CP is used for converting non-credited coursework, certifications, and training into lower division (LD) credits, per current college-accreditation parameters. For the LEP, the student must have at least five years of professional experience and can earn upper division (UD) credit. Strong academic writing skills are required, including proficiency in using the student's style guide for their field (APA or MLA). PLA process details, course application, and application deadlines are presented in the online PLA handbook.SPECIAL NOTES: This course is not available to students during their first term. Instructor permission required to enroll. Applications are due Aug. 1 (for fall term); Dec. 1 (for spring term); April 1 (for summer term). There is a $50 application fee. Application details can be found in the online PLA handbook, located here: https://prescott.digication.com/prior_learning_assessment_handbook/Welcome/

PLA29011 - PLA: Portfolio Award

PLA49011 - PLA: Portfolio Award

SBM41000 - Sustainable Business for Community Well-

General

Course Description

SPECIAL NOTES: N/ACOURSE 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.

SBM45501 - Building Blocks of Management

General

Course Description

COURSE DESCRIPTION: This survey course introduces students to key concepts of accounting, economics and statistics. These tools form the building blocks of data-driven decision-making for organizational leaders. Topics include the income statement; balance sheet; cash flow statement; basic concepts in macroeconomics and microeconomics; descriptive statistics; and basic inferential statistics. This course satisfies the prerequisite courses for students interested in entering the MBA in Sustainability Leadership but who lack college-level coursework in accounting, economics, and statistics.SPECIAL NOTES: N/A

SBM47010 - Organizational Behavior through a Sustai

General

Course Description

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.

SBM47015 - Intercultural Leadership in Sustainabili

General

Course Description

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.

SBM52000 - Impact Metrics: Measuring & Reporting

General

Course Description

This course provides essential tools and knowledge for measuring and reporting an organization's environmental and social impact across a variety of contexts, including nonprofits, educational institutions, public entities, small businesses, cooperatives, and B-Corps. You will develop and implement effective frameworks that integrate situational considerations, such as organization size and resources, while aligning with organizational goals. Students will apply measurement tools that support data-driven decision-making and support improved environmental and social performance. Topics include identifying relevant performance indicators, data collection and analysis, reporting standards, and strategies for using performance data to drive improvement, differentiation, and stakeholder engagement. Prerequisite: Open to graduate students or by instructor permission.

Course Requirements

Simple Requisites

Course Requisites

Prerequisite:

Type
Prerequisite

Prerequisite: Open to graduate students or by instructor permission.

Prerequisite: Open to graduate students or by instructor permission.

Prerequisite: Open to graduate students or by instructor permission.

SBM52001 - Accounting Practices in the Ethical Orga

General

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. Prerequisite: SBM45501 (or college accounting coursework).SPECIAL NOTES: N/A

SBM52002 - Financial Decision Making in the Triple

General

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 by analyzing and integrating financial information as an aid to making financial decisions, topics include the integration of social and environmental performance measurement tools in financial decisions; and application of sustainability to lower organizational risk and cost of capital. Prerequisites: SBM45501 (or college statistics coursework) and SBM52001.SPECIAL NOTES: N/A

SBM52003 - Socially Responsible Financial Managemnt

General

Course Description

This course provides a comprehensive overview of financial and managerial accounting principles alongside essential financial management techniques for effective decision-making in organizations that focus on environmental and social impact as well as economic success. You will examine financial accounting practices, budgeting, and financial reporting, with a focus on integrating environmental and social impact into capital budgeting and other financial decisions. The course emphasizes how environmental and social performance can reduce risk and lower the cost of capital. Through a holistic approach, you will develop the skills to make ethical financial decisions that balance economic performance with the interests of non-shareholder stakeholders and broader societal goals. Prerequisite: Open to graduate students or by instructor permission. Satisfied by completion of BOTH SBM52001 and SBM52002.

SBM53000 - The Economics of Sustainable Organizatio

General

Course Description

This course examines macroeconomics, microeconomics, and econometric principles and tools for management decision-making in sustainable organizations, communities, and projects. Students will evaluate classic and alternative economic models and become familiar with existing tools, models, and principles to analyze data to create forecasts, reports, and strategies for effective management of sustainable organizations. Prerequisite: SBM45501 (or college economics coursework).SPECIAL NOTES:

SBM55500 - Impact Marketing & Brand Strategy

General

Course Description

This course explores the principles and practices of marketing and brand management in organizations that prioritize positive environmental and social impact. Whether in the private, nonprofit, educational, or public sector, you will learn to create marketing strategies that foster relationships with clients and stakeholders while advancing the organization's mission and impact goals. Key topics include market research, consumer and stakeholder behavior, authentic branding, and designing effective strategies for products, pricing, distribution, and communications. Emphasis is placed on leveraging data and digital tools to optimize marketing efforts and measure environmental and social outcomes. Special attention is given to creating marketing plans that align with diverse organizational values while delivering measurable impact. Prerequisite: Open to graduate students or by instructor permission.SPECIAL NOTES: N/A

Course Requirements

No Requirements

SBM57501 - Transformative Leadership Sust Future

General

Course Description

This course explores leadership and management concepts within a wide range of organizations, including entrepreneurial ventures, nonprofits, educational institutions, public enterprises, family businesses, cooperatives, B-Corps, and more. The focus is on leadership in organizations that prioritize positive environmental and social impact as sources of identity, differentiation, and competitive advantage. You will be introduced to frameworks supporting the integration of non-shareholder stakeholder interests and environmental and social performance, including Shared Value, Stakeholder Theory of Organizations, Corporate Social Responsibility, and Stewardship Theory. Special attention is given to the role of leaders as agents of cultural change and innovation across diverse organizational contexts. Prerequisite: Open to graduate students or by instructor permission.SPECIAL NOTES: N/A

Course Requirements

Simple Requisites

Course Requisites

Open to graduate students or by instructor permission.

Type
Prerequisite

Open to graduate students or by instructor permission.

Open to graduate students or by instructor permission.

Open to graduate students or by instructor permission.

SBM57503 - Intercultural Leadership in Sustainabili

General

Course Description

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.

SBM57510 - Innovative Venture Creation Development

General

Course Description

Embark on a transformative journey into the world of entrepreneurship with this comprehensive course. Learn how to launch and manage small, family-owned, or other private-sector ventures that achieve economic success while creating meaningful social and environmental impact. Apply strategic management principles to guide the entrepreneurial process and develop essential skills for success in today's evolving business landscape. Through hands-on learning, you will craft impactful business plans, navigate legal and ethical challenges, and utilize industry, competitor, and customer research to validate your innovative ideas. The course emphasizes tools and techniques for achieving organizational goals while integrating practices that enhance environmental and social performance. Whether you're starting a new venture or expanding an existing one, this course equips you to transform your vision into a thriving, responsible enterprise that drives positive change. Prerequisite: Open to graduate students or by instructor permission.SPECIAL NOTES: N/A

Course Requirements

Simple Requisites

Course Requisites

Permission

Type
Prerequisite

Prerequisite: Open to graduate students or by instructor permission.

Prerequisite: Open to graduate students or by instructor permission.

Prerequisite: Open to graduate students or by instructor permission.

SBM57511 - Social Entrepreneurship & Impact Innovat

General

Course Description

Step into the dynamic world of social entrepreneurship with this engaging course designed for aspiring changemakers. Learn how to create and manage mission-driven ventures that address pressing social and environmental challenges while achieving financial sustainability. Apply strategic management and innovation principles to design solutions that generate positive social impact and lasting change. Throughout the course, you will explore how to develop effective business models, measure social impact, and leverage research to validate your ideas. You'll also navigate the unique legal, ethical, and financial considerations of social enterprises and master the tools necessary to scale ventures that prioritize people and the planet. Prerequisite: Open to graduate students or by instructor permission.

SBM58000 - Sustainable Systems for Operations Manag

General

Course Description

COURSE DESCRIPTION: This course explores operations management in sustainable organizations and the application of systems thinking in the design and implementation of successful operations strategies. Topics include social/ environmental performance gains through new model application and efficiency gains; measurement of operations performance, including ESG scoring; goods and services design; , goods and services operations, sustainable supply chains, quality management, service systems management, and sustainability issues, including ethics, security, and environmental and social performance.SPECIAL NOTES: N/A

SBM59000 - Sustainability Leader Capstone

General

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. Prerequisite: Completion of core MBA courses.

WRW26000 - Academic Writing Workshop

General

College
RDP

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.SPECIAL NOTES: N/A

WRW27000 - Writing Workshop Online

General

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, reflective, evaluative, analytical, and argumentative) to increase their flexibility and range of expression. 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.

WRW27001 - Academic Writing Skills

General

Course Description
SPECIAL NOTES: N/ACOURSE 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.

WRW28080 - Critical Issues in Writing & Literature

General

Course Description

Through close readings of novels, short stories and non-fiction texts, students will use a critical literacy analysis to make connections between issues introduced in the literature to their own lives, their communities and the larger world. Writing assignments will include personal reflectivewriting, literary analyses, project proposals and reports. An emphasis on critical issues will encourage students to think about and develop “Changemaker” projects over the course of the semester. Assessment strategies for the course will focus on assessment for learning along withassessment of learning, ensuring students are consistently aware of the expectations of each assignment and assessing their progress through out the course.

WRW46000 - Writing, Media & Communication

General

Course Description

In this course students develop advanced, critical academic writing and communication skills across multiple media, including research papers, project and grant proposals, and digital media. The goals of effective communication, critical thinking, and digital literacy inform all assignments as students grow in their ability to both consume and produce information for diverse audiences. SPECIAL NOTES:

WRW57001 - Academic Writing Seminar

General

Course Description

The “Academic Writing Seminar” class will support graduate students in writing, refining, and advancing a scholarly paper for publication in an approved peer review journal of their selection. A student is expected to enter the course with a substantive draft paper from which they will be coached in refining and elevating for an academic audience. The paper will need to meet formatting conventions of the journal of their selection in length and style (such as APA 7th edition). The outcome of this course is the signature assignment entitled the “Qualifying Paper” which, upon approval, will indicate the paper is primed for journal submission. Doctoral students will produce an approved Qualifying Paper in order to advance to their Dissertation Proposal: Doctoral Research Design coursework. Students must demonstrate the ability to integrate and synthesize knowledge in a comprehensive and scholarly manner, illustrating the student’s readiness to begin the Dissertation Proposal. Students can also produce an approved Qualifying Paper outside of this course for advancement to their Dissertation Proposal, see Qualifying Paper Description for details.SPECIAL NOTES: N/A

Course Sets

Programs > Social Justice & Community Organizing > Electives

Complete ALL:

- GRA51102 - Grant Writing & Nonprofit Essentials
- MASJC51000 - Critical Youth Organizing Transfm Resist
- MASJC52000 - Race, Class, and Housing Justice
- MASJC57707 - Community Journalism: Experiential Intro

ALL Graduate Courses

Programs > Nature-Based Counseling > Core Courses

Complete ALL:

- MAEP51010 - Foundations of Experiential Counseling
- MAEP51031 - Treatment Applications for Nature-based
- MAEP51032 - Assessment & Interventions in Nature-bas
- MAEP51033 - Ethics and Risk Mitig for Nature-Based
- MAEP51034 - Research & Evaluation in Nature-based Co
- MAEP51035 - Advanced Treatment Applications in Natur
- MAEP51020 - Experiential Counseling Practicum
- MAEP51050 - Experiential Counseling Capstone

Environmental Studies - Personal Values

Complete ALL:

- HDP41003 - Nature & Psyche (Inactive)
- AHU43500 - Nature's Voice: Reading & Writing about
- HDP47120 - Ecopsychology (Inactive)
- ENV22800 - Ecological Thinking: Design Strategies f (Inactive)
- ENV47730 - Children & Nature

Psychology & Human Development - Holistic Approaches to Health & Wellbeing

Complete ALL:

- HDP21150 - Holistic Health & Wellness
- HDP41145 - Human Nutrition & Food Choice
- HDP41401 - Expressive Arts Therapies
- HDP47145 - Alternative Healing Modalities
- HDP41400 - Dreamwork
- HDP25115 - Astropsychology
- HDP42207 - Transpersonal Psychology

Programs > Sustainable Food Systems > Electives

Complete ANY:

- ENV57904 - Cultural Foodways and Sustainable Diets
- ENV57905 - Food Traditions and Markets
- ENV57920 - The Living Soil
- ENV58910 - Food Systems Biodiversity: Ecosystem Ser

Programs > Critical Psychology & Human Services > Electives

Complete ALL:

- HDP51000 - Community Psychology
- HDP52200 - Adolescent Psychology (Inactive)
- HDP53000 - Psychology of Culture and Diversity
- HDP54000 - Peace Psychology
- HDP56000 - Psychology of Globalization
- HDP57000 - Liberation Psychology

Stacie's Dynamic course set: MS in Counseling Core

BS Sustainable Food Systems - Diversity

Complete ALL:

- ENV23810 - Soil Science: Fertile Ground for Growth
- ENV43810 - Soil and Compost Science
- ENV57920 - The Living Soil
- ENV22116 - Edible Biodiversity (Inactive)
- ENV22015 - Biological Principles: Life on Earth
- ENV23325 - Diversity of Marine Life
- ENV43325 - Marine Biology I: Diversity of Marine Li
- ENV43310 - Climate Change, Fisheries, & Policy
- ENV43311 - Community-Based Marine Conservation
- ENV43312 - Marine Conservation Practicum

Psychology & Human Development - Psychological Theories & Applications

Complete ALL:

- HDP22050 - Counseling Skills (Inactive)
- HDP42250 - Family Systems Theory
- HDP21050 - Therapeutic Use of Nature and Outdoors

Adventure Education - Leadership

Complete ALL:

- ADV46000 - Wilderness Orientation Instructors Pract
- ADV40050 - Teaching Assistant

Programs > Counseling > Electives

Complete ALL:

- MACP55120 - Treatment in Addiction Counseling (Inactive)
- MACP55121 - Addiction Counseling & Community Resourc
- MACP55151 - Advanced Theories in Marriage, Couple an
- MACP55150 - Advanced Skills in Marriage, Couple and
- MACP55030 - The Body in Counseling: A Somatic Approa
- MACP55032 - The Neurobiology of Relationships: Appli
- MACP55031 - Trauma and Crisis: Intervention and Trea
- MACP55140 - Advanced Contemporary and Postmodern The (Inactive)
- MACP55141 - Advanced Advocacy in Counseling (Inactive)
- MACP51235 - Child and Adolescent Counseling
- MACP51387 - Psychopharmacology & the Counseling Prof
- MACP53201 - Human Sexuality in Counseling
- MACP51391 - Mindfulness in Clinical Practice

Environmental & Ecological Literacies

Complete ANY:

- ADV21010 - Environmental Topics for Educators and A
- ADV24050 - Environmental Perspectives & Whitewater
- ADV43010 - Avalanche Forecasting
- ENV22725 - Ecology, Concepts of
- ENV21550 - Water in the West
- ENV21505 - Weather & Climate
- ADV41010 - Environmental Topics for Educators and A
- ADV21025 - WELS I: Expeditionary Technical Skills
- ADV41025 - WELS I: (Generic) Ex
- ADV21022 - WELS II: Desert Geography

BS Sustainable Food Systems - Co-Creation & Sharing of Knowledge

Complete ALL:

- ENV47100 - Ecological Research Methods
- ENV21700 - Explorations in Sustainable Community De
- ENV21400 - Geographic Information Science, Introduc
- ENV27100 - Science Explorations
- ENV41401 - Geographic Information Systems
- HDP22242 - Social Science Research Methods
- AHU21045 - Just Art: Art & Social Change
- AHU41045 - Just Art: Art & Social Change (Inactive)
- CRS21200 - Digital Storytelling: Giving People a Vo (Inactive)
- CRS41200 - Digital Storytelling: Giving People a Vo

Adventure-Based Counseling Certificate Courses

BS Sustainable Food Systems - Culture & Food Traditions

Complete ALL:

- HDP21145 - Human Nutrition & Food Choice
- HDP41145 - Human Nutrition & Food Choice
- ENV23814 - The Art & Science of Food Preservation
- ENV43814 - The Art & Science of Food Preservation
- CRS24301 - Maasailand II: Ecology, Economy & Cultur (Inactive)
- CRS44301 - Maasailand II: Ecology, Economy & Cultur
- ENV47902 - Food Justice & Sustainable Food Systems
- HDP47145 - Alternative Healing Modalities

Programs > Sustainability Leadership > Electives

Complete ANY:

- SBM57510 - Innovative Venture Creation Development

Adventure Education - Teaching & Facilitation Literacies

Complete ALL:

- ADV21225 - Teaching & Learning in Experiential Ed
- EDU21100 - Environmental Education, Fundamentals of
- EDU47033 - Place-based Education Theory
- EDU47010 - Curriculum Design: Assessment and Evalua
- ADV21710 - Leading Inclusively

- ADV41710 - Leading Inclusively

Programs > Social Justice & Community Organizing > Core Courses

Complete ALL:

- MASJC50002 - Radical Pedagogy as Praxis
- MASJC50003 - Social Movements & Global Justice
- MASJC50004 - Theories of Change
- MASJC50005 - Community Organizing Tools and Practices
- MASJC50020 - Landscapes of Neoliberalism
- MASJC50050 - Comparative Political and Social Theory
- MASJC50060 - Leadership Development
- MASJC51111 - Advocacy Research
- MASJC59001 - Capstone

Stacie's static course set: MS in Counseling Core static option

Complete ALL:

- MACP51010 - Counseling Theories
- MACP51000 - Social Justice in Counseling
- MACP51170 - Addiction Counseling
- MACP51150 - Marriage, Couple, & Family Counseling
- MACP51190 - Professional Counseling Ethics
- MACP51020 - Supervised Counseling Practicum
- MACP51021 - Supervised Counseling Internship

Programs > Adventure-Based Counseling > Core Courses

Complete ALL:

- MAEP51010 - Foundations of Experiential Counseling
- MAEP51041 - Treatment Applicat for Adventure-base
- MAEP51042 - Assessment & Interventions in Adventure-
- MAEP51043 - Ethics & Risk Mitigation in Adventure-ba
- MAEP51044 - Research & Evaluation in Adventure-based
- MAEP51045 - Advanced Treatment Applications for Adve
- MAEP51020 - Experiential Counseling Practicum
- MAEP51050 - Experiential Counseling Capstone

Psychology & Human Development - Required Courses

Complete ALL:

- HDP22210 - Introduction to Psychology
- HDP22212 - Foundations of Critical Psychology
- HDP22242 - Social Science Research Methods
- HDP21200 - Lifespan Development: A Cultural Approac
- HDP42241 - Social Cognition
- HDP42240 - Psychopathology and Health
- COR40005 - Senior Project

Programs > Sustainability Education > Electives

Complete ALL:

- EDU71030 - Concepts for Sustainability in the Socia
- EDU72100 - Going Public: Strategies for Socially En
- PHD77540 - Critical Disability Studies

Arts & Humanities - Art History/Literature

Complete ALL:

- AHU21045 - Just Art: Art & Social Change
- AHU41045 - Just Art: Art & Social Change (Inactive)
- AHU22025 - Film & Literature: Elements of Desire
- AHU42025 - Film & Literature: Elements of Desire
- AHU21030 - Art Appreciation

Programs > Sustainable Food Systems > Core Courses

Complete ALL:

- ENV57900 - Food Systems
- ENV57901 - Critical Ethnography: Place, Id, & Food
- ENV57902 - Food Justice Seminar
- ENV57950 - Regenerative Agroecology
- ENV57955 - Social Values and Value Chains
- ENV57960 - Food and Agriculture: Advanced Policy
- ENV58500 - Impact Management and Project Design
- COR57550 - Sustainable Food Systems Solutions: Caps

BS Sustainable Food Systems - Human and Social Values

Complete ALL:

- CRS28060 - Urban Environmental Justice
- CRS48060 - Urban Environmental Justice
- EDU21100 - Environmental Education, Fundamentals of
- ENV41101 - Environmental Education in Practice
- HDP42281 - Ecopsychology: Choices for a Sustainable
- EDU45100 - Culture, Power, & Societal Change
- SBM41000 - Sustainable Business for Community Well-

BS Sustainable Food Systems - Synergies & Efficiencies

Complete ALL:

- ENV23812 - Small-Scale Agricultural Production
- ENV43812 - Small-Scale Agricultural Production
- ENV22725 - Ecology, Concepts of
- ENV21550 - Water in the West
- ENV41550 - Water in the West
- ENV22700 - Human Ecology, Introduction to
- ENV42700 - Human Ecology
- ENV46100 - Climate Studies:The Future of the Planet
- ENV47725 - Backyard Ecology: Exploration and Engage

Programs > Resilient & Sustainable Communities > Core Courses

Complete ALL:

- ENV52225 - Energy and the Environment
- ENV57876 - Understanding Climate Change
- ENV58750 - Sustainability & Resilience Planning
- ENV51250 - Land Use Planning & Policy
- ENV57700 - Social Equity & Community Engagement
- COR57700 - Capstone

Programs > Interdisciplinary Studies > Electives

Complete ALL:

- GRA52000 - Special Topics: Digital Storytelling: Th (Inactive)
- GRA52100 - Traditional Ecological Knowledge & Wisdo

Environmental Studies - Social Systems

Complete ALL:

- ENV21700 - Explorations in Sustainable Community De
- ENV22850 - Environmental Problems:Root Causes, Inno
- ENV42022 - Wildlife Management: Applied Conservatio (Inactive)
- ENV24740 - Topics In Sustainability Practice
- ENV44740 - Topics In Sustainability Practice
- ENV47902 - Food Justice & Sustainable Food Systems
- ENV46100 - Climate Studies:The Future of the Planet
- ENV24005 - Creating a Sustainable World: Strategies
- ENV44005 - Creating a Sustainable World: Strategies
- CRS22100 - Color Line in U.S. History, The
- CRS42100 - Color Line in U.S. History, The
- CRS23610 - Environmental Politics
- CRS43610 - Environmental Politics: Domestic & Globa

Adventure Education Required Courses

Complete ALL:

- ADV21052 - Outdoor Experiential Education
- ADV41000 - AE I: Expeditionary Instructor Develop
- ADV41002 - Adventure Education II: Practicum
- ADV41004 - Adventure Education III: Teaching Practi
- COR40005 - Senior Project
- ADV41050 - Origins & Directions in Adventure Educat

Adventure Education - Outdoor Skills

Complete ALL:

- ADV21200 - Maps & Wilderness Navigation
- ADV22010 - Rock Climbing, Introduction to
- ADV23151 - Backcountry Skiing & Avalanche Training
- ADV24202 - River Guides Training (Inactive)
- ADV42015 - Rock Climbing, Intermediate
- ADV43005 - Alpine Mountaineering
- ADV44201 - Expeditionary Rivers:
- ADV44202 - River Guides Training
- ADV24110 - Sea Kayaking & Coastal Environments
- ADV41200 - Maps & Wilderness Navigation
- ADV43010 - Avalanche Forecasting
- ADV24050 - Environmental Perspectives & Whitewater
- ADV21210 - Wilderness Emergency Care
- ADV24200 - Canoeing: Introduction to Expeditionary

Programs > Expressive Arts Therapy > Core Courses

Complete ALL:

- MAAT51301 - EAT I: Found EAT Hist & Theo
- MAAT51302 - EAT II: Materials and Techniques of Prac
- MAAT51303 - EAT III: Applications of Expressive Arts
- MAAT51304 - EAT IV: Group Work and Dynamics

- MAAT51305 - EAT V: Assessment in Expr Arts Ther
- MAAT51306 - EAT VI: Ethical and Legal Issues in Expr
- MAAT51308 - EAT VII: Cultural Diversity
- MAAT51310 - Studio Art-Expressive Arts Studio
- MAAT51020 - Supervised Expressive Arts Therapy Prac
- MAAT51021 - Supervised Expressive Arts Therapy Inter
- MAAT59301 - Expressive Arts Therapy Capstone Project

Programs > Environmental Studies > Core Courses

Complete ALL:

- ENV57100 - Ecology, Culture, and Community
- ENV57876 - Understanding Climate Change
- ENV54500 - Environmental Law and Policy
- ENV57101 - Ecology (Inactive)
- ENV50505 - Cross-Cultural Environmental History

Programs > Education Programs > Core Courses

Complete ALL:

- MASG50000 - Foundations of School Counseling
- MASG51010 - Counseling Theories and Techniques
- MASG50020 - Human Growth and Development
- MASG50030 - Social and Ecological Perspectives
- MASG50070 - Vocational Counseling and Career Develop
- MASG50080 - Group Dynamics Processing and Counseling
- MASG50081 - The Transformed School Counselor: 21st C
- MASG50111 - Research, Assessment and Testing Practic
- MASG50112 - School Counseling: Program Development
- MASG51020 - Supervised School Counseling Internship (Inactive)
- MAED57001 - Foundations of Education
- MAED57033 - Place-based Education Theory
- MAED55100 - Culture, Power, & Societal Change
- MAED57020 - The Science of Reading Methods
- MAED57004 - SEI Complete
- MAED57005 - Learning Theories
- MAED57040 - Creating and Managing Learning Communiti
- MAED57514 - Philosophies & Trends of Environmental E
- MAED51020 - Experiential Education Practicum
- MAED52000 - Design & Facilitation in Environmental E
- MAED57050 - Working in Schools: Orientation
- MAED57820 - Positive Child Guid & Incl Clsrm Mgmt
- MAED57898 - Early Childhood Education Practicum
- MAED57010 - Curriculum Design: Assessment & Evaluati
- MAED57025 - Diagnosis and Remediation of Reading Dif
- MAED57029 - Arts and Place-Based Methods Integration
- MAED57035 - Introduction to Special Education
- MAED57315 - Classroom Management for Special Educati
- MAED57385 - Survey of the Exceptional Learners and C

- MAED57697 - Practicum in Early Childhood Special Edu
- MAED57880 - Collaborative Special Education Communit
- MAED57199 - Student Teaching - Elementary Education
- MAED57299 - Student Teaching - Secondary Education
- MAED57899 - Student Teaching Early Childhood Educati
- MAED57698 - Student Teaching in Early Childhood Spec
- MAED57395 - Student Teaching - Special Education
- MAED57505 - Exploring Ecological Identity: Theory an
- MAED57700 - Education Capstone
- MAED57019 - Integrated S.T.E.M
- MAED57208 - Secondary Content Methods
- MAED57217 - Secondary Reading Methods
- MAED57315 - Classroom Management for Special Educati
- MAED57881 - Advanced Special Education Methods
- MAED58760 - Whole Child Foundations
- MEDL50000 - Foundations of Sustainable Educational L
- MEDL50030 - Ethical & Legal Decision-Making in Educa
- MEDL50040 - Financial Leadership
- MEDL50045 - Designing the Educational Program
- MEDL50090 - Personnel Management in Education
- MEDL51020 - Educational Leadership I
- MEDL51021 - Educational Leadership II
- MEDL50047 - Educational Politics & Policy
- MEDL59002 - Signature Portfolio Project: Sustainable
- MEDL50026 - Current Issues in Education

Psychology & Human Development -Social & Cultural Wellbeing

Complete ALL:

- HDP42230 - Psychology of Consumerism
- HDP42400 - Sexuality & Sexual Outlaws
- HDP41170 - Doing Good: Compassion and Sustainable C
- HDP42281 - Ecopsychology: Choices for a Sustainable
- HDP42220 - Critical Communications

Adventure Education - Human Dynamics & Interpersonal Literacies

Complete ALL:

- HDP22210 - Introduction to Psychology
- HDP21300 - Interpersonal Communication (Inactive)
- HDP21050 - Therapeutic Use of Nature and Outdoors
- ADV41100 - Group Process for Adventure Educators
- HDP22280 - Ecopsychology: Paradigms & Perspectives (Inactive)
- HDP42280 - Ecopsychology: Paradigms & Perspectives (Inactive)
- ADV46000 - Wilderness Orientation Instructors Pract

Environmental Studies - Earth Science

Complete ALL:

- ENV21505 - Weather & Climate
- ENV21400 - Geographic Information Science, Introduc
- ENV21550 - Water in the West
- ENV21500 - Energy & the Environment

- ENV23810 - Soil Science: Fertile Ground for Growth
- ENV24749 - Global Environmental Change: An Earth Sc
- ENV44749 - Global Environmental Change: An Earth Sc
- ENV21601 - Foundations of General Chemistry
- ENV24752 - Earth Science: An Introduction to the Ho
- ENV21610 - Physics, Foundations of
- ADV21010 - Environmental Topics for Educators and A

Programs > Sustainability Education > Core Courses

Complete ALL:

- EDU71010 - Critical Foundations of Research and Sch
- EDU71011 - Sustainability: Principles and Practice
- EDU71012 - Culturally Responsive and Sustaining Ped
- EDU71013 - Sustainability Education
- EDU71014 - Climate Advocacy & Praxis
- EDU79002 - Dissertation
- GRA58001 - Quantitative Research Methods
- GRA58002 - Qualitative Research Methods
- GRA58003 - Advanced Research Design
- EDU77001 - Dissertation Proposal: Doctoral Research
- WRW57001 - Academic Writing Seminar

Programs > Outdoor Education Leadership > Core Courses

Complete ALL:

- ADV51000 - Sources of Knowledge: Applied Research &
- ADV52000 - Earth in Mind: Ecological Literacies for
- ADV52010 - Diversity, Equity, and Inclusion: Outdoo
- ADV57050 - Philosophies & Methods in Outdoor Experi
- ADV57075 - Ethical Risk Management
- ADV57100 - Transformative Leadership
- ADV59001 - Capstone: Outdoor Education Leadership

Programs > Resilient & Sustainable Communities > Electives

Complete ANY:

- ENV51950 - Regenerative Design
- ENV58800 - Emergency Management and Communication
- ENV53100 - Water Resources and Management

Programs > Interdisciplinary Studies > Core Courses

Complete ALL:

- COR57113 - Successful Interdisciplinary Learning St
- COR57114 - Critical Foundations of Research & Schol

Adventure Competency

Complete ALL:

Arts & Humanities - Interdisciplinary Studies

Complete ALL:

- AHU23323 - Sense of Place
- AHU43323 - Sense of Place
- AHU47400 - The Pursuit of Wisdom
- AHU43500 - Nature's Voice: Reading & Writing about

- AHU47530 - Literature for a Living Planet

Programs > Critical Psychology & Human Services > Core Courses

Complete ALL:

- HDP52210 - Foundations of Human Services
- HDP52212 - Concepts in Critical Psychology
- HDP52200 - Adolescent Psychology (Inactive)
- HDP59900 - Capstone: Applied Critical and Community

Arts & Humanities - Disciplinary Practice

Complete ANY:

- AHU23350 - Poetry Workshop
- AHU43350 - Poetry Workshop
- AHU23425 - Creative Nonfiction
- AHU43425 - Creative Nonfiction
- AHU43330 - The Memoir
- AHU23422 - Short Shorts: Adventures in Flash Prose
- AHU22705 - Introduction to Digital Photography: Ess
- AHU43422 - Short Shorts: Adventures in Flash Prose
- AHU22860 - Photoshop I
- AHU24150 - Drawing: Interpreting the Figure
- AHU44150 - Drawing: Interpreting the Figure

Environmental Studies - Life Science

Complete ALL:

- ENV22010 - Animal Biology
- ENV22015 - Biological Principles: Life on Earth
- ENV22022 - Conservation Biology
- ENV43815 - Agroecology
- ENV47725 - Backyard Ecology: Exploration and Engage

Programs > Sustainability Leadership > Core Courses

Complete ALL:

- SBM52000 - Impact Metrics: Measuring & Reporting
- SBM52001 - Accounting Practices in the Ethical Orga
- SBM52002 - Financial Decision Making in the Triple
- SBM53000 - The Economics of Sustainable Organizatio
- SBM55500 - Impact Marketing & Brand Strategy
- SBM57501 - Transformative Leadership Sust Future
- SBM58000 - Sustainable Systems for Operations Manag
- SBM59000 - Sustainability Leader Capstone

Adventure Education - Social Justice Literacy

Complete ALL:

- ADV21710 - Leading Inclusively
- ADV41710 - Leading Inclusively
- ADV21704 - Gender Topics in Outdoor Leadership
- ADV41704 - Gender Topics in Outdoor Leadershp
- CRS22603 - Wilderness and Colonization
- CRS42603 - Wilderness and Colonization

Programs > Environmental Studies > Electives

Complete ANY:

- ENV52235 - Environmental Writing Workshop (Inactive)

- AHU56601 - Environmental Communication
- ENV54100 - Geographic Information Systems
- ENV54400 - Conservation Biology
- ENV57130 - Biogeography (Inactive)
- ENV57135 - Field Botany (Inactive)
- ENV57150 - Natural Systems Ecology & Restoration
- ENV58350 - Field Journaling

Programs > Counseling > Core Courses

Complete ALL:

- MACP50000 - Professional Orientation to Mental Healt
- MACP50010 - Psychopathology: Diagnosis and Treatment
- MACP50020 - Human Growth and Development
- MACP50030 - Social and Cultural Diversity in Counsel
- MACP50040 - Research and Program Evaluation in Menta
- MACP50060 - Helping Relationships: Basic Counseling
- MACP50070 - Career and Lifestyle Development: Challe
- MACP50080 - Group Work: Clinical Theory and Practice
- MACP50090 - Assessment: Psychological Testing and Ap
- MACP51000 - Social Justice in Counseling
- MACP51010 - Counseling Theories
- MACP51190 - Professional Counseling Ethics
- MACP51150 - Marriage, Couple, & Family Counseling
- MACP51170 - Addiction Counseling
- MACP51020 - Supervised Counseling Practicum
- MACP51021 - Supervised Counseling Internship