

# College Catalog 2021-2022

Prescott College



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[prescott.edu](http://prescott.edu)

### **Catalog Disclaimer Notice**

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

### **Employment Disclaimer Notice**

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

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## College-wide Policy and Information

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

### Mission

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

### Vision

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

### Accreditation and Degrees Offered

Prescott College grants Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Master of Arts, Master of Education, Master of Science, Master of Fine Arts, Master of Business Administration, and Doctor of Philosophy degrees and is accredited by the Higher Learning Commission of the North Central Association. The Master of Science in Counseling is accredited by the Council on Accreditation of Counseling and Counseling-related programs. The Higher Learning Commission has approved Prescott College to offer all of its degree titles via distance education. The Higher Learning Commission may be contacted at 312-263- 0456 or via their website: <http://www.hlcommission.org/>. The Teacher Education Programs are approved by the Arizona Board of Education. All College programs are also accredited by the Association for Experiential Education. The College is licensed to offer degrees by the Arizona State Board for Private Postsecondary Education: <http://www.ppse.az.gov/>. Prescott College is a member in good standing with the State Authorization Reciprocity Agreement: <https://www.nc-sara.org/sara-states-institutions>.

### List of Licensed Degree Titles

The College offers the following degree titles. In addition, with the approval of appropriate faculty advisors and committees, students may complete an individualized competence or concentration within the nonprofessional degree titles below. The name of the individualized competence title will appear on the transcript and diploma below the degree title. The College is in the process of implementing the Comprehensive Program Review recommendations of the Academic Council and Board of Trustees to align the degree titles across the College. For this reason, the College is “teaching out” a number of older degree titles. Students admitted to the College prior to Fall 2017 may complete the degree titles being taught out within regular program length, or may elect to complete their degree with one of the newer degree titles.

Prescott College is approved by the Higher Learning Commission to offer all programs via distance education. Prescott College uses the terms “Distance and Online Programs” for programs delivered through distance

education. There is no difference in the meaning or value of degrees offered in on-campus, distance, or online deliveries. Prescott College transcripts list the degree title and competence, concentration, or emphasis titles, but not the deliveries used to deliver programs.

<b>Program</b>	<b>Description</b>	<b>Credit</b>	
Adventure Education	Bachelor of Arts	120	
Adventure Education	Master of Arts	36	Teach out
Arts & Humanities	Bachelor of Arts	120	
Arts & Humanities	Master of Arts	36	Teach out
Arts & Letters	Bachelor of Fine Arts	120	
Arts & Letters	Bachelor of Arts	120	Teach out
Counseling	Master of Science	60	
Counseling/Adventure-based Counseling	Graduate Certificate	15	
Counseling/Nature-Based Counseling	Graduate Certificate	15	
Counseling/Expressive Arts Therapy	Graduate Certificate	30	
Social Justice Studies	Bachelor of Arts	120	
Education	Bachelor of Arts	120	
Education	Master of Arts	36	
Education	Master of Education	36	
Education/Educational Leadership, Principalship	Master of Education	36	
Education/Early Childhood Education	Bachelor of Arts	120	
Education/Early Childhood Education	Master of Education	36	
Education/Early Childhood Education	Post-Bachelor's	36	
Education/Early Childhood Special Education	Bachelor of Arts	120	
Education/Early Childhood Special Education	Master of Education	40	
Education/Early Childhood Special Education	Post-Bachelor's	40	
Education/Elementary Education	Bachelor of Arts	120	
Education/Elementary Education	Post-Bachelor's	36	
Education/Elementary Education	Master of Education	36	
Education/Mild to Moderate Special Education	Bachelor of Arts	120	
Education/Mild to Moderate Special Education	Post-Bachelor's	39	
Education/Mild to Moderate Special Education	Master of Education	39	
Education/School Counseling	Master of Education	36	

Education/Secondary Education	Bachelor of Arts	120	
Education/Secondary Education	Post-Bachelor's	36	
Education/Secondary Education	Master of Education	36	
Education/Sustainability Education	Doctor of Philosophy	72	
Environmental Studies	Bachelor of Arts	120	
Environmental Studies	Master of Arts	36	Teach out
Environmental Studies	Bachelor of Science	120	
Environmental Studies	Master of Science	36	
Interdisciplinary Studies	Bachelor of Arts & Sciences	120	
Interdisciplinary Studies	Master of Arts	30	
Outdoor Education Leadership	Master of Arts	36	
Psychology and Human Development	Bachelor of Arts	120	
Social and Environmental Arts Practice	Master of Fine Arts	48	
Social Justice and Community Organizing	Master of Arts	36	
Sustainability Management	Bachelor of Arts	120	
Sustainable Community Development	Bachelor of Arts	120	
Sustainable Food Systems	Bachelor of Arts	120	
Sustainable Food Systems	Bachelor of Science	120	
Critical Psychology and Human Services	Master of Arts	36	
Resilient and Sustainable Communities	Master of Science	36	
Sustainable Food Systems	Master of Science	36	
Sustainability Leadership & Sustainable Food Systems	Dual Masters	45	
Sustainability Leadership	Master of Business Administration	30	

Prescott College Inc. is a nonprofit corporation whose membership is comprised of registered and matriculating students; members of the Alumni Association who have contributed during the current year to the College's Annual Fund; full-time faculty; full-time employees; and members of the Board of Trustees.

Meetings of the Corporation are held at community-wide meetings twice a year at times specified by the President: the first in the fall term and the second in the spring term of each academic year. Duties of the Corporation are to further the mission of Prescott College; to elect members of the Board of Trustees from those persons nominated by the Board of Trustees; to advise the Board of Trustees in matters of concern to the Corporation; and to vote on any changes in the bylaws, or mission statement of the College. The officers of the Corporation are the president of the College (Chief Executive Officer [CEO]); chair of the Board of Trustees; four vice presidents; the secretary; and the treasurer. The chair of the Board of Trustees shall be

the president of the Corporation. Of the four vice presidents of the Corporation, two shall be the trustees elected by the College's student body; another will be the trustee elected by the College's staff, and the fourth shall be elected by the Prescott College Alumni Association (PCAA). The secretary of the Corporation shall be the trustee elected by the College's faculty who is also the secretary of the Board of Trustees. The treasurer of the Corporation shall be the trustee who is serving as the treasurer of the Board of Trustees.

## Board of Trustees

Lynne Nemeth (Chair)	Jesse Hernreich (Vice Chair)	Mike Zimmer (Interim Treasurer)
Lee Caldwell	Kacey Miller (Staff Trustee)	Geoff Barnard
Megan Bloomer	Roxann Gallagher	James P. Walsh
Coral Evans	Tammy McLeod	Kathleen Murphy
Katrina Rogers	Julie Munro (Secretary, Faculty Trustee) Annette Tracy	Mark Thorkelson

## Administrative Leadership

President	Barbara Morris
Executive Vice President and Provost	Paul Burkhardt
Board Chair	Lynne Nemeth
Treasurer	Mike Zimmer

## College Calendar

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

### Degree Conferral Dates

Fall 2021	All Programs	Sunday, December 12, 2021
Spring 2022	All Programs	Sunday, May 8, 2022
Summer 2022	Online Undergraduate Only	Sunday, August 7, 2022

## Commencement Ceremonies

### Fall 2021

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On-campus Programs Baccalaureate	Friday, December 10, 2021
Commencement for All Programs	Saturday, December 11, 2021

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### Spring 2022

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On-campus Programs Baccalaureate	Friday, May 6, 2022
Commencement for All Programs	Saturday, May 7, 2022

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## Holidays – Offices Closed

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Labor Day	Monday, September 6, 2021
Indigenous Peoples' Day	Monday, October 11, 2021
Veterans' Day	Thursday, November 11, 2021
Thanksgiving	Wednesday–Friday, November 24-26, 2021
Winter Break	Friday, December 24, 2021—Monday, January 3, 2022
Martin Luther King Jr. Day	Monday, January 17, 2022
Presidents' Day	Monday, February 21, 2022
Spring Break	Monday – Friday, March 8 – 12, 2022
Intercultural Day	Friday, April 15, 2022
Memorial Day	Monday, May 30, 2022
Independence Day	Monday, July 4, 2022

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## Fall 2021 Term Dates

**Term Dates:** **Tuesday, August 24 - December 12, 2021**

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Term: Tuesday, August 24 – December 12, 2021

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Session A: Tuesday, August 24 – October 17, 2021

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Fall Block 1: Tuesday, August 24 – September 16, 2021

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Fall Block 2: Tuesday, September 21 – October 14, 2021

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Fall Block 3:	Tuesday, October 19 – November 11, 2021
Fall Block 4:	Tuesday, November 16 – December 9, 2021
Session B:	Tuesday, October 19 – December 12, 2021
Session X:	Friday, October 15 – October 18, 2021

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

**On-Campus Orientation**

New Student Move-in Day	August 19, 2021
On-campus undergraduate start of term programming	August 24, 2021

**Online Program Orientations**

- Undergraduate August 17, 2021
- All other graduate August 17, 2021
- MS Counseling August 18, 2021
- PhD August 23-25, 2021

**Additional Colloquia**

- MS Counseling August 19 – 21, 2021
- Masters Programs TBA

All Faculty Meeting	August 16 & August 17 8:30 am – noon each day
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Note: For registration dates and deadlines, please see 2021-2022 Academic Calendar online.

**Spring 2022 Term Dates**

<b>Term Dates:</b>	<b>Tuesday, January 11 – May 8, 2022</b>
Session C:	Tuesday, January 11 – March 6, 2022
Block 1:	Tuesday, January 11 - February 3, 2022
Block 2:	Tuesday, February 8 – March 3, 2022
Block 3:	Tuesday, March 15 – April 7, 2022
Block 4:	Tuesday, April 12 – May 5, 2022
Semester:	Tuesday, February 15 – May 8, 2022
Spring Break:	Monday, March 7 – 14, 2022
Session D:	Tuesday, March 15 – May 8, 2022

TERM	[-----16 weeks-----]
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BLOCK 1, 2, 3, 4 [-----4 weeks-----] [-----4 weeks-----] [-----4 weeks-----] [-----4 weeks ]  
 BLOCK 1/SEMESTER [-----4 weeks---]-SDD-[-----11 weeks-----]  
 SESSION C/SESSION D [-----8 weeks-----] [-----8 weeks-----]

**On-Campus Orientation**

New Student Move-in Day January 7, 2022  
 On-Campus undergraduate start of term programming January 8, 2022

**Online Program Orientations**

- Undergraduate January 4, 2022
  - Master’s excluding MS Counseling January 4, 2022
  - MS Counseling January 5, 2022
- Additional Residencies, Colloquia
- Education TBA
  - MS Counseling January 6 – 8, 2022
  - PhD Colloquium & Symposium May 2 – 6, 2022

**Summer 2022 Term Dates**

<b>Term Dates:</b>	<b>Tuesday, May 17 - August 7, 2022</b>
<b>Block 1:</b>	Tuesday, May 17 – June 9, 2022
<b>Block 2:</b>	Tuesday, June 12 – July 7, 2022
<b>Block 3:</b>	Tuesday, July 12 – August 4, 2022
<b>Session E:</b>	Tuesday, May 17 – June 26, 2022
<b>Session F:</b>	Tuesday, June 28 – August 7, 2022

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

**Online Program Orientations**

- Undergraduate May 10, 2022
- All Graduate May 10, 2022

# Admissions

## Admissions for Bachelor's Programs

### On-campus and online bachelor's programs

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

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

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

Specific application requirements and instructions can be found on the admissions web site at: [www.prescott.edu/admissions](http://www.prescott.edu/admissions), in addition applicants may apply through our free online application at the aforementioned website. On-Campus Undergraduate applicants may also apply through the Common Application.

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

### Computer Literacy Requirement

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

### Home-Schooled Applicants

Prescott College welcomes home-schooled applicants and other applicants with non-traditional high school equivalencies. Official high school transcripts come from a homeschool clearinghouse, guild, or association. If transcripts are unavailable, we encourage you to consider [FastTranscripts.com](http://FastTranscripts.com), offered in concert with the HomeSchool Legal Defense Association (HSLDA). You may also submit evidence of academic readiness through a portfolio. At minimum, the portfolio should be 5 to 10 pages and include: course titles, course descriptions, and bibliography. Some prior applicants have chosen to also include writing samples, photography, and CD-ROMs of artwork.

### Provisional Admission

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

### Conditional Admission

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

## Non-Matriculated Undergraduate Students

Students who are not formally admitted to a Prescott College program may seek to enroll on a course by coursebasis if the following conditions are met:

- Space is available in the course
- Undergraduate courses require instructor approval

This policy does not apply to AZ Serve, Dual Enrolled, ECOSA, or visiting students from partner schools or universities (EcoLeague, CIEL, etc.), which all have a different enrollment process.

### Non-Matriculated Credit Limits

The following limits apply towards non-matriculated credits that a student may take before, or without, formal enrollment in a Prescott College degree program:

- Undergraduate credit limit: 8 credits or typically 2 courses (additional credits require faculty approval)
- Approval is required for additional course requirements, such as prerequisites

If a non-matriculating student is interested in continuing their studies as a degree-seeking student, they must complete the admissions process for their program of interest.

Tuition is charged at the per credit rate that is equal to the program credit rate. To

apply as a non-matriculating student, use the following form:

<https://prescottug.radiusbycampusmgmt.com/ssc/aform/zC7B8Nzl67020x670R79.ssc>

Upon application receipt, an admissions representative will reach out to the student to assist them through the process. The following is required before the student may enroll in the course:

- Instructor approval
- Official transcripts
  - Students with less than 60 college credits are required to provide high school transcripts, showing graduation
  - Students with 60 or more college credits are only required to provide all college transcripts
- Courses are subject to any prerequisite or reference requirements

Upon completion of application all requirements, the student will be permitted to register for the courses. Nonmatriculated students are not eligible for Federal Financial Aid.

## Admissions for Master's Programs

### Online Masters programs

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

- Completed admissions application
- List of professional and/or academic references, or Letters of Recommendation
- Essay(s)
- Official transcripts from all institutions of higher education attended
- Sample of scholarly work
- Interview

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

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

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

### Computer Literacy Requirement

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

### Provisional Admission

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

### Conditional Admission

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

## Accelerated Master's Option

1. Before applying to an Accelerated Masters, the undergraduate applicant should consult both with their undergraduate faculty advisor and the Accelerated Master's Program Coordinator well in advance of seeking accelerated admission to ensure that planned graduate coursework will satisfy the graduation requirements for both the undergraduate and graduate programs.
  - o Students typically apply during their Junior year.
  - o Transfer students may also apply in their Junior year.
  - o Transfer students who enter as seniors may apply in the first semester of their senior year.
2. The applicant's undergraduate degree plan must be revised and approved by the Accelerated Master's Program Coordinator (or their undergraduate faculty advisor) to include the graduate courses being taken as a part of the undergraduate degree requirements, prior to beginning the coursework.
  - o The updated degree plan does not have to be approved by the Graduate Program Director. The updated degree plan is required for application to the Accelerated Masters.
  - o Transfer students are required to complete an updated degree plan prior to the end of their first term as a transfer student.
3. Prior to the admissions deadline for the graduate program, the applicant should file a formal application for admission to the graduate program.
4. The appropriate graduate faculty will work with the admissions office to approve or deny the accelerated admissions application.
  - o The applicant will receive a decision letter. Applicants accepted to the Accelerated Master's

program are admitted to the Master's program contingent upon completing their bachelor's degree.

5. The bachelor's degree is awarded when the applicant has satisfied all graduation requirements for the bachelor's degree.
6. Applicants must complete the bachelor's degree according to the degree plan in order to be eligible to enroll as a graduate student and complete their master's degree.
7. Upon completion of the bachelor's degree the student then becomes a graduate student.

#### NOTES:

Any remaining credits would be charged at the applicable rate of tuition for the degree earned.

If applicants do not receive credit for all graduate courses attempted as an undergraduate, maintain continuous enrollment, or enroll as a graduate applicant when planned, admission to the graduate program is withdrawn. Each graduate program specifies the curricular requirements for their program as well as the courses that may be taken by undergraduates with accelerated admission to graduate study.

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

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

#### HLC Assumed Practices:

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

#### Dual Master's Degree Opportunities at Prescott College

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

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

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

Graduate applicants may enroll in Dual Degree Opportunities at Prescott College. Prospective students apply directly

for the Dual Degree Opportunity and receive formal admission to the specific Dual Degree program. Students admitted to a Dual Degree program take graduate courses specified as satisfying the requirements for the applicable Dual Degree program, which will include the majority of, if not all of the core courses of each individual program.

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

1. The graduate applicant should consult the Prescott College Catalog for the Dual Degree Program offering (for example, the Dual MBA-MSFS) as well as the catalog entry of each of the separate programs to ensure that prerequisites, if any, are taken into consideration.
2. Prior to the admissions deadline for the graduate program, the applicant should file a formal application for admission to the Dual Degree program of choice (rather than one of the separate degree programs).
3. The Program Directors of both programs associated with the Dual Degree program of choice will work with the admissions office to approve or deny the Dual Degree program application, and/or state any conditions to admission that must be satisfied by the student.
4. Admitted students in the Dual Degree program will work with the Program Directors of both programs to develop a degree completion plan to ensure graduation requirements of both programs are met through the Dual Degree Opportunity. Program Directors at Prescott College will work in close coordination to ensure student success and timely graduation.
5. The degrees are awarded when the student has satisfied all graduation requirements for both degrees as outlined in the specific Dual Degree program section of the Prescott College Catalog and agreed upon with the Program Directors (see 4 above).
6. Dual Degree students are subject to all policies, deadlines, and requirements of each of the programs.
7. If students do not receive credit for all graduate courses attempted in the Dual Degree program, it may be possible to apply for admission and transfer to one or the other of the two programs associated with the Dual Degree Opportunity but the Dual Degree may not be possible without successful completion of all required credits.
8. The graduate courses taken while enrolled in a Dual Degree program may count towards meeting dual master's degree requirements so long as not more than 67% of the credits required for degree completion in the degree program with the least amount of credits are applied to the Dual Degree Opportunity. For example, the MBA program is 30 credits and the MSFS program is 36 credits. At a minimum, a student enrolled in the Dual MBA-MSFS program would need to take a total of 45 credits (15 courses) to meet the Dual Degree credit requirement, which is 21 credits, or seven courses fewer than if the degrees were separately pursued.

### Non-Matriculated Graduate Students

Students who are not formally admitted to a Prescott College program may seek to enroll on a course by course basis, if the following conditions are met:

- Space is available in the course
- Approval is granted by the Program Director

This policy does not apply to visiting students from partner schools or universities (EcoLeague, CIEL, etc.), which has its own enrollment process.

### Non-Matriculated Credit Limits

The following limits apply towards non-matriculated credits that a student may take before or without formal enrollment in a program:

- Graduate credit limit: 9 credits or typically 3 classes

If a non-matriculating student is interested in continuing their studies as a degree-seeking student, they must complete the admissions process for their program of interest. Courses taken as a non-matriculated student are not guaranteed to transfer to a degree program. Formal admission to a program are subject to all admissions requirements and admissions committee evaluations.

Tuition is charged at a per credit rate that is equal to the program credit rate. To

apply as a non-matriculated student, use the following form:

<https://prescottug.radiusbycampusgmt.com/sssc/aform/zC7B8Nzl67020x670R79.ssc>

Upon application receipt, an admissions representative will reach out to the student to assist them through the process. The following is required before the student may enroll in the course:

- Program Director Approval
- Official Transcripts
  - Master's courses: Transcripts showing bachelor's degree conferral
  - Doctoral courses: Transcripts showing master's degree conferral

Upon completion of application and all requirements, the student will be permitted to register for courses. Nonmatriculated students are not eligible for Federal Financial Aid.

## Admissions for Doctoral Program

### Online PhD in Education / Sustainability Education

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

- Completed admissions application
- List of references: Applicants must submit a list of two to four academic or professional references who could be easily called upon to address your capability to be complete graduate-level work. The list must



contain the writer's contact information and must briefly explain the relationship to you. You can email your references to [admissions@prescott.edu](mailto:admissions@prescott.edu)

- Current resume or curriculum vitae
- Personal Statement and Academic Proposal
- Official transcripts from all post-secondary institutions attended with a demonstration of completed master's degree from an accredited institution

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

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

### Computer Literacy Requirement

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

### Conditional Admission

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

### International applicants

Applications from international applicants are welcome to our on-campus and online degree program offerings. For more information about student visa types, please visit the United States Department of State, Education USA web site at: <https://educationusa.state.gov/your-5-steps-us-study>.

### On-Campus program admissions

International applicants applying to any of our on-campus degree programs will be required to apply for a F-1 student visa or have an existing and active F-1 student visa status at another institution that can be transferred upon admission into Prescott College. All international applicants admitted into any of our on-campus programs are required to attend an on-campus orientation and complete all of their degree requirements (coursework) as a **full-time student** on the Prescott College campus.

### Online program admissions

International applicants applying to the PhD or the MS Counseling program will be required to attend an on-campus orientation and a series of on-campus residencies as part of their degree program. Therefore, if admitted, an international student must be prepared to apply for a short-term F-1 student visa to ensure their attendance at the on-campus orientation and each of the required residency components of their program. International students enrolled in any of our distance programs may complete their degree at a part-time or full-time pace.

### English Language Proficiency

International applicants whose primary language is not English, or who attended school in a non-English speaking country, must prove English proficiency. Applicants must demonstrate the following minimum scores

taken within the last two years to demonstrate their English proficiency to demonstrate academic readiness to pursue their studies at our institution.

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

## International Educational Evaluation

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

### Recommended providers:

- [Educational Credential Evaluators](#)
- International Educational Research Foundation
- [Josef Silny](#)
- [World Education Services](#)

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

## Demonstrated Financial Support

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

## Identification Documentation

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

## Veterans Admissions

Prescott College welcomes applications from veterans and their families to all academic programs. Prescott College was the first private school in Arizona to be recognized as a Veteran-Supportive Campus, is a Yellow Ribbon school, and offers a Veterans Resource Center. For more information, visit <https://www.prescott.edu/welcome-veterans-and-military-families-0>.

Specific admissions processes that benefit veterans include:

### Military Transfer Credits

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

### Readmission

Veterans who reapply for admission within five years of their last enrollment at the College and who left in order to perform military service will be readmitted with the same academic status as when last in attendance.

Exceptions may be made in cases of veterans with other than honorable discharge.

## Transfer Credit Policy

### Undergraduate applicants

Credits awarded by institutions with accreditation from institutional and/or specialized accrediting agencies approved by the Council on Higher Education Accreditation (CHEA) for college-level courses (100 level or higher) that received a grade equivalent of "C-" (1.7) or higher may be accepted by the College as transfer credit.

Transfer classes taken for a pass/fail, credit/no credit, or satisfactory/unsatisfactory grade, and where "P", "S", or "CR" equals "C-" or better, may be accepted for credit. In some cases, college level credit from institutions that are not accredited may be transferable via the College's Life Experience Documentation Conversation Portfolio process, or by direct review of curriculum by appropriate faculty body and approval by Chief Academic Officer. Applicants desiring to transfer such credits would apply for the Prior Learning Assessment once enrolled at Prescott College. Also see [Prior Learning Assessment](#).

### Arizona General Education Curriculum (AGEC) and Other State-based Transfer Frameworks

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

or through an ACE-evaluated transcript may be accepted. The Registrar's Office reserves the right to review online providers' accreditation and academic standards prior to accepting credit outright. Students who desire to transfer unaccredited online coursework may apply for the Prior Learning Assessment once enrolled at Prescott College.

### Advanced Placement (AP) and International Baccalaureate (IB) Credits

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

### CLEP

Prescott College accepts a full range of College-Level Examination Program (CLEP) tests, which measure mastery of college-level introductory course content in a wide range of disciplines. To receive credit for successful performance on a CLEP examination, an official transcript must be sent by the CLEP Transcript Service. Prescott College uses the American Council on Education's (ACE) credit recommendations to determine transfer credit for CLEP exams. The

College will not accept a transcript or score report submitted by the applicant, nor will credit be awarded based on another institution's prior evaluation.

## Military Transfer Credits

See [Veterans Admissions](#)

## Graduate Transfer Credit Policy

The faculty of each graduate program approve all requests for the acceptance of transfer credits. To be considered, all such credits must be from an appropriately accredited or approved institution for graduate level courses in which the applicant received a grade equivalent of "B-" (2.7) or higher.

### Maximum Transferable Credits

Master's Degrees	15
PhD	15

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

## International Transfer Credits

International applicants are required to have non-U.S. school transcripts evaluated by a professional, foreign credential evaluation service. They produce an "official report" which is used for evaluation. Applicants seeking to transfer credit into one of our undergraduate programs can request a high school equivalency report, while those seeking to transfer credit into any of our graduate programs (master's or PhD) will need to request a course-by-course equivalency evaluation. The applicant is responsible for all costs associated with this service.

The evaluation process can take several weeks to complete.

## Financial Aid

The Office of Financial Aid processes student financial assistance through financial aid which includes grants, loans, and student employment from a variety of sources. Students must re-file the Free Application for Federal Student Aid (FAFSA) every academic year (as early as October 1<sup>st</sup>) at [www.fafsa.gov](http://www.fafsa.gov). The Office of Financial Aid can offer assistance throughout the application process.

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

### Federal and Institutional Grants

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

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

### Arizona State Grants

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

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

For application and eligibility information visit the ACPE website at <https://azgrants.az.gov/>.

## Federal Direct Loans

Loans are borrowed funds that must be repaid with interest. Students are automatically considered for federal student loans by completing the FAFSA. The College participates in the William D. Ford Federal Direct Loan Program. The following loans are offered through this program:

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

## Private Loans for Education

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

## Scholarships

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

## Work Programs

The College offers three types of employment opportunities for students:

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

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

## Financial Aid Satisfactory Academic Progress

To be eligible and continue to receive Federal Student Aid (FSA), students must make satisfactory academic progress toward achieving and completing their program of study through measurement of qualitative (grade-based) and quantitative (time-based) standards.

Qualitative Standard:

1. Students enrolled in campus and online undergraduate degree programs must maintain a minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale. A grade of credit (CR) does not carry any GPA calculation at this time.
2. Students enrolled in campus and online graduate degree programs must maintain a minimum cumulative GPA of 3.0 on a 4.0 scale. A grade of CR does not carry any GPA calculation at this time.

Quantitative Standard:

A student must have successfully completed at least 67% of all the credits they have attempted at Prescott College during the entire period of enrollment. This is calculated by dividing the total credits earned by the total credits attempted.

To ensure pace towards program completion, each program within the college has a defined number of credit hours required for completion (see academic listings). Students must complete their program within 150% of the published credits which is defined as the maximum timeframe. All credits attempted will count towards this timeframe including

transfer credits, unless excluded through Financial Aid SAP appeal for inapplicability to the student's current program of study (see Transfer Credit section below). A student will be ineligible for financial aid when it becomes mathematically impossible for them to complete their program within this maximum timeframe.

1. Bachelor degree candidates may attempt a maximum of 180 credits. For example, if the student is pursuing a double competency and their degree plan requires more than 120 credits, then the student must still satisfy all requirements of their program without having to attempt more than 180 credits.
2. All courses attempted toward a student's graduate program must be completed prior to 8 calendar years from the start date of the student's initial term of admission. Exceptions to this policy will be considered for re-admitted students on a case-by-case basis and require program director and dean approval. Requests of consideration for exception to this policy must be submitted to the Exceptions Committee.

### **Coursework Results Used to Measure Standards:**

**Attempted credits:** are credits that a student has enrolled in as of the end of the add/drop or standard registration period. This includes courses graded as a W – withdrawn after the drop/add deadline.

**Successfully completed credits:** are considered "earned credits" and are defined through the assignment of a passing grade to the courses attempted and equates to the number of credits earned. Successful grades include CR-credit.

**Unsuccessfully completed credits:** are defined through the assignment of a grade that constitutes failure and non-earned credits which include F-Fail and NC-No Credit. These grades negatively affect both GPA (quantitative standard) and completion rate and maximum time frame (qualitative standards).

**Withdrawal grades:** Credits assigned a W-Withdrawal grade do not count toward a student's cumulative GPA (qualitative standard), however, they do count as attempted but not completed courses and thus do negatively affect a student's completion rate and maximum time frame calculation (quantitative standards).

**Incompletes:** Credits assigned an I-Incomplete count as attempted but not earned until the course is completed by receiving a passing grade. Incompletes do not affect a student's GPA (qualitative standard), and will similarly be excluded from the calculation of a student's completion rate and maximum time frame calculation (quantitative standards), until the course is completed by receiving a passing grade.

**Repeated coursework:** Previously passed courses can be repeated once and be eligible for Federal Financial Aid. Students may repeat unsuccessful course attempts as many times as necessary as long as the student otherwise remains in good financial aid satisfactory academic progress standing, however, only the first course attempt may be excluded from the calculation of Satisfactory Academic Progress (SAP) Grade Point Average (GPA) per this following policy: SAP GPA will follow the method used by Prescott College to calculate academic GPA, specifically with reference to repeating of the same course to improve a grade. The first course grade will not be computed into the total GPA; instead, the most recent grade will be used. Similarly, first course attempts

will be excluded from total attempted courses in the calculation of completion percentage and maximum timeframe.

**Transfer credits:** are considered to be credits attempted and earned toward the completion of the student's program and therefore are counted toward the maximum time frame. Students may submit a Financial Aid SAP Appeal to request exclusion of transfer credits which are not applicable to the student's current program of study once per program of study. This policy is also applicable if a student transfers between programs of study at Prescott College at the graduate level. A completed degree plan and support from the student's faculty advisor are required for this appeal.

**Audited courses and remedial coursework:** Prescott College does not permit auditing courses, nor does it provide remedial coursework and thus no provision is made for audited or remedial courses within the SAP financial aid standards.

**Satisfactory Academic Progress reviews:** SAP is reviewed for financial aid eligibility purposes at the end of each academic term.

**Satisfactory Academic Progress statuses and appeal process:** The following definitions apply to the terms used in this section:

*Appeal:* Appeal means a process by which a student who is not meeting the institution's SAP standards petitions the institution for reconsideration of the student's eligibility for Title IV, HEA program assistance.

*Financial aid probation:* Financial aid probation means a status assigned by an institution to a student who fails to make satisfactory academic progress and who has appealed and has had eligibility for aid reinstated.

*Financial aid warning:* Financial aid warning means a status assigned to a student who fails to make satisfactory academic progress at an institution that evaluates academic progress at the end of each payment period.

Students who fall below SAP standards will be placed on financial aid warning for one term and may continue to receive financial aid during this warning term. At the end of this warning term, students who are still below standards will be placed on financial aid suspension and will lose financial aid eligibility. Students may appeal financial aid suspension by submitting a Financial Aid SAP petition to the financial aid office if they have extenuating circumstances such as the death of a relative, an injury or illness of the student, or another special circumstance. Appeals must include supporting documentation including at least one letter of support from a professional not related to the student regarding why the student failed to make satisfactory academic progress, and what has changed in the student's situation that will allow the student to demonstrate future success in meeting the SAP standards. Approved appeals may result in being placed on financial aid probation status with or without an academic plan during which a student may receive financial aid. If no academic plan is approved, students are only permitted probation status for one term. Academic plans, including the length of the plan, are determined on a case-by-case basis in conjunction with the student's academic advisor, the student advising office, and/or the students' academic dean and may include enrollment level restrictions, mandatory tutoring, or other provisions designed to support the student's academic success. Academic plans must span a minimum of one full term and may span multiple terms of the academic plan specifies this and the student meets all other conditions of the academic plan.

**Re-establishing aid eligibility:** Students may regain financial aid eligibility after financial aid suspension at the next

regular review of SAP standards at the end of each academic term if the student's academic record shows that they are meeting all qualitative and quantitative standards listed above. In the case of a grade change, students may also request the financial aid office review their academic record for compliance to SAP standards. Upon this review, if the student is meeting SAP standards, the student re-gains aid eligibility even if the student was on Financial Aid SAP probation with an academic plan is not otherwise meeting the conditions of that academic plan.

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

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

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

### Proration of Grants & Scholarships

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

Full Time 12 or more credits	100%
Three Quarter Time 9 – 11 credits	75%
Half Time 6-8 credits	50%

With the exception of the Federal Pell Grant and Federal TEACH Grant, financial aid is not available to students enrolled in fewer than 6 credits during a payment period, except for students in their final term of enrollment who have fewer than 6 credits required for degree completion, in which case they may qualify for up to 25% of their full-time institutional aid for one term.

### Financial Aid Returns Due to Drops, Withdrawal, or Non-Participation

Failure to attend or complete classes and/or withdrawing or dropping courses may result in a recalculation of financial aid eligibility levels and a possible return of financial aid as described below. Thus, prior to formally dropping or withdrawing from courses, students **are strongly urged** to contact the Financial Aid office (928-3501111) to discuss the potential financial ramifications.

#### ***Financial Aid Returns when a Student Fails to Begin Courses***

When it is determined that a student fails to begin a course or courses, and/or a student chooses to drop or is otherwise dropped from a course or courses for administrative reasons, Prescott College will re-determine the student's enrollment level for financial aid purposes and their financial aid eligibility accordingly. As a result, students may lose full or partial financial aid eligibility which may result in a financial obligation for the student if their financial aid previously disbursed. Such financial obligations may include immediate repayment of student loan funds to their lender/bank, a balance owed to Prescott College, and/or a debt owed to the US Department of Education. For federal grant funds, this enrollment level and financial aid re-determination is completed prior to any R2T4 calculation described below for courses for which the student began attendance and then withdrew.

#### ***Federal Aid Return Policy when a student withdraws***

The U.S. Department of Education's financial aid return policy, known as the Return to Title IV Aid (R2T4) policy, applies when a student received federal aid (not including federal work study) and then ceases to academically participate in their courses after beginning attendance. Logging in to on-line courses without completing assignments or coursework does not count as academic participation. **These rules apply even if a student is enrolled to attend a future course or courses within the same term unless the student confirms in writing (by e-mailing [finaid@prescott.edu](mailto:finaid@prescott.edu) from their student.prescott.edu e-mail account) their intention to attend**



**their future course(s) after the** date the student officially withdraws or stops attending their current course(s).

The R2T4 calculation compares the amount of federal funding the student received or could have received to the amount of aid the student actually *earned* based on the percentage of the enrollment period the student completed. This percentage is based on the effective date of the student's official withdrawal (if an official withdrawal or leave of absence form is filed with the registrar's office) or if known, the last date of an academically related activity (known as the last date of attendance) in a course. Prescott College does not require attendance to be taken in each course and thus, if the last date of attendance is unknown, the midpoint date of the student's scheduled dates of attendance may be used.

If the student has received more financial aid than the R2T4 calculation determines they have earned, the result may be a financial obligation for the student. Such financial obligations may include repayment of student loan funds to their lender/bank, and/or a debt owed to the U.S. Department of Education for unearned grant funds. The R2T4 calculation also determines if the school is obligated to return a portion of the student's financial aid directly to the US Department of Education. If so, and this financial aid was previously credited toward the student's tuition and fees for the term, and if the student is not eligible for a full tuition and fees refund (see Refund policy), the return may also result in a student balance due to the school.

Upon withdrawal, the financial aid office will complete the necessary calculations and notify the student in writing of any obligations within 45 days of the school's date of determination that the student withdrew. The R2T4 policy is mandated by federal regulation and cannot be appealed. It applies regardless of the reason for the student's withdrawal.

### ***Institutional Aid Return Policy***

Prescott College will prorate the amount of institutional financial aid earned to the amount of tuition charged per the school's [Refund Policy](#). For instance, if a student drops a course during the time period where they are permitted to receive a 75% refund on tuition, this means the student will still be charged for 25% of the tuition for those courses. In this case, the student will also be allowed to keep 25% of their institutional financial aid for that course. The remaining 75% must be returned.

### **Disbursements and Refunds**

The "disbursement date" is the earliest possible date funds may be applied to your student account.

All course contracts must be approved and accepted by the Registrar prior to releasing any financial aid funds to Student Accounts. Aid is released no sooner than the Friday prior to the start day of the classes for which the student is enrolled. While Student Accounts will wait on your financial aid funds to cover your charges, students and families should plan appropriately for other expenses.

When funds arrive, your eligibility will be re-verified and the payment will be posted to your account. (Third party funding [i.e. outside scholarship checks] will be paid according to sponsor instructions.) Once your charges are paid in full, Student Accounts will generate a refund for any excess. Parents who are using a Federal Direct PLUS Loan have the option on the PLUS application to direct any excess loan proceeds to either the parent borrower or directly to the student. Refunds are processed through a third-party service. Students may choose between ACH or paper check by logging into the Student Account Center through My Academic Services.

### **Suspension of Financial Aid Eligibility for Drug-related Offenses**

A student who has been convicted of any offense under any Federal or State law involving the possession or sale of a controlled substance during a period of enrollment in which the student was receiving federal student aid at any school shall not be eligible to receive any grant, loan, or work assistance under Title IV during the period beginning on the date of such conviction and ending after the interval specified in the following table:

- If convicted of an offense involving the possession of a controlled substance, the ineligibility period is:
  - First offense, 1 year

- Second offense, 2 years
  - Third offense, Indefinite.
  - If convicted for the sale of a controlled substance, the ineligibility period is:
    - First offense, 2 years
    - Second offense, Indefinite.
- Notice after Loss of Eligibility

Prescott College shall provide written notice, in a timely manner, to any student who loses financial aid eligibility due to drug-related offenses. The notice will specify the loss of eligibility and advise the student of the ways in which the student can regain eligibility.

#### Rehabilitation

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

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

#### Deployment and Recall to Active Duty Policy

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

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

Students are encouraged to continue course work while on deployment if the situation allows. Students who are unable to continue coursework may elect one of the following options upon receiving deployment or recall orders:

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

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

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

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

## On-campus housing

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

## Meal Cards

Refund on balance.

## Returning after Deployment

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

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

## Obligations of the Student

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

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

Submit appropriate documents for the option chosen:

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

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

\*\*\*Incomplete (I) grades will have one year after the end of deployment for completion. After the one-year grace period any courses still graded 'I' will automatically be regraded to F.

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

## Consortium Agreements

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

## Student Eligibility Requirements:

- Students must obtain approval of the transferability of coursework before the course is taken at another institution in order for the work to be applied toward a Prescott College degree.
- Students must provide a copy of the course description(s) from the college/university catalog or schedule for review, include a statement as to how it fits in your degree plan, and why it cannot be taken at Prescott College.

- If you wish to use financial aid while enrolled, you must be simultaneously enrolled for a minimum of six credits at Prescott College for the term in which you wish to receive financial aid.
- For study abroad courses/programs, students will not be required to be simultaneously enrolled at Prescott College.
- If you wish to receive financial aid through Prescott College, the host school of your choice must be regionally accredited and approved for Title IV Aid funding.
- Approval forms must be signed by the student’s faculty advisor prior to students’ attendance at the host school. Relevant forms are available on the website or from the Financial Aid and Registrar’s offices.

### Student Responsibilities:

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

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

### Financial Aid Disbursement Authorization for Study Abroad Participants

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

## Tuition, Fees, Refund Policy

Tuition is charged based on the number of credits enrolled for in an enrollment period. All refunds are based on the date of the written request to drop credits, determined by the guidelines in the information below. Please note: there will be no refund for “withdrawn” credits/courses. (See also Withdrawal from College for more information). Tuition and fees are established with the College budget each year and are not negotiable. The tuition and fees for each academic year are published each term in registration materials. See the College Calendar for add/drop dates and tuition due dates for each program above.

### On-Campus Bachelor’s Degrees Tuition and Fees

(Tuition and fees reflect term costs for the 2021-2022 academic year)

Full-Time Tuition (12 or more credits per term)	\$16,488
Per Credit Tuition	\$1,374
New Student Orientation Fees (one-time fee)	\$1,075

On-Campus Housing: Single Occupancy private bath (includes laundry fee)	\$4,745
On-Campus Housing: Single Occupancy shared bath (includes laundry fee)	\$4,295
On-Campus Housing: Double Occupancy (includes laundry fee)	\$3,495
On-Campus Housing: Triple Occupancy (includes laundry fee)	\$2,945
On-Campus Housing: Quad Occupancy (includes laundry fee)	\$2,445
Laundry Fee for On-Campus Housing (per term upon student request)	\$45
Meal Plan (Minimum for Students Required to be in On-Campus Housing (Fall and Spring))	\$400
Housing Deposit (To be returned if no damage (true deposit))	\$250
Student Activity	\$100
Freedom Education Fund Fee	\$30
Course Fees	varies by course
Health Insurance (fall term—see registration materials)	
Health Insurance (spring term—see registration materials)	

### Online Bachelor's Degrees and post-bachelors certification Tuition and Fees

(Tuition and fees reflect term costs for the 2021-22 academic year)

<b>Full-Time Tuition (12 credits per term)</b>	<b>\$5,976</b>
Per Credit Tuition (below or above 12 credits)	\$498

### Online Master of Science in Counseling Degrees and graduate counseling certificates Tuition and Fees

(Tuition and fees reflect term costs for the 2021-22 academic year)

<b>Full-Time Tuition (12 credits per term)</b>	<b>\$9,960</b>
Per Credit Tuition (below or above 12 credits)	\$830
Orientation Fee Counseling Students (one-time or per orientation)	\$260
Counseling Program Fee (one time)	\$195

### Online Master of Arts Degree Tuition and Fees

Adventure Education (Teach out)

Environmental Studies (Teach out)

(Tuition and fees reflect term costs for the 2021-22 academic year)

<b>Full-Time Tuition (912 credits per term)</b>	<b>\$11,220</b>
Per Credit Tuition (below or above 12 credits)	\$935

### Online Master of Arts Degree Tuition and Fees

Interdisciplinary Studies

Outdoor Educational Leadership

(Tuition and fees reflect term costs for the 2021-22 academic year)

<b>Full-Time Tuition (12 credits per term)</b>	<b>\$9,288</b>
Per Credit Tuition (below or above 12 credits)	\$774

### Online Master of Arts Degree Tuition and Fees

Education with or without emphasis in Environmental Education

(Tuition and fees reflect term costs for the 2021-22 academic year)

<b>Full-Time Tuition (12 credits per term)</b>	<b>\$7,176</b>
Per Credit Tuition (below or above 12 credits)	\$598

### Online Master of Business Administration Degree Tuition and Fees

(Tuition and fees reflect term costs for the 2021-22 academic year)

<b>Full-Time Tuition (12 credits per term)</b>	<b>\$9,288</b>
Per Credit Tuition (below or above 12 credits)	\$774

### Online Master of Science Degree Tuition and Fees

Environmental Studies

Sustainable Food Systems

Resilient and Sustainable Communities

(Tuition and fees reflect term costs for the 2021-22 academic year)

<b>Full-Time Tuition (12 credits per term)</b>	<b>\$9,288</b>
Per Credit Tuition (below or above 12 credits)	\$774

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

(Tuition and fees reflect term costs for the 2021-22 academic year)

<b>Full-time (12 credits per term)</b>	<b>\$7,404</b>
Per Credit Tuition (below or above 12 credits)	\$617

### Online Master of Education Degrees Tuition and Fees

(Tuition and fees reflect term costs for the 2021-22 academic year)

<b>Full-time (12 credits per term)</b>	<b>\$7,176</b>
Per Credit Tuition (below or above 12 credits)	\$598

## Online Master of Fine Arts Degree Tuition and Fees

(Tuition and fees reflect term costs for the 2021-22 academic year)

<b>Full-time (12 credits per term)</b>	<b>\$7,404</b>
Per Credit Tuition (below or above 12 credits)	\$617

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

(Tuition and fees reflect term costs for the 2021-22 academic year)

<b>Full-time (12 credits per term)</b>	<b>\$3,900</b>
Per Credit Tuition (below or above 12 credits)	\$325

## Online Doctor of Philosophy Degrees Tuition and Fees

(Tuition and fees reflect term costs for the 2021-22 academic year)

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

## Fees Applied to All Programs

Graduation Fee (one time)	\$120
Sustainability Fee (per term)	\$50
Technology Fee (per term)	\$115
Late Registration Fee (if applicable)	\$75
Late Payment Fee (if applicable - monthly)	\$25
Replacement Diploma Fee	\$10
Insurance (Optional)	Contact Provider

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

## Mandatory Insurance Requirement for Counseling Students

Counseling students must maintain malpractice insurance throughout their entire graduate program. The College carries liability insurance to cover students in such field placements.

## Required Intensives by Program

An intensive is a short period of time in which all day learning takes place face to face with the instructor that is not measured by academic credit. Master's programs and Graduate Certificate with the titles listed below require completion of the following intensives for degree or certificate completion. Unless specified otherwise, all intensives are offered in the vicinity of Prescott, AZ or Tucson, AZ. Intensives are generally scheduled to be before or after colloquium for ease of travel.

## Expressive Arts Therapy

Successful completion of two are required for full MS in Counseling students with the EAT concentration. One is required for Post-Master's certificate in EAT students. One is offered each summer.

*\*This is the cost in 2021. The cost may increase for 2022.*

## Adventure-Based Counseling & Nature-Based Counseling

Successful completion of four experiential field intensives (one may be substituted by an independent study totaling not less than 100 hours) are required. Intensives are typically 3-5 days.

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

## Payment of Tuition and Fees

Payment of tuition and fees for all programs is due by the published tuition due dates for the term. If payment cannot be made in full by the published tuition due date, payment arrangements with the Student Accounts Office must be in place. Financial aid must be final and in place for it to count as payment.

There is an online interest free payment plan through NelNet. The earlier a student sets up the online payment plan, the lower their down payment.

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

## Payment Options

- Cash, Check, Money Order
- Credit/Debit Card
- Payment Plan
- Third Party Payers
- Financial Aid\*

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

## Three-Day Cancellation

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

## Consequences of Non-Payment

If, for any reason, a student's account is not paid in full by the first day of enrollment, Prescott College has the following options:

1. If a student has a previous balance owing on the first day of a new enrollment period, the student may not be eligible to re-enroll.
2. Delinquent payments or unpaid balances will incur a late charge of \$25.00 per month.
3. The student's account may be turned over to a collection agency or attorney with all collection costs charged to the student or responsible party.
4. Transcripts will be withheld.



5. The student will not receive his or her diploma.
6. Institutional Recommendations for Teacher Certification will be withheld.

The College may use any or all of the above options to collect any debts owed. A \$20.00 fee will be charged for all returned checks. Veterans for whom the disbursement of funds from the VA has been delayed will not incur any late fees or penalties.

## Refund Policy

### Fees

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

Students who attend Orientation and do not enroll for the term are not entitled to a refund of the orientation fee.

### Tuition

Students may be eligible to receive a tuition refund only when a decrease in credit hours changes the students' number of enrolled credits. The effective date is when a written request (Drop/Add form or Leave of Absence/Withdrawal form) is received in the Office of the Registrar. All refunds are based on the date of the written request to drop credits, determined by the guidelines in the information below. Please note: there will be no refund for "withdrawn" credits/courses. (See also, Withdrawal from College for more information). See [Calendar](#) for specific drop/add drop dates per session.

### Term, Sessions and Blocks

	% of Paid Tuition Refunded
Prior to Start of Term	100% refund
Through End of Drop/Add Period	100% refund
After end of Drop/Add Period	0% refund

### Books and Supplies

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

### Library Fines and Fees

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

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

### Right to Appeal the Refund Policy

Students who believe that individual circumstances warrant exceptions to this published refund policy may file a formal, written appeal through an exceptions request, see [Exceptions to Policy](#). The College reserves the right to refuse an appeal of the refund policy.

# College Facilities and Other Resources

## Campus Map

See Appendix for map of campus.

## Bookstore and Other Instructional Materials

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

## Classrooms and Learning Spaces

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

## Learning Technology

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

## Labs

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

## Library

The library's collection is designed to support and supplement the College's curriculum. The library staff is dedicated to providing professional reference and instructional assistance to students. A full range of services is offered, including individual instruction sessions, classroom sessions, library orientations, and workshops. Instructional and informational trainings and materials available online help students navigate the library and its resources. Online access is available to the Library catalog, journal databases, and other instructional/informational resources are available at <https://library.prescott.edu/> or contact the Library at 928-350-1300 or [library@prescott.edu](mailto:library@prescott.edu).

## Learning Commons

Housed in the Library, the Learning Commons offers professional and peer-tutoring services of the Writing Centers, the College's World Languages Initiatives and Study Abroad offerings. <https://prescott.edu/advising-andlearning-commons>

## Lost and Found

The library is the central location for lost and found on the Prescott Campus. Any items of significance found on the Prescott Campus should be brought to the library. The library's front desk staff will make every effort to contact the owner of an item if it is clearly marked with name or contact information. Other items will be retained in hopes the owner will come by and claim the item.

### Student Solutions Center: Student Accounts

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

### Student Solutions Center: Financial Aid

The Financial Aid office processes student financial assistance through federal financial aid which includes grants, loans, and student employment. The Financial Aid office can offer assistance throughout the application process. See Financial Aid section for the types of financial aid available to qualified applicants.

### Student Solutions Center: Registrar

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

### Academic Operations

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

### The Village, Student Housing

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

### Crossroads Center

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

### Crossroads Café

The Crossroads Cafe supports the College's ongoing commitment to respecting the environment and furthering the practice of sustainability. It is an ideal place for students to enjoy tasty and wholesome meals while meeting each other. The café is a gathering place for the entire community, hosting musical performances, lectures, slideshows, video presentations, and study groups. Students can purchase meal cards to buy items at the Café when open.

### Sustainability Program

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

### Equipment Warehouse

The equipment warehouse is a 2,800 square-foot storage facility which houses the College's field equipment and

provides a staging area for field courses. Students, faculty, and staff can rent state-of-the-art equipment for camping, backpacking, rock climbing, mountain climbing, ski touring, avalanche forecasting, white-water kayaking and rafting, sea kayaking, and canoeing.

## Transportation

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

# Student Affairs

## Nondiscrimination Policy

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

This policy applies to the administration of the College's educational policies, financial aid program, or any other programs generally accorded or made available to students. The Human Resources office is available to discuss and investigate matters concerning discrimination.

## Access and Disability Support Services

### Policies and Procedures for the Americans with Disability Act (ADA)

Prescott College is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA).

Prescott College prohibits and actively discourages discrimination against individuals with disabilities.

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

### Academic Standards and ADA Accommodation Statement

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

Documentation of disabilities as well as advocacy for reasonable accommodations is handled through the Advising and Learning Commons located in the Prescott College Library. Reasonable accommodations offered are based on the nature of the disability and the academic environment. Prescott College promotes the development of academic

and personal growth, life-long learning, academic integrity, as well as equal access to all programs, services, activities and courses for students. Mari Longpre is the ADA Coordinator and lead for ADA accommodations and related matters. All questions and concerns should be directed to the ADA coordinator at [accommodations@prescott.edu](mailto:accommodations@prescott.edu)

## Accommodation Process for Students with Disabilities

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

## Temporary Disabilities

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

## Contacts for ADA-Related Services

Academic Services, Auxiliary Aids  
& Temporary Disabilities

Mari Longpre, ADA coordinator

Mental Health Services

Tony Himes, Counselor

Housing

(928) 350-1006

## Missing Student Notification Policy

In accordance with the Higher Education Act, Section 485(j), Prescott College has established the following procedures regarding missing students. This policy applies only to students residing in campus housing.

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

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

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

## Residential Life at Prescott College

### Mission and Vision

The Office of Residence Life is committed to empowering students in their personal growth and development while providing them with the support and opportunities for involvement. Our goal is to integrate living and learning while supporting the educational goals of our students and the institution.

### Statement of Non-Discrimination

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

### Housing Options

Prescott College's on-campus housing consists of 13 townhouses housing up to 104 residents. Each townhouse, consisting of 5 bedrooms and 3 baths along with community living space and a kitchen, houses up to 8 residents. Rates (per term) will be set each spring for the upcoming academic year.

### Prescott College Liability Policy

Prescott College is not responsible for the injury of person(s) or loss or damage of any property of the resident or their guests caused by water, rain, fire, steam or sewer pipes, plumbing, stoves, refrigerators, laundry machines, dryers, or anything else that is beyond its control. Liability for such risks is expressly assumed by the resident.

Residents are encouraged to obtain the appropriate insurance for personal property and keep a record of their belongings.

## Residential Life Policies

### Rights and Responsibilities of Community Participants

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

### Student Grievance Procedures

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

Grievances fall into two categories: academic and nonacademic.

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

### Academic Grievance Procedures

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

- 1) A student who is unsure whether their grievance falls under this description should consult with the Associate Dean of Instruction or the Associate Dean of Student Affairs.
- 2) Once it is determined that the grievance is academic in nature, every effort should be made to resolve the problem informally. To accomplish this, the student is encouraged to talk directly with the faculty member or mentor. (In exceptional circumstances where a dispute cannot or should not be addressed informally, this step may be omitted.)
- 3) If the student cannot resolve the issue with the instructor, they should then explain the situation to the chair of that area of study and ask for their assistance in working with the instructor to resolve the issue. If that does not successfully resolve the issue, the student has the option to file an academic grievance.



- 4) If informal efforts are unsatisfactory or unsuccessful, a formal grievance may be filed with the academic dean or designee. The grievance should be in writing and should include the name of the respondent and a description of the specific incident(s) forming the basis of the grievance, an outline of the informal steps taken to resolve the matter, and reference to the desired outcome(s) if appropriate. The formal grievance should be presented no later than 30 days after the student has knowledge of the problem.
- 5) The complainant has a right to present witnesses or testimony if they so choose.
- 6) The academic dean or designee will investigate and decide how the problem should be resolved, and will render a decision in a written summary to the student and the relevant faculty member or mentor.
- 7) The dean's decision may be appealed in writing to the executive vice president and provost, who will make a ruling within 30 days of receipt of the appeal.
- 8) If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 W. Adams, Phoenix, AZ 85007, phone # 602-542-5709, website address: [www.azppse.gov](http://www.azppse.gov)

Students also have the right to contact state authorization or accrediting agency contacts for specific issues. For online students who are residents of states outside of Arizona, consumer inquiries may be directed via the College's webpage listing contact information for licensing and consumer protection bodies in specific states:

<http://www.prescott.edu/explore/at-a-glance/accreditation/consumer-protection-agency.php>.

## Nonacademic Grievance Procedures

Non-academic grievances fall into two categories:

- a) general non-academic grievances, and
  - b) sexual harassment grievances, which include sexual misconduct. Title IX regulations cover sexual harassment/sexual violence (see below).
- 1) A student who is unsure whether their grievance falls under the non-academic description should consult with the Associate Dean of Instruction or Associate Dean of Student Affairs. For issues dealing with sexual harassment, the student should follow the Sexual Harassment Grievance procedure. Once it is determined the grievance is nonacademic in nature, every effort should be made to resolve the problem informally. (If for any reason a dispute cannot or should not be addressed informally, this step may be omitted.)
  - 2) If informal efforts are unsatisfactory or inappropriate, a formal grievance can be filed with academic dean or designee. The grievance must be in writing and must include the name of the respondent and a description of the specific incident(s) concerning the grievance, an outline of the informal steps taken to resolve the matter, and reference to the desired outcome(s), if appropriate. The formal grievance should be filed within 30 days after the student has knowledge of the problem.
  - 3) The Associate Dean or designee will determine if an investigation is appropriate.
  - 4) Any investigation will be conducted by the Associate Dean or designee; who may include other relevant college officials in the process.
  - 5) The complainant has a right to present witnesses or testimony if they so choose.
  - 6) Based on the investigation, associate dean or designee will render a decision in a written summary sent to both parties.
  - 7) The student may appeal this decision to the college President, who will make a ruling within 30 days of receipt of the appeal. This ends the College appeals process.
  - 8) The Arizona SARA Council has jurisdiction over Arizona SARA-approved institutions including Prescott College in relation to non-instructional complaints. Instructional complaints, such as grade grievance, are not reviewed by the Council and should not be submitted for review. Prior to registering a noninstructional complaint with the Arizona SARA Council, the student/complainant must complete



Prescott College's and the Arizona State Board for Private Postsecondary Education's complaint process, as listed above. Non-instructional complaints may be submitted here:

<http://azsara.arizona.edu/complaintprocess>.

- 9) Students also have the right to contact state authorization or accrediting agency contacts for specific issues. For online students who are residents of states outside of Arizona, consumer inquiries may be directed via the College's webpage listing contact information for licensing and consumer protection bodies in specific states: <https://prescott.edu/consumer-information>. If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the United States Department of Education: Office for Civil Rights (OCR), 400 Maryland Avenue, SW, Washington, DC 20202-1100, Customer Service Hotline #: (800) 421-3481, Email: [OCR@ed.gov](mailto:OCR@ed.gov)

## Student Conduct Policy

### Section I. Guiding Principles

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

### Section II. Scope

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

### Section III. Reach

The Student Conduct Policy shall apply to student conduct that occurs on College premises including online platforms (including online classes, e-mail and telephone communication), at College-sponsored activities, student organization sponsored events or in College Housing. At the discretion of the Conduct Officer (associated dean or their delegate), the Policy also shall apply to off-campus student conduct (off-campus conduct should demonstrate concern for the health, safety, and welfare of community members and reflect students' fitness to be a member of the local community); when the conduct, as alleged, adversely affects a substantial college interest and potentially violates a campus policy. The Conduct Officer delegates to the director of student housing the authority to develop and enforce rules and procedures to address the unique needs and management of College premises under the control of the director of student housing. Such rules and procedures shall be complementary to this Code.

### Section IV. Responsibilities of Dual Membership

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

### Section V. Disciplinary Offenses

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

- 1) Scholastic Dishonesty
  - a. Plagiarism;

- b. Cheating on assignments or examinations;
  - c. Engaging in unauthorized collaboration on academic work;
  - d. Taking, acquiring or using test materials without faculty permission;
  - e. Submitting false or incomplete records of academic achievement;
  - f. Altering, forging or misusing a College academic record;
  - g. Fabricating or falsifying data, research procedures, or data analysis;
  - h. Deceiving the College and/or its officials.
- 2) Illegal or Unauthorized Possession or Use of Weapons
- a. Possession or use of firearms, explosives, dangerous chemicals, or other weapons, or likenesses of weapons, on college property, at school-sponsored housing or at college-sponsored functions, except where possession is required by law.
- 3) Threatening, Violent or Aggressive Conduct
- a. Assault, battery, or any other form of physical abuse of a student or college employee.
  - b. Fighting or physical altercation.
  - c. Conveyance of threats by any means of communication including, but not limited to, threats of physical abuse and threats to damage or destroy college property or the property of other students or college employees.
  - d. Any conduct that threatens the health or safety of another individual one's own self or another individual. Threats to commit self-harm and/or actual incidents of self-harm by any student.
- 4) Theft, Property Damage, and Vandalism
- a. Theft, attempted theft, vandalism/damage, or defacing of college property, college-controlled property, or the property of another student, faculty, staff member or guest.
  - b. Extortion.
  - c. Setting fires, tampering with fire safety and/or firefighting equipment.
- 5) Disruptive or Disorderly Conduct
- a. Disruptive Behavior, such as, interference with the normal operations of the college (i.e., disruption of teaching and administrative functions, disciplinary procedures, pedestrian or vehicular traffic, or other college activities)
  - b. Disruptive Classroom Conduct, such as,
    - i. Engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities, or
    - ii. Use of cell phones, MP3 players during scheduled classroom times.
  - c. Disorderly Conduct in person or within e-learning platforms.
    - i. Breach of peace on college property, within college courses, or at any college sponsored or supervised program.
    - ii. Any in-school, online, or off-campus act considered inappropriate or as an example of misconduct that adversely affects the interests of Prescott College and/or its reputation (off-campus conduct should demonstrate concern for the health, safety, and welfare of community members and reflect students' fitness to be a member of the local community).
- 6) Illegal or Unauthorized Possession or Use of Drugs or Alcohol

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

7) Verbal Assault, Defamation and Harassment

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

8) Hazing and Anti-bullying

- a. Any form of "hazing" and any act that endangers the safety of a student, or that destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. "Hazing" includes any method of initiation or pre-initiation into a student club or any pastime or amusement engaged in with respect to such a student group or student organization that causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending the college.
- b. It is the policy of the College that bullying behavior by or against any member of the College community, whether student, employee, faculty or guest, will not be tolerated. Violation of the anti-bullying policy can result in discipline, up to and including expulsion for students. While each circumstance is different, bullying is inappropriate, unwelcome behavior (which can be through verbal or other communication, or physical contact) that targets an individual or group because of a characteristic of the individual or group, whether protected by anti-discrimination laws or not. Prohibited bullying may be the result of repeated behavior or, if sufficiently severe, a single incident; can be direct or indirect; and can be effectuated through verbal, physical, electronic, or other means.
  - i. Conduct constitutes prohibited bullying when a reasonable person in the circumstances would find the conduct sufficiently severe, based on its nature and frequency, to create an environment which is hostile or intimidating and which unreasonably interferes with the work, educational or college opportunity, or is intended to cause or is reasonably foreseeable to cause physical, emotional, or psychological harm. Prohibited bullying behavior can take a variety of forms, and may include, but is not limited to, the following examples:
- c. Verbal abuse, such as the use of derogatory remarks, insults, and epithets; slandering, ridiculing, or maligning a person or their family; persistent name calling; using an individual or group as the butt of jokes;
- d. Verbal or physical conduct of a threatening, intimidating, or humiliating nature;
- e. Sabotaging or undermining an individual or group's work performance or education experience; inappropriate physical contact, such as pushing, shoving, kicking, poking, tripping, assault, or the

threat of such conduct, or damage to a person's work area or property; and inappropriate electronic communication, such as the use of electronic mail, text messaging, voice mail, pagers, websites, or online chat rooms in a threatening, intimidating, or humiliating manner.

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

9) Falsification

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

10) Abuse of Prescott College disciplinary system, including but not limited to:

- a. Failure to obey the summons of a disciplinary body or college official.
- b. Falsification, distortion, or misrepresentation of information before a disciplinary body or college official.
- c. Disruption or interference with the orderly conduct of a disciplinary proceeding.
- d. Attempting to influence the impartiality of a member of a disciplinary body prior to and/or during the course of the disciplinary proceeding.
- e. Verbal or physical harassment and/or intimidation of a member of a disciplinary body prior to, during, and/or after the disciplinary proceeding.
- f. Failure to comply with the sanction(s) imposed under the student conduct policy.
- g. Influencing or attempting to influence another person to commit an abuse of the disciplinary system.

11) Unauthorized Use or Misuse of College Facilities

- a. Unauthorized entry into, unauthorized use of, or misuse of college property, including computers and data and voice communication networks.

12) Violation of Federal or State Laws

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

13) Insubordination

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

14) Violations of College Rules

- a. Violations by guest of a student on college property. Students are responsible for the actions of their guests.
- b. Violation of school safety regulations, including but not limited to: setting fires, tampering with fire safety and/or firefighting equipment, failure to exit during fire drill, turning in false fire alarms and/or bomb threats.
- c. Smoking in classrooms or other college buildings or areas unless designated as a smoking area.

- d. Any violation of the student housing agreement, rules and regulations and/or the college housing student handbook.
- 15) Any violation of the institution's policies on the responsible use of technology, including but not limited to
- i. The theft or abuse of computer, email, Internet or Intranet resources.
  - ii. Unauthorized entry into a file to use, read, or change the contents of, or for any other purpose.
  - iii. Unauthorized transfer of a file.
  - iv. Unauthorized downloading of copyrighted materials in violation of law.
  - v. Unauthorized use of another individual's identification and/or password.
  - vi. Use of computing facilities to interfere with the work of another student, faculty member, or school official.
  - vii. Use of computing facilities to send obscene or abusive messages (including but not limited to e-mail, social media, online classrooms).
  - viii. Use of computing facilities to interfere with normal operation of the school's computing system.
  - ix. Cyber bullying.
- 16) Failure to satisfy school financial obligations

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

## Section VI: Sanctions

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

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

- 1) **Warning:** A notice in writing that a student has failed to meet some aspect of the school's standards and expectations.
- 2) **Probation:** Probation is used for repeated violations or a specific violation of a serious nature as a first course of action. The Conduct Officer or their delegate defines the terms of probation.
- 3) **Discretionary Sanctions:** The student will be required to complete an educational service, attend counseling, or have restricted privileges.
- 4) **Removal from Housing:** The student will be immediately dismissed from school housing. The student will be required to vacate the premises according to the terms of the sanction.
- 5) **Suspension:** Separation of the student from the school for a pre-determined period of time. The student may be able to return to school once specified conditions for readmission are met. The student may not attend classes, visit college housing, use school facilities, participate in or attend college activities, or be employed by the school during their suspension.
- 6) **Expulsion:** The student will be expelled from Prescott College immediately. The student will not be permitted to continue his or her studies at the college and may not return to the college or to college sponsored housing or activities at any time or for any reason.
- 7) **Restitution:** Compensation for loss or damage to property leased, owned, or controlled by the school. This may take the form of monetary or material replacement.

The above list is only a general guideline. Some sanctions may be omitted, and other sanctions not listed above may be used.

## Search of Students' Property

Students have no expectation of privacy in their personal property while on campus. Prescott College reserves the right to search the contents of students' personal property or belongings at any time, when there is

reasonable suspicion on the part of the College's staff, that a risk to the health, safety, or welfare of students and/or the school community exists, including searches pursuant to an investigation of potential wrongdoing. This includes but is not limited to: vehicles brought onto property leased, owned or controlled by the school; backpacks; and clothing. This policy also applies to student property in school housing, as well as student e-mail and/or computers.

## Section VII: Disciplinary Procedures

### Complaint

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

- 1) The complaint shall be prepared in writing or in an incident report and directed to the Associate Dean or their delegate.
- 2) The written complaint or incident report should include the nature of the offense, date, approximate time and location of incident. The name of the victim(s), offender(s), and any witness(es) may be included.
- 3) Complaints or incident reports should be submitted within 48 hours after the alleged violation occurred unless there are extenuating circumstances requiring a longer timeframe.

The Associate Dean or a delegate may review and investigate the complaint, and uphold due process, to determine if the allegations have factual merit, to identify violations of the student conduct policy, and to impose sanctions for such violations. In most situations, the accused will be given the opportunity to tell his or her account of the situation and to provide this information, in writing, unless Prescott College determines that the circumstances do not warrant disclosure of some or all of the facts.

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

- 1) The Associate Dean or a delegate will choose to conduct a disciplinary meeting. Potential attendees include a student or students, and others who may have relevant information. The Student should receive advance notice, in writing, of the allegations and the reason for the meeting.
- 2) After the meeting, the Associate Dean or their delegate will determine whether it is more likely than not that a violation occurred, and will render and communicate the decision to the student in writing, which shall describe the violation and the sanctions imposed, if any, and the student's right to appeal. If the dean determines that there was no violation, that decision will be documented in writing to the student as well.
- 3) If a student fails to appear for the meeting, the associate dean or their delegate may make a determination of violations of Prescott College policies on the basis of the information available, and impose sanctions for such violations.

### Notification and Determination of violations that warrant Disciplinary Hearing by Panel

In some cases, involving serious violations the Associate Dean or delegate, hereby referred to as "Hearing Officer", in his or her sole discretion, may choose to assemble a disciplinary panel to adjudicate the process.

- 1) The Hearing Officer may immediately (before a hearing takes place) remove the student from the campus community pursuant to an Interim Suspension until the Disciplinary Panel is convened. (See Interim Suspension).
- 2) The Student should receive advance notice, in writing, of the allegations and the reason for the meeting. A student may forego attendance at the hearing and a determination of the sanction will be made by the Disciplinary Panel.
- 3) Hearings normally shall be conducted in private. The Disciplinary Hearing is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the hearing.

- 4) The Student may be accompanied by one person (family member, friend, etc.) to provide support. This person cannot ask questions directly or speak during the meeting. The committee may prohibit from attending or remove any person who disrupts the proceedings of the committee.
- 5) In Hearings involving more than one Student, the Hearing Officer, at his or her discretion, may permit the hearing concerning each student to be conducted separately.
- 6) The Disciplinary Panel may hear from any person who may have relevant information, and the Panel may review any documents presented to them.
- 7) Pertinent records, documents, and written statements may be considered by the Hearing Officer at their discretion.
- 8) The Disciplinary Panel may ask questions and may seek information not provided to it previously.
- 9) The Disciplinary Panel may determine whether it is more likely than not that a violation occurred. The Panel should communicate to the Hearing Officer its decision and its recommended sanction, if any.
- 10) After the Hearing, the Hearing Officer will issue a written decision to the accused Student, which identifies the accusations and the panel's conclusions, any sanctions, and the student's right of appeal.
- 11) In general, the accused should have access to the documentation reviewed by the panel; however, identifying names and information may be removed from the documentation when necessary to protect other students' privacy rights.

### Disciplinary Panel

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

### Administrative Interim Suspension

Students may be administratively suspended on an interim basis when:

- 1) Serious allegations are being investigated.
- 2) Serious allegations are pending before a disciplinary panel.
- 3) In advance of a disciplinary panel hearing; or
- 4) When a student potentially poses a threat of harm to himself, to others, or to property of the college or a member of the college community.

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

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

### Section VIII: Appeal Procedures

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

- During an appeal, the student should continue to obey the terms of the decision, e.g., a student who has been suspended from school may not be on school property; a student dismissed from school housing must leave in accordance with the directions indicated in the decision.
- The student must write a letter of appeal in the student's own words, addressed to the President of Prescott College or their delegate. This letter must clearly state the extenuating circumstances or the grounds for believing the decision was arbitrary or biased or that it was without adherence to Prescott

College policies and procedures, and provide any supporting documentation. It must be delivered to the President or their delegate within seven calendar days following the student's receipt of the decision.

- Students should provide documentation to support the allegations of the appeal.
- The President or their delegate may appoint an ad hoc committee to review appeals and make a recommendation regarding disposition of the appeal within 30 days of the date of receipt of the appeal. This committee will be composed of faculty or staff members not involved in making the initial disciplinary decision.
- The President and/or the committee may (or may not) decide to convene an appeal hearing. The student will be notified in writing of the date and time of the appeal. The student is expected to attend the meeting, and failure to do so, for other than documented emergencies, may be considered forfeiture of the right to present further information regarding the appeal.
- The student making the appeal may be provided an opportunity to address the committee in person. The student may be accompanied by one person (family member, friend, etc.) as an observer. The committee may prohibit from attending or remove any person who disrupts the proceedings of the committee.
- The Appeal meeting is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the meeting.
- Audio recording of the academic hearing is not permitted. Minutes of the meeting are confidential.
- Following appropriate review and deliberation, the committee will report back to the President or their delegate with its recommendation regarding its review of the appeal. The President or their delegate will render a written decision on the appeal within thirty calendar days from receipt of the appeal. The decision will be final.

## **Drug-free Workplace and Campus Policy**

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

### **Effects of Drugs and Alcohol**

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

This can lead to risk taking behavior in regards to sexual health, the incidence of unwanted or unprotected sex when one is under the influence of drugs or alcohol is significantly raised, and drugs can be the trigger for violent crime.

Economic and legal problems usually result when one tries to support a drug habit by resorting to crime. The dependence, illness, loss of job, and loss of family or friends that can result from drug or alcohol use and abuse can be tragic. In keeping with the mission of Prescott College and the requirements of state and federal law, Prescott College has adopted this program to ensure a drug-free campus and workplace and to prevent the use of controlled substances and the abuse of alcohol.

### **Alcohol Use at the College**

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

### **College Functions**

For the purposes of this policy, "function" is defined as a gathering sponsored by Prescott College, or any of its constituent groups, at which alcohol is served. The presence of alcohol at these functions creates a need to manage the activity with care and to be more concerned with the conduct of those present. Those who plan to



choose to attend functions where alcoholic beverages will be served and consumed must assume responsibility for the consequences of their actions.

### Off-Campus College Functions

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

### Risk-Management Guidelines

Inform the group advisor or other sponsor of both planned activities and the person(s) responsible for the event at least 72 hours in advance of the event. Focus on a theme rather than on alcohol.

When alcohol is served, encourage mature and responsible use. A general guideline is one keg per 55 legal drinkers or one 12-ounce can of beer per hour, per person. Designate officers or members who will not drink alcohol during the functions. Sponsor activities that do not require driving afterwards if alcohol is served. Help guests find escorts or transportation home if needed. Call Security for assistance with on-campus emergencies. Observe proper fire and building codes with respect to maximum occupancy.

### Alcohol—State Laws and Regulations

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

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

### College Sanctions

Prescott College, in all actions, will seek to uphold local, state, and federal laws. Insofar as permitted by these laws, Prescott College will apply sanctions that could lead to a student being fined, suspended, or expelled, or an employee being disciplined, suspended, or dismissed for violation of Prescott College's standards of conduct.

Students and employees may also be referred for prosecution. Disciplinary sanctions may include the completion of an appropriate rehabilitation program, at the student's or employee's expense, if necessary.

### State and Federal Sanctions

Federal penalties and sanctions for illegal possession of a controlled substance include the following:

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

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

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

### Convictions for Drug-related Offenses

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

### Danger Signals Indicating a Drug or Alcohol Problem

Following is a listing of classic danger signals that may indicate the presence of a drug or alcohol problem:

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

### Counseling

If you observe any of these changes in yourself or another student, you are encouraged to talk with a counselor.

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

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

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

## Title IX Sexual Harassment Policy

### **INTRODUCTION AND OVERVIEW**

Prescott College does not tolerate sexual harassment. Such conduct is harmful to the well-being of our community members, our learning and working environments, and the collegial relationships among students, faculty, and staff that characterize the culture of Prescott College. All forms of sexual harassment under this policy are regarded as serious College offenses, and violations may result in discipline, including the possibility of separation from the College.

### **SCOPE**

Prescott College has two policies in order to address incidents of sexual misconduct. This policy is referred to as the Title IX Sexual Harassment Policy and the second is referred to as the Prescott College Sexual Misconduct Policy. These policies are interrelated and must be read together. If the allegations forming the basis of a formal complaint (defined below), if substantiated, would constitute prohibited conduct under both policies, then the grievance process set forth in this Title IX Sexual Harassment policy will be applied in the investigation and adjudication of all of the allegations.

This Title IX Sexual Harassment policy is based on definitions set forth in regulations promulgated by the U.S. Department of Education under Title IX of the Education Amendments Act of 1972. This policy limits the scope of Title IX Sexual Harassment to, among other things, conduct that occurs within the United States and conduct that occurs within the College's education program or activity (a concept further defined and discussed below).

The College Sexual Misconduct policy applies only to certain conduct, as defined under that policy. Specifically, the College Sexual Misconduct policy applies to forms of sexual misconduct that do not fall under the scope of the Title IX Sexual Harassment policy, including Sexual Exploitation, Improper Conduct related to Sex, and College Sexual Harassment. The College Sexual Misconduct policy also applies to certain conduct that would otherwise be prohibited under the Title IX Sexual Harassment policy (e.g., Sexual Assault, Domestic Violence, Dating Violence, and Stalking), but which must be dismissed under the Title IX Sexual Harassment policy because they do not meet the jurisdictional requirements.

### **ACADEMIC FREEDOM**

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

The College will respond to reports or formal complaints of conduct prohibited under this policy with measures designed to stop the prohibited conduct, prevent its recurrence, and remediate any adverse effects of such conduct on campus or in College-related programs or activities.

### **COMPLIANCE RESPONSIBILITY**

The Title IX Coordinators oversee compliance of Title IX Sexual Harassment in accordance with Federal Regulations as well as incidents falling under the Prescott College Sexual Misconduct policy.

Title IX Coordinators will be informed of all reports or formal complaints of violations of this policy, and oversee the College's centralized response to ensure compliance with Title IX and the 2013 Amendments

to the Violence Against Women Act (VAWA). The Title IX Coordinator’s responsibilities include (but are not limited to):

- Communicating with all members of the College community regarding Title IX and VAWA, and providing information about how individuals may access their rights;
- Reviewing applicable College policies to ensure institutional compliance with Title IX and VAWA;
- Monitoring the College’s administration of its own applicable policies, including this policy and the Prescott College Sexual Misconduct Policy and all related record keeping, timeframes, and other procedural requirements;
- Conducting training regarding Title IX, VAWA, and prohibited conduct defined in this policy and related policies; and
- Responding to any report or formal complaint regarding conduct that violates this policy. For any report of which the College has actual knowledge (and any formal complaint), the Title IX Coordinator shall oversee and implement the explanation and provision of any supportive measures. For any formal complaint, the Title IX Coordinators oversee the investigation and resolution of such alleged misconduct, direct the provision of any additional supportive measures, and monitor the administration of any related appeal.

The Title IX Coordinators may delegate certain responsibilities under this policy to Title IX Investigators or other designated and trained administrators.

Contact Information

Title IX Coordinators

Name	Title	Phone	Email
Kristine Preziosi	Title IX Coordinator	928-925-3369	<a href="mailto:kpreziosi@prescott.edu">kpreziosi@prescott.edu</a>
Susan Krause	Deputy Title IX Coordinator	928-350-4402	<a href="mailto:susan.krause@prescott.edu">susan.krause@prescott.edu</a>
Jule Rich	Title IX Investigator		<a href="mailto:jule.rich@prescott.edu">jule.rich@prescott.edu</a>

Information a party shares with Confidential Resources will not be shared with the Title IX Office or any other individual without the individual’s express written permission. Exceptions are made if there is an imminent threat of serious harm to the individual or to others, or a legal obligation to reveal such information (e.g., if there is suspected abuse or neglect of a minor).

**Prescott College Confidential Resource**

Tony Himes- 928-848-1111

**Disability Resources**

Lisa Whittaker- [accommodations@prescott.edu](mailto:accommodations@prescott.edu)

**Responsible Employees<sup>1</sup>** (mandated reporters)

- Housing and Residence Life Professional Staff
- Resident Assistants (RA’s)
- College Deans
- College Advisors

For any complaints received by the Title IX Office or an Official with Authority, involving an employee the

Title IX Office will communicate with the appropriate persons in Human Resources. If Human Resources receives, a complaint related to this policy they will consult with the appropriate Title IX Coordinator or their designee.

## External Inquiries

Inquiries may be made externally to:

Office for Civil Rights (OCR)  
U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-1100  
Customer Service Hotline #: (800) 421-3481  
Facsimile: (202) 453-6012  
TDD#: (877) 521-2172  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)  
Web: <http://www.ed.gov/ocr>

For complaints involving employees<sup>2</sup>:

Phoenix District Office (Arizona)  
3300 North Central Avenue Suite 690  
Phoenix, AZ 85012-2504  
Phone: (800) 669-4000  
Fax: (602) 640-5071  
TTY: (800) 669-6820  
ASL Video Phone: (844) 234-5122

To raise any concern involving possible bias, conflict of interest, misconduct or discrimination by the Title IX Coordinator, contact the President Dr. Barbara Jean Morris 928-778-2090

Concerns of possible bias, conflict of interest, misconduct, or discrimination by any other Title IX Team member should be raised with the Title IX Coordinator.

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<sup>1</sup> See Terminology for the definition of Responsible Employees.

<sup>2</sup> EEOC has jurisdiction over Title IX employment claims. Please consult: <http://www.eeoc.gov/field/index.cfm> to locate your local office's contact info

## **TERMINOLOGY**

The following definitions clarify key terminology as used in this policy.

**Actual Knowledge** means that the Title IX Coordinator / Office or an Official with Authority has received notice of sexual harassment or allegations of sexual harassment.

**Advisor** refers to a person selected by a party<sup>3</sup> or appointed by the institution to accompany the party to meetings related to the resolution process, to advise the party on that process, and to conduct cross-examination during a hearing (if applicable).

**Appeals Decision-Maker** refers to the person that reviews Title IX Sexual Harassment requests for appeals; determines approval/denial of the appeal; and if the appeal is approved, makes the final determination as to whether the original determination by the Hearing Decision-Maker stands.<sup>4</sup>

**Preponderance of Evidence Standard Standard of Proof**

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

**Clery Act** requires that all colleges and universities disclose crimes that have occurred on their campus to the federal government.

**Complaint** refers to notification to the Title IX Office of sexual harassment.

**Complainant** refers to the individual alleged to be the victim of conduct that could constitute Title IX Sexual Harassment.

**Confidential Resource** means an employee/office who is exempt from notifying sexual harassment to the Title IX Office. (Some exceptions may apply if person is a minor or for the physical safety of the person or campus community.)

**Consent** is an explicitly communicated, reversible mutual agreement in which all parties are capable of making a decision. Consent is informed, voluntary, and actively given. Consent exists when all parties exchange mutually understandable affirmative words or behavior indicating their agreement to participate voluntarily in sexual activity.

**Day** means a business day when Prescott College is in full operation.

**Education program or activity** includes locations, events, or circumstances where Prescott College exercises substantial control over both the Respondent and the context in which the sexual harassment occurs and includes any building owned or controlled by a student organization that the College officially recognizes.

**FERPA** (Family Educational Rights and Privacy Act) is a Federal law that protects the privacy of student education records.

**Final Determination** means the written conclusion using the preponderance of the evidence (also known as “more likely than not”) as a standard for proof of whether a violation occurred.

**Finding** is a conclusion by the preponderance of evidence standard that the conduct did or did not occur as alleged.

**Formal complaint** refers to a form or document filed by a complainant, that contains the complainant’s physical or digital signature, alleging Title IX Sexual Harassment against a respondent and requesting that Prescott College investigate the allegations of Title IX Sexual Harassment. The Title IX Coordinator may also sign a formal complaint alleging Title IX Sexual Harassment against the respondent. Where the Title IX Coordinator signs a formal complaint, they are not a complainant or otherwise a party.

**Formal Grievance Process** is a method of formal resolution designated by the College to address conduct that falls under the scope of Title IX Sexual Harassment.

**Grievance** means a notification to the College regarding possible allegations under the Title IX Sexual Harassment Policy or the College's Sexual Misconduct Policy.

**Hearing Decision-Maker**<sup>6</sup> refers to those who have decision-making authority within the College's Formal Grievance process for Title IX Sexual Harassment cases.

**Informal Resolution** may encompass a broad range of conflict resolution strategies, including but not limited to, meetings between the parties and Title IX or other designees.

**Investigator** means the person or persons charged by the College with gathering facts about an alleged violation of this policy, assessing relevance and credibility, synthesizing the evidence, and compiling this information into an investigation report and file of directly related evidence.

**Notice** means that an employee, student, or third party informs the Title IX Coordinator or other Official with Authority of the alleged occurrence of Title IX Sexual Harassment.

**Officials with Authority** (OWA) refers to an employee/office/department of the College who has authority to institute corrective measures related to Title IX Sexual Harassment.<sup>6</sup>

**Party or parties** refer to the complainant(s) and respondent(s), collectively.

**Privacy** means that information related to a complaint will be shared with a limited number of employees and individuals who are in a need to know category.

**Recipient** refers to a postsecondary institution that is a recipient of federal funding (i.e. Prescott College)

**Remedial** refers to steps taken to address alleged offenses when a complainant may not want to move forward with an investigation or an informal meeting with the respondent, however wants the Title IX Office to converse with the respondent for situational awareness.<sup>7</sup>

**Remedies** refer to actions made post-determination and designed to restore or preserve equal access to Prescott College's education program or activity. Remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

**Respondent** refers to an individual alleged to be the perpetrator of conduct that could constitute Title IX Sexual Harassment.

**Resolution** refers to the determination or an agreement of an informal or formal grievance process.

**Responsible Employee** (mandated reporter) is an employee of the College who may share knowledge, notice, and/or reports of sexual harassment with the permission of the complainant to the Title IX Coordinator.<sup>8</sup>

**Sanction** refers to a consequence imposed by the Title IX Coordinator based on a finding of responsibility by the Hearing Decision-Maker for formal resolution (with Hearings) or based on the outcome of an

informal resolution. The Title IX Coordinator determines appropriate sanctions and in cases involving an employee, makes recommendations to Human Resources.

**Sanctioning Authorities** refers to the individual(s) who determine the appropriate sanction or remedies. In most circumstances, this will be the Title IX Coordinator.

**Sex** has no regulatory definition. Anyone may experience sexual harassment, irrespective of gender identity or sexual orientation.

**Supportive Measures** refers to non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

**Title IX Coordinator** refers to an official designated by Prescott College to ensure compliance with Prescott College Title IX and College Policies

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<sup>3</sup> See section on advisors for exclusions.

<sup>4</sup> The Appeals Decision-Maker for Title IX Sexual Harassment cases (Process A) will be the Vice President of Human Resources or designee.

<sup>5</sup> The Hearing Decision-Maker (e.g. who may be an internal or external person)

<sup>6</sup> The Title IX Office, Dean of Students (or designee), Vice President of Human Resources, and the Safety & Security Office are the OWA's.

<sup>7</sup> The Title IX Office may have a conversation with the respondent; recommend counseling, anger management, or other actions.

<sup>8</sup> Not to be confused with those mandated by state law to report child abuse, elder abuse, and/or abuse of individuals with disabilities to appropriate officials, though these responsibilities may overlap with those who have mandated reporting responsibility in this Policy.

## PROHIBITED CONDUCT

This policy addresses Title IX Sexual Harassment, which encompasses all of the prohibited conduct described below that occurs on the basis of sex and meets all of the following requirements:

- Occurs within the United States; and
- Occurs within the College's education program or activity, meaning a) locations, events, or circumstances over which the College exercises substantial control over both the respondent and the context in which the Title IX Sexual Harassment occurs, and b) any building owned or controlled by a student organization that is officially recognized by the College; and
- At the time of filing a formal complaint, a complainant is participating in or attempting to participate in the education program or activity at the College.

Allegations of sexual misconduct that do not fall under this policy because they do not constitute prohibited conduct as defined in this section may constitute violations of the College Sexual Misconduct Policy.

In determining whether alleged conduct violates this policy, the College will consider the totality of the facts and circumstances involved in the incident, including the nature of the alleged conduct and the context in which it occurred. Individuals of any gender can commit any of the prohibited conduct defined



in this policy, and it can occur between individuals of the same gender or different genders. It can occur between strangers or acquaintances, as well as people involved in intimate or sexual relationships.

The prohibited behaviors listed below are serious offenses and will result in College discipline. Prohibited conduct involving force, duress, or inducement of incapacitation, or where the perpetrator has deliberately taken advantage of another individual's state of incapacitation, will be deemed especially egregious and may result in expulsion or termination of employment. The respondent's consumption of alcohol or the use of illegal substances does not constitute a mitigating circumstance when it contributes to a violation under this policy.

#### **PROHIBITED BEHAVIORS ARE:**

**Quid Pro Quo Sexual Harassment:** An employee of the College conditioning the provision of an aid, benefit, or service of the College on an individual's participation in unwelcome sexual conduct

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

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

**Sexual Assault:** Any sexual act directed against another person, without the consent of the individual, including instances where the person is incapable of giving consent. Sexual assault can occur between individuals of the same or different sexes and/or genders. This includes the following:

- **Rape:** The carnal knowledge of a person, without the consent of the individual, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
- **Sodomy:** Oral or anal sexual intercourse with another person, without the consent of the individual, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
- **Sexual Assault with an Object:** To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the individual, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
- **Fondling:** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the individual, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
- **Incest:** Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law; or
- **Statutory Rape:** Sexual intercourse with a person who is under the statutory age of consent in the state that the incident occurred.

**Domestic Violence:** A felony or misdemeanor crime of violence committed:

- by a current or former spouse or intimate partner of the complainant;
- by an individual with whom the individual shares a child in common;
- by an individual who is cohabitating with, or has cohabitated with, the individual as a spouse or intimate partner;
- by an individual similarly situated to a spouse of the person under the domestic or family violence laws of the jurisdiction in which the felony or misdemeanor crime of violence occurred;
- by any other individual against an adult or youth complainant who is protected from that individual's acts under the domestic or family violence laws of the jurisdiction in which the felony or misdemeanor crime of violence occurred. For purposes of this policy, an intimate partner is defined as an individual with whom one has or had a short- or long- term relationship that provides romantic and/or physical intimacy or emotional dependence. Intimate relationships can occur between individuals of the same gender or different genders and may include (but are not limited to) marriages, civil unions, dating relationships, "hook-up" relationships, relationships in which partners are characterized as "girlfriends" or "boyfriends," and relationships between individuals with a child in common.

**Dating Violence:** Violence committed by an individual who is or has been in a social relationship of a romantic or intimate nature with the complainant. The existence of such a relationship shall be determined based on the reporting individual's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the individuals involved in the relationship. This includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

**Stalking:** Engaging in a course of conduct directed at a specific individual that would cause a reasonable person to:

fear for the individual's safety or the safety of others; or suffer substantial emotional distress. For the purposes of the Stalking definition:

*Course of conduct* means two or more acts, including acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about an individual, or interferes with an individual's property.

*Reasonable person* means a reasonable person under similar circumstances and with similar identities to the complainant.

*Substantial emotional distress* means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

## **RETALIATION UNDER THIS POLICY**

No individual may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by this policy or because an individual has made a report or formal complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy.

The College retains the right to charge an individual for making a materially false statement in bad faith during the course of an investigation, proceeding, or hearing under this policy. The College will not conclude that any individual has made a materially false statement in bad faith solely based on the determination regarding responsibility.

Complaints alleging retaliation under this Title IX Sexual Harassment policy, including for the exercise of rights under this policy, must be filed in accordance with this policy and will be addressed promptly and equitably. Where the individual allegedly retaliating is not affiliated with the College and not otherwise, subject to its policies, the College will process the complaint and respond appropriately.

Notwithstanding the above, the exercise of rights protected under the First Amendment does not constitute retaliation prohibited under this policy. Charging an individual with a College violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy does not constitute retaliation; provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

## **CONSENT**

For purposes of this policy, consent is defined as follows:

**Consent and Incapacitation** - The College considers consent as a voluntary, informed, un-coerced agreement through words or actions freely given, which could be reasonably interpreted as a willingness to participate in mutually agreed-upon sexual acts. Consensual sexual activity happens when each partner willingly and affirmatively chooses to participate.

Indications that consent is not present include but are not limited to:

- When physical force is used or there is a reasonable belief of the threat of physical force.
- When duress is present.
- When one individual overcomes the physical limitations of another individual.
- When an individual is incapable of making an intentional decision to participate in a sexual act, which could include instances in which the individual is in a state of incapacitation.

Important points regarding consent include:

- Consent to one act does not constitute consent to another act.
- Consent on a prior occasion does not constitute consent on a subsequent occasion.
- The existence of a prior or current relationship does not, in itself, constitute consent.
- Consent can be withdrawn or modified at anytime.
- Consent is not implicit in an individual's manner of dress.
- Accepting a meal, a gift, or an invitation for a date does not imply or constitute consent.
- Silence, passivity, or lack of resistance does not necessarily constitute consent.
- Initiation by someone who a reasonable person knows or should have known to be deemed incapacitated is not consent.

For purposes of this policy, **incapacitation** (or incapacity) is the state in which an individual's perception or judgment is so impaired that the individual lacks the cognitive capacity to make or act on conscious decisions. The use of drugs or alcohol can cause incapacitation. An individual who is incapacitated is unable to consent to a sexual activity. Engaging in sexual activity with an individual who is incapacitated (and therefore unable to consent), where an individual knows or ought reasonably to have understood that the individual is incapacitated, constitutes Title IX Sexual Harassment as defined by this policy.

## **ASSESSMENT AND DISMISSAL OF FORMAL COMPLAINTS**

Upon receipt of a formal complaint, the Title IX Coordinator will respond to any immediate health or safety

concerns raised. The Title IX Coordinator will then conduct an initial assessment for the sole purpose of determining whether the alleged conduct, if substantiated, would constitute prohibited conduct under this policy. The College will seek to complete this initial assessment within ten (10) business days of receipt of the formal complaint. Following the initial assessment, the Title IX Coordinator may take any of the following actions:

- If the allegations forming the basis of the formal complaint would, if substantiated, constitute prohibited conduct as defined in this policy, the Title IX Coordinator shall implement appropriate supportive measures. In addition, the Title IX Coordinator shall initiate an investigation of the allegations under this policy in a formal complaint. However, if the Title IX Coordinator deems the formal complaint appropriate for the informal resolution process, upon the consent of both parties, the Title IX Coordinator may instead refer the matter to the informal resolution process.
- If the allegations forming the basis of the formal complaint, if substantiated, would not constitute prohibited conduct as defined in this policy, the Title IX Coordinator shall dismiss the formal complaint from the Title IX grievance process (and either party may appeal this dismissal, as discussed below). However, if appropriate, the Title IX Coordinator may refer the matter to the College Sexual Misconduct process or to another office for review; or, if the Title IX Coordinator deems the formal complaint appropriate for the informal resolution process, upon the consent of both parties, the Title IX Coordinator may instead refer the matter to the informal resolution process.

In addition, at any time prior to the hearing, the College may dismiss a formal complaint if:

- The complainant notifies the Title IX Coordinator in writing that the complainant wishes to withdraw the formal complaint or any allegations therein;
- The respondent is no longer enrolled or employed by the College; or
- Specific circumstances prevent the College from gathering sufficient evidence to reach a determination as to the formal complaint or the allegations therein.

Upon dismissal, the College shall promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties via electronic format. Both parties will have equal right to appeal the dismissal through the appeal process.

The determination regarding dismissal becomes final either on the date that the parties are provided with the written determination of the result of an appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely. Once final, a complainant cannot file a formal complaint under this policy concerning the same alleged conduct.

## **CONFIDENTIALITY, PRIVACY, AND RELATED RESPONSIBILITIES**

Issues of privacy and confidentiality play important roles in this policy, and may affect individuals differently. Privacy and confidentiality are related but distinct terms that are defined below.

In some circumstances, the reporting responsibilities of College employees, or the College's responsibility to investigate, may conflict with the preferences of the complainant and/or respondent with regard to privacy and confidentiality. Therefore, all individuals are encouraged to familiarize themselves with their options and responsibilities, and make sure of confidential resources, if applicable, in determining their preferred course of action.

### **Confidentiality and Confidential Resources**

The term "confidentiality" refers to the circumstances under which information will or will not be disclosed to

others.

Several campus professionals are designated as Confidential Resources, to whom confidentiality attaches. Confidential Resources are not obligated to report information that is provided to them. This allows individuals to explore their options in a non-pressured environment while they make informed decisions. There may be exceptions in cases involving child abuse, imminent risk of serious harm, emergent hospitalization, or a court order. In addition, non-identifying information about violations of the College's Title IX Sexual Harassment Policy will be submitted to Campus Safety and Security for purposes of the anonymous statistical reporting under the Cleary Act.

An individual who is not prepared to make a report or formal complaint, or who may be unsure how to label what happened, but still seeks information and support, is strongly encouraged to contact a Confidential Resource of the Title IX Coordinators. Confidential Resources are listed in the Administrator's Contact Information section at the beginning of this policy.

The College has an obligation to respond promptly and effectively to individuals alleged to be the victims of Sexual Harassment as defined by the Title IX policy. College employees who are designated as Mandatory Reporters or Others with Authority are required to notify the Title IX Coordinator of suspected violations of this policy, and cannot guarantee the confidentiality of a report under this policy. Other College employees may report the incident or concern to the Title IX Coordinator with the complainant's authorization.

## **CONFIDENTIALITY RIGHTS OF COMPLAINANTS AND RESPONDENTS**

While complainants, respondents, and witnesses involved in the grievance process under this policy are strongly encouraged to exercise discretion in sharing information in order to safeguard the integrity of the process and to avoid the appearance of retaliation, complainants and respondents are not restricted from discussing the allegations under investigation.

Medical, psychological, and similar treatment records are privileged and confidential documents that cannot be accessed or used for a grievance process under this policy without the relevant party's voluntary, written consent.

## **PRIVACY**

The term "privacy" refers to the discretion that the College will exercise in the course of any investigation or grievance processes under this policy.

In all proceedings under this policy, the College will take into consideration the privacy of the parties to the extent possible.

In cases involving students, the Title IX Coordinator may notify select College employees of the existence of the report and/or formal complaint for the purpose of overseeing compliance with this policy and addressing any concerns related to educational and residential life.

In accordance with federal regulations, the College will keep confidential the identity of any individual who has made a report or formal complaint under this policy, including any complainant, any individual who has been reported to be the perpetrator, any respondent, and any witness, except as may be permitted by Family Educational Rights and Privacy Act (FERPA), or as required by law, or to carry out the purposes of conducting any investigation or hearing under this policy.

Any additional disclosure by the College regarding information related to the report or formal complaint may be made if consistent with FERPA or the Title IX requirements. In addition, governmental agencies, such as National Science Foundation, may mandate certain reporting related to prohibited conduct under this policy involving College employees or students.

### **RELEASE OF INFORMATION**

If Risk Management becomes aware of a serious and continuing threat to the campus community, Risk Management may issue a timely warning in accordance with federal regulation to protect the health or safety of the community. Risk Management may also publish a reported incident in the daily crime log or annual security report. In addition, the College may also share non-identifying information, including data about outcomes and sanctions, in aggregate form. The College will not disclose the name or other personally identifiable information of the complainant unless it has received the express consent of the complainant or unless the release of such information is consistent with legal requirements or mandated by law.

### **OPTIONS FOR COMPLAINANTS, RESPONDENTS, AND OTHER REPORTING INDIVIDUALS**

A complainant, respondent, or witness has many options, including counseling and support services. Information regarding contact information for local law enforcement and medical assistance is provided in this sections' Appendix B.

A complainant may:

Request supportive measures from the Title IX Coordinator,

File a formal complaint with the Title IX Coordinator, thereby invoking the College's internal grievance process.

Contact the Title IX Coordinator for assistance in filing a criminal complaint and preserving physical evidence. Contact local law enforcement to file a criminal complaint. At the complainant's request, the College will assist the complainant in contacting local law enforcement and will cooperate with law enforcement agencies if a complainant decides to pursue a criminal process.

An individual may pursue some or all of these steps at the same time. When initiating any of the above, an individual does not need to know whether they wish to request any particular course of action, nor how to label what happened.

### **EMPLOYEES' RESPONSIBILITY TO REPORT**

In emergency situations where a suspected crime is in progress or imminent or serious threats to the safety of anyone, employees must immediately contact 911.

In non-emergency situations, employees who are designated as Officials with Authority under this policy, must promptly report suspected violations of this policy to the Title IX Coordinator. Responsible employees with the written authorization of the complainant must promptly report alleged violations of this policy to the Title IX Coordinator.

Students are encouraged to report any suspected violation of this policy.

### **ANONYMOUS REPORTING**

Any individual may make an anonymous report alleging violation of this policy using the online Title IX Grievance form. However, the College cannot consider an anonymous report as a formal complaint because there is very limited action if any the College can take without knowing the complainant making the allegation.

### **TIMELINESS OF REPORT**

Complainants and other reporting individuals are encouraged to report any violation of this policy as soon as possible in order to maximize the College's ability to respond promptly and effectively. Reports and formal complaints may be made at any time without regard to how much time has elapsed since the incident(s) in question. If the respondent is no longer a student or employee at the time of the report or formal complaint, the College may not be in a position to gather evidence sufficient to reach a determination as to the formal complaint and/or the College may not be able to take disciplinary action against the respondent. However, the College will still seek to provide support for the complainant and seek to take steps to end the prohibited behavior, prevent its recurrence, and address its effects.

### **AMNESTY**

In order to encourage reports of conduct that is prohibited under this policy, the College may offer leniency with respect to other violations, which may become known as a result of such reports, depending on the circumstances involved.

### **SUPPORTIVE MEASURES FOR COMPLAINANTS AND RESPONDENTS**

Upon receipt of a report or formal complaint of a violation of this policy, the College, through the Title IX Coordinator will promptly:

- Contact the complainant to discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures; and
- Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

The College will also consider supportive measures, as appropriate and reasonably available, for the respondent.

These supportive measures are designed to restore or preserve equal access to the College's educational and working programs or activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties and the broader College community, or deter sexual harassment. While a supportive measure may impose some restrictions on a party, it will not unreasonably burden them. The College may provide supportive measures to the complainant or respondent, as appropriate, as reasonably available, and will do so without fee or charge, regardless of whether the complainant seeks formal disciplinary action. Once supportive measures are approved, the parties or affected individuals will be notified in writing of the supportive measures. The College will maintain any supportive measures provided to the complainant or respondent as confidential to the extent possible.

Supportive measures may include:

- counseling;
- extensions of deadlines or other course-related adjustments;
- modifications of work or class schedules;
- mutual restrictions on contact between the parties;
- changes in work or housing locations;

leaves of absence;  
increased security and monitoring of certain areas of the campus; and/or  
any other measure that can be used to achieve the goals of this policy.

Requests for supportive measures may be made by or on behalf of the complainant or respondent to any College official, including the Title IX Coordinator. The Title IX Coordinator is responsible for ensuring the implementation of supportive measures and coordinating the College's response with the appropriate offices on campus.

All individuals are encouraged to report concerns about the failure of another to abide by any restrictions imposed by a supportive measure. The College will take immediate action to enforce a previously implemented measure and disciplinary sanctions can be imposed for failing to abide by a College-imposed measure.

## **Emergency Removal**

The College may summarily remove an individual from an education program or activity on an emergency basis after an individualized safety and risk analysis, where a determination is made that the individual poses an immediate threat to the physical health or safety of any student, other individual or themselves. In these situations, the Title IX Coordinator will provide the individual with notice and an opportunity to challenge the decision immediately following the removal.

## **Informal Resolution Process**

Subject to the consent of the parties and the approval of the Title IX Coordinator, the College permits informal resolution processes in cases in which a formal complaint has been filed with the Title IX Coordinator. Subject to approval by the Title IX Coordinator, the informal resolution process is available in matters involving a student complainant and a student respondent as well as in matters involving a faculty/staff complainant and a faculty/staff respondent; the informal resolution process is not available in matters involving a student and an employee.

The informal resolution process is a voluntary, remedies-based process designed to provide parties with an option to resolve disputes with other students in a forum that is separate and distinct from the College's formal grievance processes under the Title IX Sexual Harassment policy. The purpose of the informal resolution process is to address the conduct, which has been reported by the complainant, and place the parties in a position to pursue their academic and non-academic interests in a safe, respectful, and productive educational and working environment.

The College may facilitate the informal resolution process prior to conducting a hearing. Before the informal resolution process is used, both parties must provide voluntary, written consent to the informal resolution process. They must receive written notice disclosing: the allegations, the requirements of the informal resolution process (including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations), and any outcomes resulting from participating in the informal resolution process (including the records that will be maintained or could be shared). At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Title IX Sexual Harassment grievance process with respect to the formal complaint.

The College will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of Title IX Sexual Harassment. Similarly, the College will not require,



encourage, or discourage the parties from participating in the informal resolution process. The College will not offer the informal resolution process unless a formal complaint is filed.

See Appendix C below these policies for additional information regarding the informal resolution process.

### **Grievance Procedures for Title IX Sexual Harassment Complaints, In General**

The College is committed to providing a prompt and impartial investigation and adjudication of all formal complaints alleging violations of this policy. During the grievance process, both parties (complainant and respondent) have equal rights to participate.

### **Conflict of Interest**

All individuals who have responsibilities in administering the grievance process under this policy must be free of any conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent and will be trained as required by federal regulations. Parties will be notified at the appropriate junctures of the identities of the individuals serving as investigators, Hearing Decision-Makers, Sanctioning Authority, and Appeal Decision-Maker. A party who has concerns that one or more of the individuals performing one of the aforementioned roles has conflicting interest or is biased must report those concerns to the Title IX Coordinator within two (2) business days of being notified of their identities and include a brief explanation of the basis for the conflict or bias concern. The Title IX Coordinator will assess the allegations of conflict or bias to determine whether the identified individual(s) can fulfill their duties in an impartial way. If the Title IX Coordinator concludes that the facts and circumstances support the claim of conflict or bias, the pertinent individual(s) will not participate in the case.

### **Responsibility to Review Reports and Formal Complaints**

In order to protect the safety of the campus community, the Title IX Coordinator may review reports of violations of this policy even absent the filing of a formal complaint, or under certain circumstances, even if a formal complaint has been withdrawn. The Title IX Coordinator may need to themselves file a formal complaint and proceed with an investigation even if a complainant specifically requests that the matter not be pursued. In such a circumstance, the Title IX Coordinator will take into account the complainant's articulated concerns, the best interests of the College community, fair treatment of all individuals involved, and the College's obligations under Title IX.

### **Presumption of Good Faith Reporting**

The College presumes that reports of prohibited conduct are made in good faith. A finding that the alleged behavior does not constitute a violation of this policy or that there is insufficient evidence to establish that the alleged conduct occurred as reported does not mean that the report was made in bad faith.

### **Presumption of Non-Responsibility**

The respondent is presumed not to be responsible for the alleged conduct unless and until a determination regarding responsibility is made at the conclusion of the grievance process.

### **Honesty and Cooperation during Grievance Process**

The College expects all members of the College community to be honest and cooperative in their official

dealings with the College under this policy. In this regard, individuals are expected to acknowledge requests from College officials for information in a timely fashion and to make themselves available for meetings with College officials or any officials acting on behalf of the College; any student or member of the faculty or staff who fails to do so may be subject to discipline. However, parties and witnesses may choose not to attend the hearing or may choose not to participate in cross-examination at the hearing.

## **Advisors**

Throughout the grievance process, each party may have an advisor of their choice; parties may change their advisor at any time during the grievance process. An advisor is an individual chosen by a complainant or a respondent to provide guidance during the grievance process. An advisor may be a member or non-member of the College community, and may be an attorney. If one party seeks to engage an attorney, the College will not provide an attorney for the other party.

The role of the advisor is narrow in scope: the advisor may attend any interview or meeting connected with the grievance process, but the advisor may not actively participate in interviews and may not serve as a proxy for the party. The advisor must attend the hearing and is required to conduct cross-examination of the other party and any witnesses at the hearing; otherwise, the advisor may not actively participate in the hearing.

If a party does not have an advisor present at the hearing to conduct cross-examination, the College will provide without fee or charge to that party an advisor selected by the College to conduct cross-examination of the other party and/or any witnesses.

Any individual who serves as an advisor is expected to make themselves available for meetings and interviews throughout the investigation process, as well as the hearing, as scheduled by the College. The College (including any official acting on behalf of the College such as an investigator or a Hearing Decision-Maker) has the right at all times to determine what constitutes appropriate behavior on the part of an advisor and to take appropriate steps to ensure compliance with this policy.

## **Prior Sexual Behavior**

The complainant's predisposition or prior sexual behavior are not relevant and will not be used during the grievance process. Exceptions may be considered as an attempt to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainants' prior sexual behavior with respect to the respondent and are offered to prove consent.

## **Consolidation**

The Title IX Coordinator has the discretion to consolidate multiple formal complaints as to allegations of Title IX Sexual Harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of Title IX Sexual Harassment arise out of the same facts or circumstances.

## **Investigation of Allegations Pertaining to Other College Policies**

### **Allegations under the College Sexual Misconduct Policy**

When an initial assessment or investigation under this policy identifies additional related possible violations of the College Sexual Misconduct policy by the same party(ies), the grievance process set forth in the Title IX Sexual Harassment policy and procedures will apply to all allegations. Under such circumstances, the parties will be provided with written notice containing the following information: (a) the alleged prohibited conduct, and (b) the policy(ies) under which alleged prohibited conduct falls.

### **Violation of Other College Policies**

During an initial assessment or investigation, other possibly related violations by the same party(ies) may be identified. The Title IX Coordinator may direct the Title IX Investigator to investigate those possible violations of other College Policies, at the same time that they are investigating the allegations falling under this policy. Under those circumstances, the outcomes from the investigation of the non-Title IX Sexual Harassment matter will be provided to the office of responsibility as a matter of record.

### **Procedures Where One Party Is a Member of the College Community and the Other Party Is a Non-Member of the College Community**

When a third party, (i.e., a non-member of our College community, which could include, for example, alumni) is a party under this policy, the College will use disciplinary procedures that are generally consistent with the disciplinary procedures described in this policy, appropriately modified based on the particular circumstances of the case and taking into account privacy requirements and the like. In no case will a member of our community (i.e., current student, faculty member, or staff member) be afforded lesser rights or lesser opportunities to participate in the disciplinary proceeding than the non-member of the College community.

## **Investigation and Adjudication**

### **Timing**

The College will seek to complete the investigation and adjudication within ninety (90) business days after the investigators' first interview of the complainant. Investigations will proceed according to the aforementioned timeframe during the summer and at other times when the College is not in session. Timeframes for all phases of the grievance process, including the investigation, the hearing, and any related appeal, apply equally to both parties.

There may be circumstances that require the extension of time frames for good cause. Time frames may be extended to ensure the integrity and completeness of the investigation or adjudication, comply with a request by external law enforcement, accommodate the absence of a party, advisor, or witness, or for other legitimate reasons, including the complexity of the investigation and the severity and extent of the alleged misconduct. The College will notify the parties in writing of any extension of the time frames for good cause, and the reason for the extension.

In accordance with College policy, the College will review requests for language assistance and accommodation of disabilities throughout the investigation and adjudication process.

Although cooperation with law enforcement may require the College to temporarily suspend the fact-finding aspect of an investigation, under such circumstances, the College will promptly resume its investigation as soon as it is notified by the law enforcement agency that the agency has completed the

evidence gathering process. The College however, will not wait for the conclusion of a criminal proceeding to begin its own investigation and, if needed, will take immediate steps to provide supportive measures for the complainant or respondent. Neither a decision by law enforcement regarding prosecution nor the outcome of any criminal proceeding will be considered determinative of whether a violation of this policy has occurred.

## **Investigation**

If the Title IX Coordinator has determined, following an initial assessment, that an investigation is appropriate, the Title IX Coordinator will appoint a Title IX Investigator.

## **Notice of Investigation**

Following the receipt and review of the formal complaint by the Title IX Coordinator, and it being determined that the matter properly falls under this Title IX Sexual Harassment policy, the parties will be informed in writing of the initiation of the investigation. The written information shall include:

The identities of the parties, if known.

A concise summary of the alleged conduct at issue (including when and where it occurred, if known).

Notice of the allegations potentially constituting Title IX Sexual Harassment.

A statement that the respondent is presumed not responsible and that a determination regarding responsibility is made at the conclusion of the grievance process.

A statement informing the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney.

A statement informing the parties that they will have the opportunity to inspect, review evidence and provide final comments.

A statement informing the parties that knowingly making false statements or knowingly submitting false information during the grievance process may constitute a violation of College policy.

Information regarding the applicable grievance procedures, including the informal resolution process.

If, during the investigation, additional information is disclosed that may also constitute prohibited conduct under this policy, the respondent and complainant will be informed in writing that such additional information will be included in the grievance process.

## **Gathering of Evidence**

The investigator will gather information from each party. While the complainant and the respondent are not restricted from gathering and presenting relevant evidence, the investigator is responsible for gathering relevant evidence to the extent reasonably possible. Each party will be given an equal opportunity to suggest witnesses, provide other relevant information, such as medical, mental health, or law enforcement documentation, communications, photographs, and other evidence. Both parties may suggest questions to be posed to the other party or witnesses. Parties and witnesses are expected to provide all available relevant evidence to the investigator during the investigation. If a party or witness fails to provide available relevant evidence during the investigation, such evidence may, at the discretion of the Hearing Decision-Maker, be excluded from consideration at the hearing.

The Title IX Investigator will provide written notice no less than three (3) business days prior to the meeting with a Title IX Investigator. The written notice will include:

Date  
Time  
Location and/or method  
Purpose  
Any other person(s) who will be attending the meeting

A Title IX Investigator will interview parties and witnesses separately. On occasion, a Title IX Investigator may seek assistance from another Title IX Investigator for interviewing purposes. The Title IX Investigators will record all interviews or take notes of the interviews. Any other recording of interviews is prohibited and violations may result in discipline.

The investigators will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege (e.g., attorney-client, doctor-patient), unless the individual holding such privilege has waived the privilege.

### **Case File**

After each party has been interviewed and had the opportunity to identify witnesses and other potentially relevant information and evidence, and the investigator has completed any witness interviews and any gathering of evidence, the investigator will prepare a case file. The case file will include all collected evidence that is directly related to the allegations raised in the formal complaint, including the evidence upon which the College does not intend to rely in reaching a determination regarding responsibility and any inculpatory or exculpatory evidence, whether obtained from a party or other source as part of the investigation. The case file may include, as applicable, transcripts or summaries of party and witness interviews and other collected documents and evidence. The investigator will provide the case file, redacted of personally identifiable information in accordance with privacy regulations, to each party and their advisor in electronic form or hard copy. In all cases, any information relied on in adjudicating the matter will be provided to the parties and their advisors. The investigator will also provide an updated Notice of the Allegations, as appropriate.

Within ten (10) business days of receiving the case file, each party may respond in writing, which may include a request that the investigator collect additional evidence. If the investigators believe that further information is needed following receipt of any responses from the parties, the investigator will pursue any additional investigative steps as needed. The parties and their advisors will be provided with each party's written responses to the case file, if any, as well as any additional information collected by the investigator, in electronic format or hard copy.

### **Investigative Report**

Following their review of the parties' responses (if any) to the case file, the investigator will create a written investigative report that summarizes all relevant evidence; the report will not contain irrelevant information. At least ten (10) business days prior to the hearing, the investigative report will be provided to the parties and their advisors via electronic or hard copy format.

The parties may choose to provide a written response to the investigative report, which must be submitted at least five (5) business days prior to the start of the hearing. At least two (2) business days prior to the hearing, the parties and their advisors will be provided with the other party's written response to the

investigative report, if any, in electronic or hard copy format.

## **Hearing**

The Hearing Decision-Maker will have absolute discretion with respect to administering the hearing to include deciding whether evidence, cross examination questions, and witnesses are relevant or irrelevant, with the understanding that the introduction of relevant evidence and witnesses will always be permitted. The Hearing Decision-Maker will be responsible for maintaining an orderly, fair, and respectful hearing and will have broad authority to respond to disruptive or harassing behaviors, including adjourning the hearing or excluding the offending individual, including a party, witness, or adviser.

Prior to the hearing, the parties, their advisors, and the Hearing Decision-Maker will be provided with the investigative report, which includes evidence and any responses to the investigative report. At least ten (10) business days prior to the hearing, the parties and their advisers will be notified of the hearing date, time, and location (or relevant electronic information, if the hearing will be conducted remotely).

In advance of the hearing, parties will be required to identify witnesses to be called at the hearing, as well as to provide a brief written explanation of the information each witness would be asked to provide, so the Hearing Decision-Maker can determine their relevance. The Hearing Decision-Maker has the discretion to exclude from the hearing evidence/witnesses/questions deemed irrelevant.

At the Hearing Decision-Maker's discretion, pre-hearing meetings may be scheduled with each of the parties and their advisors to explain the hearing protocol.

## **Standard of Proof**

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

## **Expectation regarding the Complainant, the Respondent, and the Witnesses regarding the Hearing**

In all proceedings under this policy, including at the hearing, the complainant, the respondent, and the witnesses and other individuals sharing information are expected to provide truthful information. If the complainant, the respondent, or a witness informs the College that they will not attend the hearing (or will refuse to be cross-examined), the hearing may proceed, as determined by the Title IX Coordinator. The Hearing Decision-Maker may not, however:

- (a) rely on any statement or information provided by that non-participating individual in reaching a determination regarding responsibility; or
- (b) draw any adverse inference in reaching a determination regarding responsibility based solely on the individual's absence from the hearing (or their refusal to be cross-examined).

Each party may make requests related to the format or the nature of their participation in the hearing. The

Hearing Decision-Maker will accommodate requests by either party for the hearing to occur with the parties located in separate locations with technology enabling the Hearing Decision-Maker and the parties to simultaneously see and hear the party answering questions. As appropriate and/or at the discretion of the Hearing Decision-Maker, hearings may be conducted in person or by video conference or any other means of communications by which all individuals participating are able to see and hear each other.

## **Case Presentation**

While the hearing is not intended to be a repeat of the investigation, the parties will be provided with an equal opportunity for their advisors to conduct cross-examination of the other party and/or of relevant witnesses. A typical hearing may include brief opening remarks by the Hearing Decision-Maker; questions posed by the Hearing Decision-Maker to one or both of the parties; questions posed by the Hearing Decision-Maker to any relevant witnesses; and cross-examination by either party's advisor of the other party and relevant witnesses.

The parties' advisors will have the opportunity to cross-examine the other party (and witnesses, if any). Such cross-examination must be conducted directly, orally, and in real time by the party's advisor and never by a party personally. Only relevant cross-examination questions may be asked of a party or witness. Before a party or witness answers a cross-examination question that has been posed by a party's advisor, the Hearing Decision-Maker must first determine whether the question is relevant and explain any decision to exclude a question as not relevant.

Other College administrators may attend the hearing at the request of or with the prior approval of the Hearing Decision-Maker, but the parties will be notified in advance of anyone else who will be in attendance.

## **Record of Hearing**

The College shall create an official record in the form of a recording or transcript of any live (or remote) hearing and make it available to the parties for inspection and review. Any other record of the hearing or any other recording is prohibited and violations may result in discipline.

## **Written Determination**

The Hearing Decision-Maker shall make a determination, by a preponderance of evidence standard, whether the respondent has violated the policy. The Hearing Decision-Maker will provide to the Title IX Coordinator a written determination that includes:

- The allegations potentially constituting Title IX sexual harassment.
- The findings of fact supporting the determination.
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether a policy violation occurred).
- The conclusions regarding the application of this policy to the facts.

The Title IX Coordinator will provide the Notification of Outcome to both parties and their advisors. The Notification of Outcome will include the Hearing Decision-Maker's written and signed (or electronic signature) determination. The determination will contain:

- The allegations potentially constituting Title IX sexual harassment.

A description of the procedural steps taken from the receipt of the formal complaint through the determination (including any notifications to the parties, interviews with parties and witnesses, site visits (if any), methods used to gather other information, and the hearing).

Findings of fact supporting the determination.

Conclusions regarding the application of this policy to the facts.

A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether a policy violation occurred).

Relevant appeal information for the parties.

The parties and their advisors will simultaneously be provided with the written determination and sanctions (if appropriate) via electronic format.

## **Disciplinary Sanctions and Remedies**

After finalizing the written determination, the Hearing Decision-Maker will refer the matter to the appropriate College official(s) to determine sanctions and remedies. Sanctions being imposed will be included in the written final Notice of Outcome Letter.

Sanctions will be set by the following Sanctioning Authority:

If a respondent is found responsible for violating the policy, the case record (consisting of the case file and responses, investigative report and responses, hearing recording, and written determination relating to the finding of responsibility) will be provided to the Title IX Coordinator, who will determine sanctions and remedies in consultation with appropriate College administrators. In the event that the Title IX Coordinator is not available, the case will be provided to the other Title IX Coordinator who will serve as the substitute. Any sanctions and remedies will be included in the Notice of Outcome and will be subject to appeal under this policy.

If an employee (faculty, staff, agent, vendor, etc.) is found responsible, the case record (consisting of the case file and responses, investigative report and responses, hearing recording, and written determination relating to the finding of responsibility) will be forwarded to the Title IX Coordinator who will determine sanctions and remedies in consultation with appropriate College administrators. In the event that the Title IX Coordinator is not available, the case will be provided to the other Title IX Coordinator who will serve as the substitute. Any sanctions and remedies will be included in the Notice of Outcome and will be subject to appeal under this policy.

See Appendix D for the range of sanctions under this policy.

## **Appeal**

A single Appeal Decision-Maker will hear appeals under this policy. The Appeal Decision-Maker may be internal or external.

Both parties have equal rights to an impartial appeal at the following junctures:

Upon the dismissal of a formal complaint or any allegations therein.

Upon receiving the Hearing Decision-Maker's written determination regarding responsibility and, when applicable, sanctions and remedies.

Appeals may be submitted on the following bases:

Procedural irregularity that affected the outcome of the matter.



New evidence that was not reasonably available at the time the determination regarding non-responsibility, responsibility or dismissal was made, which could affect the outcome of the matter.

The Title IX Coordinator or their staff, investigator(s), Hearing Decision-Maker, or Sanctioning Authority had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

To appeal, a party must electronically submit a written appeal statement to the Title IX Coordinator within five (5) business days of receipt of the written determination or dismissal. The Appeal Decision-Maker may deem a late submission reasonable only under extenuating circumstances, and the Appeal Decision-Maker may decide in their sole discretion what constitutes valid extenuating circumstances. The appeal shall outline the basis for appeal and the relevant information to substantiate the appeal. The non-appealing party will be provided with a copy of the appealing party's written statement and may submit a written response to the Title IX Coordinator within three (3) business days of receipt of the appealing party's written statement. The non-appealing party's statement will be provided to the appealing party. No further appeal submissions from the parties shall be permitted.

An appeal is limited in scope. The purpose of an appeal is not to initiate a review of substantive issues of fact or a new determination of whether a violation of College rules has occurred.

In deciding an appeal, the Appeal Decision-Maker may consider the case file and any responses, investigative report and any responses, the hearing record, the written determination, and any written appeal(s) or statements by the parties. The Appeal Decision-Maker also may consider any other material the College deems relevant and that have been shared with the parties.

The parties and their advisors will simultaneously be provided (via electronic format) with the written decision describing the result of the appeal and the rationale for the result.

If the Appeal Decision-Maker finds that the earlier decision should stand, the parties will be so informed and the Title IX process is concluded.

If the Appeal Decision-Maker finds that there was procedural irregularity that affected the outcome of the matter, the matter will be remanded to the Hearing Decision-Maker to determine appropriate further action. If the Appeal Decision-Maker finds that new evidence is available which was not reasonably available at the time of the determination regarding non-responsibility, responsibility or dismissal, and such evidence could alter the outcome of the matter, the matter will be remanded to the Hearing Decision-Maker for appropriate further action.

If the Appeal Decision-Maker finds that the Title IX Coordinator, Title IX Investigator(s), Hearing Decision-Maker, or Sanctioning Authority had a conflict of interest or bias, for or against both parties or either of the parties that affected the outcome, the Appeal Decision-Maker will take appropriate measures to address and remediate the impact of the bias or conflict consistent with the general procedures of this policy. The Appeal Decision-Maker will seek to complete the appeal review within ten (10) business days of receipt of the appealing party's written statement.

The Appeal Decision-Maker's determination becomes final on the date that the parties are provided with the written determination or result of an appeal, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

## **Training**

The College will provide appropriate training to College officials with responsibilities under this policy, including the Title IX Coordinator, Hearing Decision-Makers, Sanctioning Authorities, Appeal Decision-Makers, and any individual who facilitates the informal resolution process. Such training will cover the definition of Title IX Sexual Harassment, the scope of the College's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes under this policy, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The College will ensure that Hearing Decision-Makers receive training on any technology to be used at a hearing and on issues of relevance of questions and evidence, including questions and evidence about the irrelevancy of complainant's sexual predisposition or prior sexual behavior. The College will ensure that investigators receive training on issues of relevance in order to create an investigative report that fairly summarizes relevant evidence. These training materials are publicly available on the Title IX Compliance website and will be made available for in-person review upon request. In addition, College officials with responsibilities under this policy will receive training related to intersectionality.

## **Record Retention**

The College will maintain for a period of seven years records of the following:

- Each Title IX Sexual Harassment grievance process conducted under this policy, including any determination regarding responsibility and any audio or audiovisual recording or transcript from a hearing, any disciplinary sanction imposed on the respondent, and remedies provided to the complainant designed to restore or preserve access to the College's education program or activity. Any appeal and the result therefrom.

- Any informal resolution and the result therefrom.

- All materials used to train Title IX Coordinators, Investigators, Hearing Decision-Makers, Sanctioning Authorities, Appeal Decision-Makers, and any individual who facilitates the informal resolution process with regard to Title IX Sexual Harassment.

- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of Title IX Sexual Harassment. In each instance, the College will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the College's educational and working program or activity. If the College does not provide a complainant with supportive measures, then the College will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

## **Modification and Review of Policy**

Prescott College reserves the right to modify this policy to take into account applicable legal requirements or extraordinary circumstances. At regular intervals, the College will review this policy to determine whether modifications should be made.

## **Prescott College Sexual Misconduct Policy**

### **Scope**

Prescott College has two policies in order to address incidents of sexual misconduct. This policy is referred

to as the Prescott College Sexual Misconduct Policy and the second is referred to as the Title IX Sexual Harassment Policy. These policies are interrelated and best if read together. If the allegations forming the basis of a formal complaint (defined below), if substantiated, would constitute prohibited conduct under both policies, then the grievance process set forth in the Title IX Sexual Harassment policy will be applied in the investigation and determination of all of the allegations.

The Prescott College Sexual Misconduct policy applies only to conduct, as defined under this policy including sexual exploitation, improper conduct related to sex and sexual harassment that does not fall under the scope of the Title IX Sexual Harassment policy. The Prescott College Sexual Misconduct policy also applies to certain conduct that would otherwise be prohibited under the Title IX Sexual Harassment policy (e.g., Sexual Assault, Domestic Violence, Dating Violence, and Stalking under the Title IX Sexual Harassment policy), but which must be dismissed under the Title IX Sexual Harassment policy because they do not meet the jurisdictional requirements.

It is not the responsibility of those filing reports to determine under which policy the alleged violations may fall. The Title IX Coordinators or their designees will make that determination.

### **Responsibility for the Prescott College Sexual Misconduct Policy**

The Title IX Coordinators oversee responsibilities that fall under this policy as well as incidents falling under the Title IX Sexual Harassment policy.

Title IX Coordinators, when informed about or upon receipt of incident reports of alleged violations, will act based on the appropriate policy. The Title IX Coordinator’s responsibilities include (but are not limited to):

- Communicating with all members of the college community regarding sexual misconduct and sexual harassment;
- Explaining processes, options and available resources to the involved party and/or parties,
- Monitoring the college’s administration of its own applicable policies, including this policy and the Title IX Sexual Harassment Policy and all related record keeping, timeframes, and other procedural requirements;
- Conducting training regarding Title IX, VAWA, and prohibited conduct defined in this policy and related policies;
- Determining if complaints received fall under either the Prescott College Sexual Misconduct policy or the Title IX Sexual Harassment policy, or another area of the college; and
- Overseeing the processes for the alleged misconduct that meets the criteria of either policy.

The Title IX Coordinators may delegate certain responsibilities under this policy to Title IX Investigators or other designated administrators.

### **Contact Information Title IX Coordinators**

<b>Name</b>	<b>Title</b>	<b>Phone</b>	<b>Email</b>
Kristine Preziosi	Title IX Coordinator	928-925-3369	<a href="mailto:kpreziosi@prescott.edu">kpreziosi@prescott.edu</a>

Susan Krause	Deputy Title IX Coordinator	928-350-4402	<a href="mailto:susan.krause@prescott.edu">susan.krause@prescott.edu</a>
Jule Rich	Title IX Investigator		<a href="mailto:jule.rich@prescott.edu">jule.rich@prescott.edu</a>

Information a party shares with Confidential Resources will not be shared with the Title IX Office or any other individual without the individual's express written permission. Exceptions are made if there is an imminent threat of serious harm to the individual or to others, or a legal obligation to reveal such information (e.g., if there is suspected abuse or neglect of a minor).

### **Prescott College Confidential Resource**

Tony Himes- 928-848-1111

### **Disability Resources**

Lisa Whittaker- accommodations@prescott.edu

### **External Inquiries**

Inquiries may be made externally to:

#### Office for Civil Rights (OCR)

U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, D.C. 20202-1100  
 Customer Service Hotline #: (800) 421-3481  
 Facsimile: (202) 453-6012  
 TDD#: (877) 521-2172  
 Email: [OCR@ed.gov](mailto:OCR@ed.gov)  
 Web: <http://www.ed.gov/ocr>

For complaints involving employees:

#### Equal Employment Opportunity Commission (EEOC) <sup>1</sup> Miami District Office (*Florida*)

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<sup>1</sup> EEOC has jurisdiction over Title IX employment claims. Please consult: <http://www.eeoc.gov/field/index.cfm> to locate your local office's contact info.

#### Phoenix District Office (Arizona)

3300 North Central Avenue Suite 690  
 Phoenix, AZ 85012-2504  
 Phone: [\(800\) 669-4000](tel:(800)669-4000)

Fax: (602) 640-5071

TTY: (800) 669-6820

ASL Video Phone: (844) 234-5122

To raise any concern involving possible bias, conflict of interest, misconduct or discrimination by the Title IX Coordinator, contact the College's President Dr. Barbara Morris. 928-778-2090.

Concerns of possible bias, conflict of interest, misconduct, or discrimination by any other Title IX Team member should be raised with the Title IX Coordinator.

## Terminology

The following definitions clarify key terminology as used in this policy.

**Advisor** refers to a person selected by a party or appointed by the institution to accompany the party to meetings related to the resolution process, to advise the party on that process.

**Preponderance of Evidence:** "more likely than not" the burden of proof is met when the party with the burden convinces the fact finder that there is a greater than 50% chance that the claim is true.

**Clery Act** requires that all colleges and universities disclose crimes that have occurred on their campus to the federal government.

**Complaint** refers to notification to the Title IX Office of sexual misconduct.

**Complainant** refers to the individual who is alleged to be the victim of conduct that could constitute Sexual Misconduct. **Confidential Resource** means an employee/office who is exempt from notifying the Title IX Office of alleged violations of sexual misconduct. (Some exceptions may apply if person is a minor or for, the physical safety of the person or campus community).

**Consent** is an explicitly communicated, reversible mutual agreement in which all parties are capable of making a decision. Consent is informed, voluntary, and actively given. Consent exists when all parties exchange mutually understandable affirmative words or behavior indicating their agreement to participate voluntarily in sexual activity.

**FERPA** (Family Educational Rights and Privacy Act) is a Federal law that protects the privacy of student education records.

**Finding** is a conclusion by the clear and convincing standard that the conduct did or did not occur as alleged.

**Formal complaint** refers to a form or document filed by a complainant that contains the complainant's physical or digital signature alleging Sexual Misconduct against a respondent and requesting that Prescott College investigate the allegations. There may be situations in which a complainant does not wish the college to move forward in investigating a situation. However, the Title IX Coordinator determines if it is in the best interest of the college to do so with or without the complainant's participation.

**Formal Grievance Process** is a method of formal resolution designated by the College to address conduct that falls under the scope of the Prescott College Sexual Misconduct policy or the Title IX Sexual Harassment

policy.

**Grievance** means a notification to the college regarding possible violations of the Prescott College Sexual Misconduct Policy.

**Informal Resolution** may encompass a broad range of conflict resolution strategies, including but not limited to, meetings between the parties and Title IX or other designees.

**Investigator** means the person or persons charged by the College with gathering facts about an alleged violation of this policy, assessing relevance and credibility, synthesizing the evidence, and compiling this information into an investigation report and file of directly related evidence.

**Party or parties** refer to the complainant(s) and respondent(s), collectively.

**Privacy** means that information related to a complaint will be shared with a limited number of Prescott College employees who “need to know” in order to assist in the assessment, investigation, and resolution of the report.

**Recipient** refers to a postsecondary institution that is a recipient of federal funding (i.e. Prescott College).

**Remedial** refers to steps taken to address alleged offenses when a complainant may not want to move forward with an investigation or an informal meeting with the respondent, however wants the Title IX Office to converse with the respondent for situational awareness.<sup>2</sup>

**Remedies** refers to actions made post-determination and designed to restore or preserve equal access to Prescott College’s education program or activity. Remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

**Respondent** refers to an individual alleged to be the perpetrator of conduct that could constitute Sexual Misconduct per this policy or violation of the Title IX Sexual Harassment policy.

**Resolution** refers to the determination or an agreement of an informal or formal grievance process.

**Sanction** refers to a consequence imposed by the Title IX Coordinator based on a finding of responsibility or based on the outcome of an informal resolution. In all cases, the Title IX Coordinator determines appropriate sanctions based on the College’s sanctioning rubric.

**Sex** (i.e. “Because of Sex”); there is no regulatory definition. Anyone may experience sexual misconduct or harassment, irrespective of gender identity or sexual orientation.

**Sexual Misconduct** encompasses all of the prohibited conduct described below that occurs on the basis of sex that does not fall within the definitional or jurisdictional requirements of the federal regulations underlying the Title IX Sexual Harassment policy.

**Supportive Measures** refers to non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent before or after the filing of a formal complaint or where no formal complaint has been filed.

**Third party** refers to any individual who is not a College student, a faculty member, or a staff member (e.g.,

vendors, alumni/ae, campus visitors or local residents).

**Title IX Coordinator** refers to an official designated by Prescott College to ensure compliance with Title IX and Prescott College policies.

**Title IX Investigator** is primarily responsible for conducting a non-biased, fair, impartial, prompt and thorough investigation of alleged violations of the College's Sexual Misconduct Policy and the Title IX Sexual Harassment policy.

**Witness** refers to any individual who shares information relating to an allegation of prohibited conduct under this policy.

<sup>2</sup> The Title IX Office may have a conversation with the respondent; recommend counseling, anger management, or other actions

## Prohibited Conduct

This policy addresses Prescott College Sexual Misconduct, which encompasses all of the prohibited conduct described below that occurs on the basis of sex that does not fall within the definitional or jurisdictional requirements of the federal regulations underlying the Title IX Sexual Harassment policy.

Examples of prohibited conduct under this College Sexual Misconduct policy may include:

- Conduct that occurs in the local vicinity (e.g., an off-campus apartment) but outside of a college program or activity; or
- Conduct that occurs outside of the United States when the conduct is associated with a college-sponsored program or activity, such as travel, research, or internship programs; or
- Conduct that involves the use of the college's computing and network resources including but not limited to accessing email accounts.

In determining whether alleged conduct violates this policy, the College will consider the totality of the facts and circumstances involved in the incident, including the nature of the alleged conduct and the context in which it occurred. Individuals of any gender can commit any of the prohibited conduct defined in this policy, and it can occur between individuals of the same gender or different genders. It can occur between strangers or acquaintances, as well as people involved in intimate or sexual relationships.

The prohibited behaviors listed below are serious offenses and will result in discipline. Prohibited conduct involving force, duress, or inducement of incapacitation, or where the respondent has deliberately taken advantage of another individual's state of incapacitation, will be deemed especially egregious and may result in suspension, dismissal/expulsion, or termination of employment. The respondent's consumption of alcohol or the use of illegal substances does not constitute a mitigating circumstance when it contributes to a violation under this policy.

The following prohibited behaviors fall under the Prescott College Sexual Misconduct policy only if they fall outside the jurisdictional requirements of the Title IX Sexual Harassment policy (as described in section III of the Title IX Sexual Harassment policy):

- **Quid Pro Quo Sexual Harassment:** An employee of the College conditioning the provision of an aid, benefit, or service of the College on an individual's participation in unwelcome sexual conduct;
- **Title IX Sexual Harassment:** Unwelcome sexual conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies an individual equal access to the College's education program or activity;
- **Sexual Assault:** Any sexual act directed against another person, without the consent of the individual, including instances where the person is incapable of giving consent. Sexual assault can occur between individuals of the same or different sexes and/or genders. This includes the following:
  - **Rape:** The carnal knowledge of a person, without the consent of the individual, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
  - **Sodomy:** Oral or anal sexual intercourse with another person, without the consent of the individual, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
  - **Sexual Assault with an Object:** To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the individual, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
  - **Fondling:** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the individual, including instances where the person is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity;
  - **Incest:** Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law; or
  - **Statutory Rape:** Sexual intercourse with a person who is under the statutory age of consent in the state that the incident occurred.
- **Domestic Violence:** A felony or misdemeanor crime of violence committed:
  - by a current or former spouse or intimate partner of the complainant;
  - by an individual with whom the individual shares a child in common;
  - by an individual who is cohabitating with, or has cohabitated with, the individual as a spouse or intimate partner;
  - by an individual similarly situated to a spouse of the person under the domestic or family violence laws of the jurisdiction in which the felony or misdemeanor crime of violence occurred; or
  - by any other individual against an adult or youth complainant who is protected from that individual's acts under the domestic or family violence laws of the jurisdiction in which the felony or misdemeanor crime of violence occurred. For purposes of this policy, an intimate partner is defined as an individual with whom one has or had a short- or long-term relationship that provides romantic and/or physical intimacy or emotional dependence. Intimate relationships can occur between individuals of the same gender or different genders and may include (but are not limited to) marriages, civil unions, dating relationships, "hook-up" relationships, relationships in which partners are characterized as "girlfriends" or "boyfriends," and relationships between individuals with a child in common.
- **Dating Violence:** Violence committed by an individual who is or has been in a social relationship



of a romantic or intimate nature with the complainant. The existence of such a relationship shall be determined based on the reporting individual's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the individuals involved in the relationship. This includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

- **Stalking:** Engaging in a course of conduct directed at a specific individual that would cause a reasonable person to:
  - fear for the individual's safety or the safety of others; or
  - suffer substantial emotional distress. For the purposes of the Stalking definition:
    - *Course of conduct* means two or more acts, including acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about an individual, or interferes with an individual's property.
    - *Reasonable person* means a reasonable person under similar circumstances and with similar identities to the complainant.
    - *Substantial emotional distress* means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
  
- **Retaliation.** The College expressly prohibits any form of retaliatory action against any member of the College community who in good faith: (1) files a report, complaint or grievance under this policy (or with an external entity); (2) opposes in a reasonable manner an action or policy believed to constitute a violation of this policy; or (3) participates in College investigations, compliance reviews, or discipline proceedings under this policy.
  - Depending on the circumstances referenced above, retaliatory acts may include (but are not limited to): Adverse employment action;
  - Adverse action relating to participation in an educational or working program;
  - Unreasonably interfering with the academic or professional career of another individual;
  - Engaging in conduct which constitutes stalking, harassment, or assault; and
  - Engaging in efforts to have others engage in retaliatory behavior on one's behalf.

The College retains the right to charge an individual for making a materially false statement in bad faith during the course of an investigation. The College will not conclude that any individual has made a materially false statement in bad faith based solely on the determination regarding responsibility.

Complaints alleging retaliation under this policy will be addressed promptly and equitably. Where the individual allegedly retaliating is not affiliated with the College and not otherwise, subject to its policies, the College will have limited ability, if any, to take action against that person.

Notwithstanding the above, the exercise of rights protected under the First Amendment does not constitute retaliation prohibited under this policy. Charging an individual with a College violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy does not constitute retaliation; provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

The following prohibited behaviors fall under the Prescott College Sexual Misconduct policy and **not** the Title IX Sexual Harassment policy regardless of where or under what circumstances they occur:

- **Sexual Harassment:** Unwelcome verbal or physical behavior which is directed at an individual based on sex, when these behaviors are sufficiently severe or pervasive to have the effect of unreasonably interfering with an individual's educational experience, working conditions, or living conditions by creating an intimidating, hostile, or offensive environment. Examples of conduct that can constitute sexual harassment if based on an individual's sex include but are not limited to:
  - Unwelcome jokes or comments (e.g., sexist jokes);
  - Disparaging remarks about sex, gender identity, or gender expression (e.g., negative or offensive remarks or jokes about an individual's self-presentation);
  - Displaying negative or offensive posters or pictures about sex; or
  - Electronic communications, such as e-mail, text messaging, and Internet use, that violate this policy.
- **Sexual Exploitation.** Any act whereby one individual violates the sexual privacy of another or takes unjust or abusive sexual advantage of another who has not provided consent, and that does not constitute non-consensual sexual penetration or non-consensual sexual contact. Examples may include: recording, photographing, transmitting, viewing, or distributing intimate or sexual images or sexual information without the knowledge and consent of all parties involved; voyeurism (i.e., spying on others who are in intimate or sexual situations).
- **Improper Conduct Related to Sex.** Unprofessional or inappropriate conduct that is sexual in nature and has the effect of unreasonably interfering with an individual's educational experience, working conditions, or living conditions.

For purposes of this policy, consent is defined as follows:

- **Consent and Incapacitation.** The College considers consent as a voluntary, informed, un-coerced agreement through words or actions freely given, which could be reasonably interpreted as a willingness to participate in mutually agreed-upon sexual acts. Consensual sexual activity happens when each partner willingly and affirmatively chooses to participate.

Indications that consent is not present include but are not limited to:

- when physical force is used or there is a reasonable belief of the threat of physical force;
- when duress is present; when one individual overcomes the physical limitations of another individual; or
- when an individual is incapable of making an intentional decision to participate in a sexual act, which could include instances in which the individual is in a state of incapacitation.

Important points regarding consent include:

- Consent to one act does not constitute consent to another act;
- Consent on a prior occasion does not constitute consent on a subsequent occasion;
- The existence of a prior or current relationship does not, in of itself, constitute consent;
- Consent can be withdrawn or modified at any time;

- Consent is not implicit in an individual's manner of dress;
- Accepting a meal, a gift, or an invitation for a date does not imply or constitute consent.
- Silence, passivity, or lack of resistance does not necessarily constitute consent; or
- Initiation by someone who a reasonable person knows or should have known to be deemed incapacitated is not consent.

For purposes of this policy, incapacitation (or incapacity) is the state in which an individual's perception or judgment is so impaired that the individual lacks the cognitive capacity to make or act on conscious decisions. The use of drugs or alcohol can cause incapacitation. An individual who is incapacitated is unable to consent to a sexual activity. Engaging in sexual activity with an individual who is incapacitated (and therefore unable to consent), where an individual knows or ought reasonably to have understood that the individual is incapacitated, constitutes College Sexual Misconduct as defined by this policy.

## **Confidentiality and Related Responsibilities**

Issues of privacy and confidentiality play important roles in this policy and may affect individuals differently. Privacy and confidentiality are related but distinct terms that are defined below.

In some circumstances, the reporting responsibilities of College employees, or the College's responsibility to investigate, may conflict with the preferences of the complainant and/or respondent with regard to privacy and confidentiality. Therefore, all individuals are encouraged to familiarize themselves with their options and responsibilities, and make use of confidential resources, if applicable, in determining their preferred course of action.

## **Confidentiality and Confidential Resources**

The term "confidentiality" refers to the circumstances under which information will or will not be disclosed to others.

The College has one individual that confidential reports can be made to. Confidential Resources are not obligated to report information that is provided to them. This allows individuals to explore their options in a non-pressured environment while they make informed decisions. There may be exceptions in cases involving child abuse, imminent risk of serious harm, emergent hospitalization, or a court order. In addition, non-identifying information about violations of the College's Title IX Sexual Harassment Policy will be submitted to Campus Safety and Security for purposes of the anonymous statistical reporting under the Clery Act.

An individual who is not prepared to make a report, or who may be unsure how to label what happened, but still seeks information and support, is strongly encouraged to contact a Confidential Resource or the Title IX Coordinators. Confidential Resources are listed in the Administrator's Contact Information section at the beginning of this policy.

## **Confidentiality Rights of Complainants and Respondents**

While complainants, respondents, and witnesses involved in the grievance process under this policy are strongly encouraged to exercise discretion in sharing information in order to safeguard the integrity of the process and to avoid the appearance of retaliation, complainants and respondents are not restricted from discussing the allegations under investigation.

Medical, psychological, and similar treatment records are privileged and confidential documents. Those records cannot be accessed or used for a grievance process under this policy without the relevant party's voluntary, written consent.

### **Release of Information**

If the College becomes aware of a serious and continuing threat to the campus community, The Title IX Coordinator may issue a timely warning in accordance with federal regulation to protect the health or safety of the community. In addition, the College may also share non-identifying information, including data about outcomes and sanctions, in aggregate form. The College will not disclose the name or other personally identifiable information of the complainant unless it has received the express consent of the complainant or unless the release of such information is consistent with legal requirements or mandated by law.

### **Options for Complainants, Respondents, and Other Reporting Individuals**

A complainant, respondent, or witness has many options, including counseling and support services. Information regarding contact information for local law enforcement and medical assistance is provided in Appendix B.

A complainant may:

- Request supportive measures from the Title IX Coordinator;
- File a report with the Title IX Coordinator;
- Contact the Title IX Coordinator for assistance in filing a police report and preserving physical evidence; and/or
- Contact local law enforcement to file a police report.

An individual may pursue some or all of these steps at the same time. When initiating any of the above, an individual does not need to know whether they wish to request any particular course of action, nor how to label what happened.

### **Anonymous Reporting**

Any individual may make an anonymous report alleging violation of this policy using the online Sexual Misconduct form. However, there is very limited action if any the college can take without knowing the identity of the complainant making the allegation.

### **Timeliness of Report**

Complainants and other reporting individuals are encouraged to report any violation of this policy as soon as possible in order to maximize the College's ability to respond promptly and effectively. Reports may be made at any time without regard to how much time has elapsed since the incident(s) in question. If the respondent is no longer a student or employee at the time of the report, the College may not be in a position to gather evidence sufficient to reach a determination as to the report and/or the College may not be able to take disciplinary action against the respondent. However, the College will still seek to provide

support for the complainant and seek to take steps to end the prohibited behavior, prevent its recurrence, and address its effects.

## **Amnesty**

In order to encourage reports of conduct that is prohibited under this policy, the College may offer leniency with respect to other violations, which may become known as a result of such reports, depending on the circumstances involved.

## **Supportive Measures for Complainants and Respondents**

Upon receipt of a report of a violation of this policy, the College, through the Title IX Coordinator, will promptly:

- Contact the complainant to discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Inform the complainant of the availability of supportive measures with or without the filing of a report;
- consider supportive measures, as appropriate and reasonably available, for the respondent.

These supportive measures are designed to restore or preserve equal access to the College's educational and working programs or activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties and the broader College community, or deter sexual misconduct. While a supportive measure may impose some restrictions on a party, it will not unreasonably burden them. The College may provide supportive measures to the complainant or respondent, as appropriate, as reasonably available, and will do so without fee or charge, regardless of whether the complainant seeks formal disciplinary action. Once supportive measures are approved, the parties or affected individuals will be notified in writing of the supportive measures. The College will maintain any supportive measures provided to the complainant or respondent as confidential to the extent possible.

Supportive measures may include:

- counseling;
- extensions of deadlines or other course-related adjustments;
- modifications of work or class schedules;
- campus escort services;
- mutual restrictions on contact between the parties;
- changes in work or housing locations;
- leaves of absence;
- increased security and monitoring of certain areas of the campus; and/or
- other measures that can be used to achieve the goals of this policy.

Requests for supportive measures may be made by or on behalf of the complainant or respondent to any College official, including the Title IX Coordinator. The Title IX Coordinator is responsible for ensuring the implementation of supportive measures and coordinating the College's response with the appropriate offices on campus.

All individuals are encouraged to report concerns about the failure of another to abide by any restrictions imposed by a supportive measure. The College will take immediate action to enforce a previously implemented measure and disciplinary sanctions can be imposed for failing to abide by a College-imposed measure.

### **Emergency Removal**

The College may summarily remove an individual from an education program or activity on an emergency basis after an individualized safety and risk analysis, where a determination is made that the individual poses an immediate threat to the physical health or safety of any student, other individual or themselves. In these situations, the Title IX Coordinator will provide the individual with notice and an opportunity to challenge the decision immediately following the removal.

### **Informal Resolution Process**

Subject to the consent of the parties and the approval of the Title IX Coordinator, the College permits informal resolution processes in cases in which a report has been filed with the Title IX Coordinator. Subject to approval by the Title IX Coordinator, the informal resolution process is available in matters involving a student complainant and a student respondent as well as in matters involving a faculty/staff complainant and a faculty/staff respondent; the informal resolution process is not available in matters involving a student and an employee.

The informal resolution process is a voluntary, remedies-based process designed to provide parties with an option to resolve disputes with other students. The purpose of the informal resolution process is to address the conduct that has been reported by the complainant, and place the parties in a position to pursue their academic and non-academic interests in a safe, respectful, and productive educational and working environment.

Before the informal resolution process is used, both parties must provide voluntary, written consent to the informal resolution process and must receive written notice disclosing: the allegations, the requirements of the informal resolution process (including the circumstances under which it precludes the parties from resuming a non-informal resolution arising from the same allegations), and any outcomes resulting from participating in the informal resolution process (including the records that will be maintained or could be shared). At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Prescott College Sexual Misconduct grievance process.

The College will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and determination of reports of College Sexual Misconduct. Similarly, the College will not require, encourage, or discourage the parties from participating in the informal resolution process.

### **The College will not offer the informal resolution process unless a report is filed.**

See Appendix C for additional information regarding the informal resolution process.

## **Grievance Procedures for Prescott College Sexual Misconduct**

The College is committed to providing a prompt and impartial investigation and determination of all reports alleging violations of this policy. During the grievance process, both parties (complainant and respondent) have equal rights to participate.

## **Conflict of Interest**

All individuals who have responsibilities in administering the grievance process under this policy must be free of any conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Any concerns should be addressed to the Title IX Coordinator.

## **Responsibility to Review Reports**

In order to protect the safety of the campus community, the Title IX Coordinator may review reports of violations under this policy or under certain circumstances. In such a circumstance, the Title IX Coordinator will take into account the complainant's articulated concerns, the best interests of the College community, fair treatment of all individuals involved, and the College's obligations under this policy.

## **Presumption of Good Faith Reporting**

The College presumes that reports of prohibited conduct are made in good faith. A finding that the alleged behavior does not constitute a violation of this policy or that there is insufficient evidence to establish that the alleged conduct occurred as reported does not mean that the report was made in bad faith.

## **Presumption of Non-Responsibility**

The respondent is presumed not to be responsible for the alleged conduct unless and until a determination, regarding responsibility is made at the conclusion of the grievance process.

## **Honesty and Cooperation during Grievance Process**

The College expects all members of the College community to be honest and cooperative in their official dealings with the College under this policy. In this regard, individuals are expected to acknowledge requests from College officials for information in a timely fashion and to make themselves available for meetings with College officials or any officials acting on behalf of the College. Any student or member of the faculty or staff who fails to do so may be subject to discipline.

## **Advisors**

Throughout the grievance process, each party may have an advisor of their choice; parties may change their advisor at any time during the grievance process. An advisor is an individual chosen by a complainant or a respondent to provide support during the process. An advisor may be a member or non-member of the College community, and may be an attorney. If one party seeks to engage an attorney, the College will not provide an attorney for the other party.

The role of the advisor is narrow in scope: the advisor may attend any interview or meeting connected with the grievance process, but the advisor may not actively participate in interviews and may not serve as a proxy for the party.

Any individual who serves as an advisor is expected to make themselves available for meetings and interviews throughout the investigation process. The College (including any official acting on behalf of the College such as an investigator or a Title IX Coordinator) has the right at all times to determine what constitutes appropriate behavior on the part of an advisor and to take appropriate steps to ensure compliance with this policy.

## **Prior Sexual Behavior**

The complainant's predisposition or prior sexual behavior are not relevant and will not be used during the grievance process. Exceptions may be considered as an attempt to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

## **Consolidation**

The Title IX Coordinator has the discretion to consolidate multiple complaints as to allegations of Sexual Misconduct against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations arise out of the same facts or circumstances.

## **Investigation of Allegations Pertaining to Other College Policies**

### **a. Violation of Other College Policies**

During an initial assessment or investigation, other possibly related violations by the same party(ies) may be identified. The Title IX Coordinator may direct the Title IX Investigator to investigate those possible violations of other College Policies, at the same time that they are investigating the allegations falling under this policy. Under those circumstances, the outcomes from the investigation of the non- College Sexual Misconduct matter will be provided to the office of responsibility as a matter of record.

## **Investigation and Determination**

### **Timing**

The College will seek to complete the investigation and make a determination within ninety (90) business days after the investigators' first interview of the complainant. Investigations will proceed according to the aforementioned timeframe during the summer and at other times when the College is not in session. Timeframes for all phases of the grievance process, including the investigation, apply equally to both parties.

There may be circumstances that require the extension of time frames for good cause. Time frames may be extended to ensure the integrity and completeness of the investigation or determination, comply with a request by external law enforcement, accommodate the absence of a party, advisor, or witness, or for other legitimate reasons, including the complexity of the investigation and the severity and extent of the alleged misconduct. The College will notify the parties in writing of any extension of the time frames for good cause, and the reason for the extension.



In accordance with College policy, the College will review requests for language assistance and accommodation of disabilities throughout the investigation and determination process.

Although cooperation with law enforcement may require the College to temporarily suspend the fact-finding aspect of an investigation, under such circumstances, the College will promptly resume its investigation as soon as it is notified by the law enforcement agency that the agency has completed the evidence gathering process. The College will not, however, wait for the conclusion of a criminal proceeding to begin its own investigation and, if needed, will take immediate steps to provide supportive measures for the complainant or respondent. Neither a decision by law enforcement regarding prosecution nor the outcome of any criminal proceeding will be considered determinative of whether a violation of this policy has occurred.

## **Investigation**

If the Title IX Coordinator has determined, following an initial assessment, that an investigation is appropriate, the Title IX Coordinator will appoint a Title IX Investigator.

## **Notice of Investigation**

Following the receipt and review of the formal complaint by the Title IX Coordinator, and it being determined that the matter properly falls under this College Sexual Misconduct policy, the parties will be informed in writing of the initiation of the investigation. The written information shall include:

The identities of the parties, if known;

- A concise summary of the alleged conduct at issue (including when and where it occurred, if known);
- Notice of the allegations potentially constituting a violation of the College Sexual Misconduct policy;
- A statement that the respondent is presumed not responsible and that a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement informing the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney;
- A statement informing the parties that they will have the opportunity to inspect, review evidence and provide final comments;
- A statement informing the parties that knowingly making false statements or knowingly submitting false information during the grievance process may constitute a violation of College policy; and
- Information regarding the applicable grievance procedures, including the informal resolution process.

If, during the investigation, additional information is disclosed that may also constitute prohibited conduct under this policy, the respondent and complainant will be informed in writing that such additional information will be included in the grievance process.

## **Gathering of Evidence**

The investigator will gather information from each party. While the complainant and the respondent are not restricted from gathering and presenting relevant evidence, the investigator is responsible for gathering relevant evidence to the extent reasonably possible. Each party will be given an equal opportunity to suggest witnesses, provide other relevant information, such as medical, mental health, or law enforcement documentation, communications, photographs, and other evidence. Both parties may suggest questions to be posed to the other party or witnesses. Parties and witnesses are expected to provide all available relevant evidence to the investigator during the investigation.

The Title IX Investigator will provide written notice no less than three (3) businessdays prior to the meeting with a Title IX Investigator. The written notice will include:

Date

Time

Location and/or method

Purpose

Any other person(s) who will be attending the meeting A Title IX Investigator will interview parties and witnesses separately. On occasion,a Title IX Investigator may seek assistance from another Title IX Investigator for interviewing purposes. The Title IX Investigators will record all interviews or take notes of the interviews. Any other recording of interviews is prohibited, and violations may result in discipline.

In general, a party's medical and counseling records are confidential. The investigators will not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the investigator obtain that party's voluntary, written consent to do so.

The investigators will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege (e.g., attorney-client, doctor-patient), unless the individual holding such privilege has waived the privilege.

## **Investigative Report**

Following their review of the parties' responses (if any) to the case file, the investigator will create a written investigative report that summarizes all relevant evidence.

Both parties will have ten (10) business days form the date of the receipt of the report to review and provide any comments to the investigator.

## **Rendering a Decision**

In most circumstances, the Title IX Coordinator or their designee will render the decision as to whether the respondent violated or did not violate the College Sexual Misconduct policy.

## **Standard of Proof**

The standard of proof under this policy is Preponderance of Evidence. The Preponderance of Evidence standard means that it is more likely than not that the individual is responsible for violating a policy. Under the preponderance standard, the burden of proof is met when the party with the burden convinces the fact finder that there is a greater than 50% chance that the claim is true.

## **Determination**

The determination notification will contain:

The allegations potentially constituting sexual misconduct;  
A description of the procedural steps taken from the receipt of the formal complaint through the determination (including any notifications to the parties, interviews with parties and witnesses, site visits (if any), methods used to gather other information, and the hearing);  
Findings of fact supporting the determination;  
Conclusions regarding the application of this policy to the facts;  
A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility (i.e., whether a policy violation occurred); and

The parties and their advisors will be provided with the written determination and sanctions (if appropriate) via electronic format.

## **Disciplinary Sanctions**

The Title IX Coordinators will determine appropriate sanctions and consult with other College administrators. In the event that the Title IX Coordinator is not available, the case will be provided to the other Title IX Coordinator who will serve as the substitute. Any sanctions will be included in the Notice of Determination.

The Title IX Coordinator in consultation with Human Resources will determine the sanctions for College employees (faculty, staff, agent, vendor, etc.) found responsible for violating the Sexual Misconduct policy. See Appendix D for the range of sanctions under this policy.

## **Record Retention**

The College will maintain for a period of at least seven years records of the following:

- Each Sexual Misconduct grievance process conducted under this policy, including any determination regarding responsibility, any audio or audiovisual recording or transcripts, and any disciplinary sanction imposed on the respondent;
- Any informal resolution and the result therefrom; and
- Records of any actions, including any supportive measures taken in response to a report of sexual misconduct. In each instance, the College will document the basis for its conclusion. If the College does not provide a complainant with supportive measures, then the College will document the reasons why.

## **Modification and Review of Policy**

Prescott College reserves the right to modify this policy to take into account applicable legal requirements or extraordinary circumstances.

At regular intervals, the College will review this policy to determine whether modifications should be made.

## **Title IX Sexual Harassment and Prescott College Sexual Misconduct Appendix A: The Violence Against Women's Act (VAWA)**

<https://www.federalregister.gov/documents/2014/10/20/2014-24284/violence-against-women-act>

The Violence Against Women Reauthorization Act of 2013 (VAWA) (Pub. L. 113-4), which, among other provisions, amended section 485(f) of the HEA, otherwise known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). The Clery Act requires institutions of higher education to comply with certain Campus Safety and Security related requirements as a condition of their participation in the Title IV, HEA programs. Notably, VAWA amended the Clery Act to require institutions to compile statistics for incidents of dating violence, domestic violence, sexual assault, and stalking and to include certain policies, procedures, and programs pertaining to these incidents in their annual security reports. VAWA § 668.46 of title 34 of the Code of Federal Regulations (CFR) was amended to implement these statutory changes. The entire act is available at [\(34 CFR 668.46\)](#).

VAWA provides the following requirements:

- Require institutions to maintain statistics about the number of incidents of dating violence, domestic violence, sexual assault, and stalking that meet the definitions of those terms;
- Clarify the very limited circumstances in which an institution may remove reports of crimes that have been "unfounded" and require institutions to report to the Department and disclose in the annual security report the number of "unfounded" crime reports;
- Revise the definition of "rape" to reflect the Federal Bureau of Investigation's (FBI) updated definition in the UCR Summary Reporting System, which encompasses the categories of rape, sodomy, and sexual assault with an object that are used in the UCR National Incident-Based Reporting System;
- Revise the categories of bias for the purposes of Clery Act hate crime reporting to add gender identity and to separate ethnicity and national origin into separate categories;
- Require institutions to provide to incoming students and new employees and describe in their annual security reports primary prevention and awareness programs. These programs must include: a statement that the institution prohibits the crimes of dating violence, domestic violence, sexual assault, and stalking, as those terms are defined in these final regulations; the definitions of these terms in the applicable jurisdiction; the definition of "consent," in reference to sexual activity, in the applicable jurisdiction; a description of safe and positive options for bystander intervention; information on risk reduction; and information on the institution's policies and procedures after a sex offense occurs;
- Require institutions to provide, and describe in their annual security reports, ongoing prevention and awareness campaigns for students and employees. These campaigns must include the same information as the institution's primary prevention and awareness program;
- Define the terms "awareness programs," "bystander intervention," "ongoing prevention and awareness campaigns," "primary prevention programs," and "risk reduction;"
- Require institutions to describe each type of disciplinary proceeding used by the institution; the steps, anticipated timelines, and decision-making process for each type of disciplinary proceeding; how to file a disciplinary complaint; and how the institution determines which type of proceeding to use based on the circumstances of an allegation of dating violence, domestic violence, sexual assault, or stalking;
- Require institutions to list all of the possible sanctions that the institution may impose following

the results of any institutional disciplinary proceedings for an allegation of dating violence, domestic violence, sexual assault, or stalking;

- Require institutions to describe the range of protective measures that the institution may offer following an allegation of dating violence, domestic violence, sexual assault, or stalking;
- Require institutions to provide for a prompt, fair, and impartial disciplinary proceeding in which:
  - Officials are appropriately trained and do not have a conflict of interest or bias for or against the accuser or the accused.
  - The accuser and the accused have equal opportunities to have others present, including an advisor of their choice.
  - The accuser and the accused receive simultaneous notification, in writing, of the result of the proceeding and any available appeal procedures if applicable.
  - The proceeding is completed in a reasonably prompt timeframe.
  - The accuser and accused are given timely notice of meetings at which one or the other or both may be present.
  - The accuser, the accused, and appropriate officials are given timely and equal access to information that will be used during informal and formal disciplinary meetings and hearings if applicable.
  - Define the terms “proceeding” and “result”.
- Specify that compliance with these provisions does not constitute a violation of section 444 of the General Education Provisions Act ([20 U.S.C. 1232g](#)), commonly known as the Family Educational Rights and Privacy Act of 1974 (FERPA).

## **Title IX Sexual Harassment and Prescott College Sexual Misconduct Appendix B: Emergency Resources**

### Law Enforcement

Many incidents of sexual misconduct are also violations of the law. Individuals who wish to report a crime to law enforcement officials can contact the local agencies directly by dialing 9-1-1. They can also request assistance contacting the proper agency through the Title IX Coordinator or confidential reporter. *If the Reporting Party is under 18 years of age, the College has an obligation to contact law enforcement.*

### Medical Assistance

Emergency medical assistance is available both on campus (during business hours) and off campus (24/7). Individuals are encouraged (but not required) to contact law enforcement and seek medical treatment as soon as possible following an incident that poses a threat to safety or physical well-being or following a potential criminal offense. For more information about seeking assistance for a sexual harassment (sexual assault, rape, sodomy, domestic/dating violence, stalking) incident:

Yavapai Family Advocacy Center (YFAC)

Prescott Valley, AZ 86312

*Because YFAC is a safe place for victims, the physical address is not published*

Phone: (928) 775-0669

Yavapai Regional Medical Center East

7700 Florentine Rd

Prescott Valley, AZ 86314

Phone: (928) 445-2700

Yavapai Regional Medical Center West 1003

Willow Creek Rd

Prescott, AZ 86301

Phone: (928) 445-2700

## **Title IX Sexual Harassment and Prescott College Sexual Misconduct Appendix C: Informal Resolution Process**

The purpose of the informal resolution process is to eliminate the conduct which has been reported by the complainant (and prevent its recurrence), and place both individuals in a position to pursue their academic, working, and non-academic interests in a safe, respectful, and productive educational and working environment.

The informal resolution process is a voluntary, remedies-based process designed to provide members of the Prescott College community with an option to resolve certain disputes with other members of the College community. Subject to approval by the Title IX Coordinator (see below), the Informal Resolution Process is available in matters involving a student complainant and a student respondent as well as in matters involving a faculty/staff complainant and a faculty/staff respondent.

**The Informal Resolution Process is not available in matters involving a student and an employee.**

Prior to participating in the informal resolution process, parties will be notified in writing of the information contained in this Appendix C.

The following are features of the informal resolution process:

Participation in the informal resolution process is voluntary.

No party will be required to participate in the informal resolution process and the College will not require, encourage, or discourage the parties from participating in the informal resolution process; and

All parties must consent in writing to participation in the informal resolution process.

The College may offer the informal resolution process only under the following circumstances:

A report has been filed by the complainant;

The Title IX Coordinator has determined, through an initial assessment, that the alleged conduct, if substantiated, would constitute College Sexual Misconduct; and

The Title IX Coordinator has determined that the informal resolution process is appropriate for this matter.

All parties will be provided with a written notice disclosing the allegations, the requirements of the informal resolution process, and any outcomes resulting from participating in the informal resolution process. At any time prior to signing an informal resolution agreement, any party has the right to withdraw from the informal resolution process and resume the non-informal resolution process.

Parties may be accompanied by an individual of their choosing who will serve as an advisor/support person to any meeting related to the informal resolution process. However, the support person may not actively participate in meetings and may not serve as a proxy for the party. Any individual who serves as a support person is expected to make themselves available for meetings as scheduled by the College. The College (including any official acting on behalf of the College) has the right at all times to determine what constitutes appropriate behavior on the part of a support person and to take appropriate steps to ensure compliance with this policy.

Any agreements reached as part of the informal resolution process must be approved by the Title IX Coordinator.

If the Title IX Coordinator determines at any time prior to the signing of the informal resolution agreement that the informal resolution process is no longer appropriate, the Title IX Coordinator may terminate the process.

Upon signing the informal resolution agreement, the parties are bound by its terms and cannot opt for a non-informal grievance process based on the conduct alleged in the report.

Failure to comply with the signed agreement may result in disciplinary action for either party. If the parties' circumstances change significantly, they may request a supplemental agreement.

#### Retaliation

The protections against Retaliation apply to individuals participating in a resolution process within this policy. Disciplinary consequences may result for those found responsible for Retaliation.



## **Title IX Sexual Harassment and Prescott College Sexual Misconduct Appendix D: Range of Sanctions under this Policy**

Members of the College community may be subject to disciplinary sanctions for violating this policy.

### **Sanctions Applicable to Students**

The sanctions for students are listed below.

*Warning:* A formal statement that the conduct was unacceptable and a warning that further violation of any Prescott College policy, procedure, or directive will result in more severe sanctions/responsive actions.

*Required Counseling:* A mandate to meet with and engage in either College-sponsored or external counseling to better comprehend the misconduct and its effects.

*Probation:* A written reprimand for violation of College policy, providing for more severe disciplinary sanctions in the event that the student or organization is found in violation of any institutional policy, procedure, or directive within a specified period of time. Terms of the probation will be articulated and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders, and/or other measures deemed appropriate.

*Suspension:* Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met. Students who return from suspension are automatically placed on probation through the remainder of their enrollment as a student at Prescott College.

*Expulsion:* Permanent termination of student status and revocation of rights to be on campus for any reason or to attend Prescott College-sponsored events.

*Withholding Diploma:* Prescott College may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities if the student has an allegation pending or as a sanction if the student is found responsible for an alleged violation.

*Revocation of Degree:* Prescott College reserves the right to revoke a degree previously awarded from the College for fraud, misrepresentation, and/or other violation of Prescott College policies, procedures, or directives in obtaining the degree, or for other serious violations committed by a student prior to graduation.

*Organizational Sanctions:* Deactivation, loss of recognition, loss of some or all privileges (including Prescott College registration as a recognized organization) for a specified period of time.

*Other Actions:* In addition to or in place of the above sanctions, Prescott College may assign any other sanctions as deemed appropriate.

The following may accompany the preceding sanctions, as appropriate:

**College Housing.** When appropriate to the infraction, particularly in instances involving antisocial behavior having a serious impact on the residential community, removal from College housing or relocation within College housing may be added to any of the other sanctions listed above, except warning and reprimand.

**Restriction of Access to Space, Resources, and Activities.** When appropriate in cases involving behavioral misconduct between members of the community, restrictions may be placed on access to space and/or resources or on participation in activities so as to limit opportunities for contact among the parties.

**Educational Refresher Programs.** In addition to any of the sanctions listed above, a student may be required to participate in educational refresher programs appropriate to the infraction.

**Restitution.** The sanction for willful or reckless damage or vandalism will ordinarily include restitution for replacement or repair.

### **Sanctions Applicable to Faculty and Staff Members**

For violations of this policy by faculty or staff members, disciplinary sanctions may include (in accordance with the employment policies governing the employee in question) counseling or training, written warning, financial penalty, unpaid leave of absence, suspension (or recommendation for suspension), demotion, termination (or recommendation for termination) in accordance with applicable policies. The College may place a faculty or staff member on administrative leave during the pendency of a grievance process, provided that such action shall not modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

### **Sanctions Applicable to Non-Members of the College Community**

For violations of this policy by non-members of the College community, including alumni, disciplinary sanctions may include being temporarily or permanently barred from the College or subject to other restrictions.

### **Informal Resolution Outcomes**

Depending on the nature and circumstances of the particular situation, parties may agree to outcomes such as:

- Mutual No Contact Orders;
- Imposition of a one-party No Contact Order, placing the burden on the respondent to limit the respondent's physical proximity to the complainant;
- Restrictions on the respondent from participation in particular organizations or events;
- Changes to on-campus housing, subject to availability;
- Conversation between the parties facilitated by the Title IX Coordinator or a trained individual appointed by the Title IX Coordinator; and/or
- Other measures deemed appropriate by the Title IX Coordinator.

### **Failure to Comply with the Informal Resolution Agreement**

Failure to comply with the signed agreement may result in disciplinary action for either party, consistent with the disciplinary procedures described in other College policies.

## Policies Relating to Emergency Response and Evacuation Procedures

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

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

President's Office at 220 Grove Prescott, AZ 86301

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

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

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## Information Technology Resources: Acceptable and Responsible Use Policy

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

College-owned computing equipment, networks, services, data, and resources are provided to conduct college-related activities and are therefore considered college property. The college, as the owner of such property, has the right to access information that is stored, sent, created, received or processed on any of its systems regardless of whether that information is under the control of students, alumni, faculty, staff, or others.

Individual users should not expect privacy when using college Information Technology resources.

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

- 1) Using Information Technology resources for purposes other than research, instructional, or administrative purposes is not permitted. Information Technology resources may not be used for commercial purposes or personal gain. Use of Information Technology resources for any commercial purpose, partisan political purpose, or for any unlawful purpose is not permitted.
- 2) Records containing information directly related to a student are confidential and protected from public disclosure by the Family Education Rights and Privacy Act. Employees may not access any such records or disclose or distribute their contents in a manner inconsistent with federal and state law and college regulations.
- 3) Making, distributing, or using unauthorized duplicates of copyrighted material, including but not limited to software applications, proprietary data, and Information Technology resources is not permitted. These actions include illegal file sharing of music, movies, productivity applications, video games, books, and other copyrighted files in violation of copyright laws.
- 4) Intentionally or recklessly abusing or misusing Information Technology resources to cause damage, system interruptions, or harassment to other persons is not permitted.
- 5) Repeatedly or purposefully engaging in activities which can unreasonably tax computing resources or go beyond their intended use is not permitted.
- 6) Borrowing, lending, falsifying, allowing, or facilitating the unauthorized access to use of the college Information Technology resources by a third party is not permitted.
- 7) Obtaining credentials of other persons to use college Information Technology resources is not permitted.
- 8) Using media to harass or threaten other persons, or to display, design, copy, store, draw, print, or publish obscene language or graphics is not permitted.
- 9) Using college Information Technology resources to gain unauthorized access to any technology resource is not permitted.
- 10) Interception of communications is not permitted.
- 11) Manipulation of computer data without authorization from the responsible entity is not permitted.
- 12) It is not permitted to distribute software licensed by the college except as authorized by Information Technology personnel.
- 13) Interfering with the operation of the college's Information Technology resources by deliberately attempting to degrade or disrupt resource performance, security, or administrative operation including but not limited to the intentional introduction of any computer malware or similar disruptive force into an Information Technology resource is not permitted.
- 14) Attempting to alter or connect any computing or networking component (including, but not limited to,

bridges, routers, DHCP servers, wireless access points, phones, and switches) on the college grounds without prior approval is not permitted.

- 15) Installation or alteration of wiring, including attempts to establish network connections or any extension or retransmission of any computer network service without prior approval, is not permitted.
- 16) Modification of college computer hardware, including the application of art onto casings, or any procedure that requires disassembly is not permitted.
- 17) The use of unsanctioned Information Technology resources within the organization is not permitted. The use of employer-provided technology such as devices, services, and applications must have oversight from and be approved by the IT Department.
- 18) The procurement of Information Technology resources including hardware, software, and services provided by third-parties must have oversight from, and be approved and procured by the IT Department.
- 19) Reasonable accommodations will be fulfilled for reasonable requests of technology resources. Such requests must be made with no less than three business days of notice via the appropriate system such as the help desk ticketing system, lend-items checkout system, and event management system. Such requests include but are not limited to onboarding of new personnel and students, lending equipment, setting up equipment for events such as graduation, moving offices.
- 20) Violations of this policy should be reported immediately to Information Technology, Human Resources, or the Responsible Executive. Violations of this policy will result in appropriate disciplinary action, which may include loss of computing privileges, suspension, termination, expulsion from the college, and legal action.

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

In addition to the above restrictions for the general College community, resident students have an additional obligation to use networking resources in residential housing responsibly. The college provides network connections and support to students in support of college curricular and co-curricular missions. It is the responsibility of every student to use these resources appropriately and in compliance with all college, local, state, and federal laws and regulations. Students are solely responsible for their devices and how those devices make use of residential network connections and will be held accountable for any violations that occur in connection with their use. Students who allow their devices to be used by others will continue to be held accountable for any action committed with their equipment even if another user commits the action.

This policy describes unacceptable uses of residential networking resources in residential housing and how to report violations; however, the college may at any time make determinations that particular uses are and are not appropriate.

- 1) Altering, augmenting or interfering with residential networking services, equipment, wiring or jacks is not permitted.
- 2) Attaching a server to the residential network is not permitted.
- 3) Regardless of intent, use of file sharing (peer-to-peer) software over the residential network is not permitted.
- 4) Direct access to residential networking equipment such as switches and firewalls and other devices in a location normally inaccessible is not permitted.

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

# General Academic Policies

## Changes to College Catalogs, Academic Policies, Degree Requirements

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

The Academic Policies and other administrative and behavioral policies relevant to students are updated from time to time and published annually in the College Catalog. All students must follow the policies published in the most recent version of the College Catalog. The College Catalog is the definitive source for all Academic Policies, behavioral and administrative policies, and degree program requirements; it supersedes other publications. The tuition, fees, scholarships and other financial aid are reviewed annually and subject to change.

## Academic Integrity

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

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

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

1. The faculty member, instructor, adjunct, or mentor will meet with the student and discuss the situation in an effort to resolve the problem. If the meeting does not resolve the situation, a follow-up letter will be sent by the faculty member, instructor, adjunct, or mentor to the appropriate dean reviewing the allegations, the student's response, any pertinent documentation, and the outcome and recommendations.
2. If necessary, a second meeting will take place involving the student, the faculty member, instructor, adjunct, or mentor, and the dean. This meeting will review all of the documentation, allegations, and prior discussions to determine appropriate sanctions, if any.
3. A resolution, including any sanctions, will be conveyed to the student in writing by the dean. This decision ends the investigation.
4. In the event that the student believes that the investigation and/or the sanctions are unwarranted, he/she may submit an appeal to the executive vice president. This appeal must be filed in writing and received within 15 days of the dean's ruling. No further appeals will be accepted and the executive vice president's decision is final.

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

degree.

## Academic Standing and Satisfactory Academic Progress

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

### Good Academic Standing

Students who have successfully completed at least 67% of all credits attempted at the College have achieved Satisfactory Academic Progress and are considered in good academic standing.

### Academic Warning

Students who have not successfully completed at least 67% of all credits attempted will be placed on Academic Warning. Students on Academic Warning are eligible to receive financial aid. Students on Academic Warning will be placed on Academic Suspension if they do not achieve a 67% or greater completion rate at the end of the warning term. Students on Academic Warning are strongly encouraged to seek academic advisement, tutoring, or other services to assist with achieving academic success. Please see policy on Financial Aid Satisfactory Academic Progress for additional details.

### Academic Suspension

Students who have been placed on Academic Warning and do not achieve a 67% or greater completion rate at the end of the Warning term will be placed on Academic Suspension. A student on Academic Suspension may not enroll and, therefore, will be withdrawn from the College per the Continuous Enrollment policy, unless a probationary status is granted.

### Consequences of Academic Suspension:

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

### Academic Probation

Academic Probation is granted by the appropriate dean and/or designated committee. A student who has been academically suspended must petition to be placed on Academic Probation in order to re-enroll. The petition must include the support of the student's advisor, and indicate a plan to return to academic good standing.

Students requesting Academic Probation must also petition the Financial Aid office if they wish to receive aid during Academic Probation. A student who does not achieve Satisfactory Academic Progress in the term following the probationary term must petition again to continue on Probation. Failure to do so will result in Academic Suspension and the consequences outlined above.

### Reinstatement of Satisfactory Academic Progress

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

### Academic Standing following Leaves of Absence

Students on Academic Warning who take a leave of absence will remain on Academic Warning when they return, unless they have submitted coursework that returned them to good standing. Students cannot avoid Academic



Warning or Suspension/Probation by taking a leave of absence.

### Academic Standing following Academic Suspension

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

## Learning and Evaluation

Prescott College awards semester-hour credits based on the Policy on the Credit Hour. Credit may be earned through courses, independent studies, teaching assistantships, internships, prior learning assessment, or courses taken at other colleges.

## Policy on the Credit Hour and Program Length

### Definition of a Credit Hour

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

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

### Program Length

Prescott College requires a minimum of 120 semester credits for the bachelor's degree and a minimum of 30 semester credits beyond the bachelor's degree for the master's degree. At least thirty credits of the 120 semester credits required for the bachelor's degree must be in courses addressing and assessing the general education learning outcomes for which all undergraduate students must demonstrate competence. See the "[Assessment of Learning](#)" section for more detail. Students pursuing accelerated master's degrees may receive graduate credits for approved courses taken while an undergraduate and count those courses for both undergraduate and graduate credit and course requirements; at least 50% of the credits for the master's degree must be in courses designed for graduate work.

### The Credit Hour in Self-directed, Experiential Learning: Required Demonstration of Competence

Prescott College's mission and pedagogical values center self-direction and experiential learning within an interdisciplinary curriculum. Self-directed, experiential learning requires students to set individualized goals for their learning, to engage in appropriate experiences designed to allow application of theory in practice, and to reflect on and assess their learning. Typical courses, regardless of delivery or degree level, integrate and assess experiential learning. All students must successfully complete a capstone project demonstrating competence in their chosen field.

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

## Credit Hour Equivalencies to Typical Learning Time

The following chart indicates the minimum number of hours that reasonably approximate the typical time a typical student would invest to achieve student learning outcomes required for typical semester credit hour awards. The equivalencies are based on a 50-minute typical in-class hour plus two 50-minute typical out-of-class hours for a typical 15-week semester converted into real 60-minute hours of typical learning time per term. The

equivalencies may be met by any combination of learning activities and any amount of actual learning time that result in demonstration of learning outcomes evaluated by faculty members as typical for the associated amount of learning time and credits. Credit awards are based on qualified faculty evaluation of evidence that demonstrates appropriate quality and level of learning outcomes rather than on actual learning time.

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

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

## Credit Hour and Differentiation of learning / Credit Levels

Prescott College encourages faculty to differentiate learning activities and assessments within a course to meet the needs of individual learners and to be able to grant credit at the level at which learning is demonstrated.

Rubrics have been aligned with the Degree Qualifications Profile at the lower division undergraduate, upper division undergraduate, and graduate levels. The level of credit awarded for any course should align with the level of competence demonstrated by learners on course learning outcomes.

## Regular and Substantive Interaction between Instructors and Students

Regular and substantive interaction between students and instructors is a required and documented component of all programs regardless of delivery or degree level. At Prescott College, regular and substantive interaction has all of the following characteristics:

- Interactions are initiated by the instructor rather than the student. This is necessary in both on-campus and in online or mentored studies. While in distance learning students have a heightened responsibility to take ownership of their learning, the instructors' presence, guidance, and initiation of contact is critical. In distance learning, the flow, sequence, and deadlines of the course must be directed by the instructor and the timing of the course set through use of learning activities, online discussion, etc.
- Initiative of interaction must be regular and frequent. Weekly interaction is a good baseline minimum.
- Interaction must be meaningful or of an academic nature. The interaction should lead toward increased knowledge, skills and abilities. Such interactions include, but are not limited to: regularly scheduled synchronous activities; facilitating group study or online discussion forum; facilitating instructor-guided independent study and asynchronous learning activities; guiding the development of learning contracts for mentored studies; providing feedback on student work; email or social media check-ins initiated by the instructor about aspects of the course, etc.
- The interaction must be initiated by an instructor or instructors whose credentials and/or tested experience satisfy the Prescott College policy for qualified faculty regarding the subject matter being discussed.

## End-of-Term Processes

In some programs and/or in some types of classes, a student must launch an electronic course evaluation. The link to the course evaluation can be found on the website. In some programs and courses, students complete a narrative self-

evaluation as a component to the evaluation while the mentor or instructor completes a narrative evaluation. In the case of mentored courses, the faculty advisor must evaluate student learning and approve narrative evaluations and credit recommendations. The narrative evaluations for mentored courses become a part of the student's official Prescott College transcript. The grade or assignment of "credit" or "no-credit" is submitted by the course instructor or faculty advisor via MyAcademicServices.

Students who qualify for an incomplete (see [incomplete policy](#)) and have the agreement of the mentor or instructor to take the incomplete must complete an incomplete contract by the final day of the term in which the course was originally taken.

## Grading and Narrative Evaluations

Credit is awarded by faculty members through grades or awards of credit/no-credit as well as through narrative evaluations of course work. Narrative evaluations consist of a course description, student self-evaluation, and instructor or graduate advisor evaluation. In addition to the grade or award of credit/no-credit, narrative evaluations become a part of the student's official permanent record and should be written accordingly.

## Grade Notations

At the undergraduate level, letter grades are awarded if requested by the student. Because these students have the option of either letter grades or credit (CR), the College does not automatically compute grade point averages. For undergraduate courses completed at Prescott College, CR equals "C" or better. The grade of a 'D' is generally not accepted to fulfill competence/breadth requirements, however; with advisor approval, a grade of a 'D' may be applied to another area of the total 120 credits required for degree completion.

At the graduate level, both letter grades and Credit (CR) can be awarded for most programs. Each graduate program determines the letter grade that will be considered passing. This information can be found below in the "[Credit/No Credit Awards](#)" section.

Grade point averages are calculated only when a student has requested and received letter grades for at least 90% of their Prescott College coursework. Where letter grades have been awarded, the College uses the following point values for computing grade point averages:

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

## Credit/No Credit Awards

### Undergraduate Programs

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

## Graduate Programs

If a student does not receive a passing grade or credit as determined by the respective graduate program, an instructor or faculty advisor will choose a grade commensurate with the student's level of work, or the student will receive a No Credit (NC). For courses that focus on thesis, dissertation, or practicum, students wishing to receive letter grades will use the exceptions process to do so unless they are enrolled in the MS in Counseling or SJCO programs where letter grades are automatically awarded.

Receiving No Credit or a non-passing grade for all or part of a term may require a graduate student to take additional course(s) to complete the minimum number of credits required for graduation. Also see [Withdrawal from Course](#) policy.

Program	Minimum Passing Grade	Theory courses and mentored studies default	Grades issued Capstone Dissertation	Grades issued Practicum and Internship
<b>Masters (AE, OEL, ES, IS ED)</b>	C-	Letter grades	No	No
<b>M.A. (SJCO, CPHS) M.B.A. (Sustainable Leadership) M.F.A (SEAP) M.S. (SFS, RSC, ES)</b>	C-	Letter grades	Yes	Yes
<b>M.S. (Counseling)</b>	B-	Letter grades	No	Yes
<b>M.Ed. (Education) Ph.D. (Sustainability Leadership)</b>	B-	Letter grades	No	No

If a student does not receive a passing grade or credit required by the respective graduate program, an instructor or faculty advisor will choose the grade or no credit (NC) commensurate with the student's level of work.

Grades will be assigned as the default for all mentored and classroom (online and campus) courses.

Receiving a No Credit or a non-passing grade for any courses will require a graduate student to take additional course(s) to complete the minimum number of credits required for graduation. Also see [Withdrawal from Course](#) policy.

### Incomplete Policy

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

- 1) Incompletes will not be awarded for thesis or dissertation credits. Unfinished dissertation work will necessitate enrollment in additional completion credits.
- 2) Capstone and thesis courses will be subject to the same incomplete process as other academic courses.
- 3) Students will refer to their program handbooks for details on incompletes in practica, student teaching and internships
- 4) The student must have completed 75 percent of the coursework to be eligible for the temporary incomplete grade.
- 5) The instructor or mentor must approve a student's request for an incomplete by submitting an Incomplete Grade contract.
- 6) The maximum time frame to complete a course graded incomplete is up to one year from the end date of the session during which the course was attempted.
- 7) The instructor or mentor can set an earlier date, but cannot extend the incomplete period beyond the one-year maximum incomplete period.
- 8) Evaluation of the incomplete course submitted after the one-year maximum incomplete period will be

graded No Credit.

## Evaluation and Grading of Mentored Studies

For independent, mentored-study courses, the College supports the use of “mentors” who meet the policy on faculty qualifications and who are hired by Prescott College to supplement learning for students in structured, individualized courses supervised by the student’s faculty advisor. In all cases, mentored study contracts, narrative evaluations and awards of credit/no-credit and/or grades are reviewed and approved by College faculty advisors.

## Change of Evaluation/Grade Change

Students may request an evaluation or grade change by petitioning the course instructor within one term from the end of the course. Students requesting for their transcript to be translated from credit to grades, can submit an exceptions request which will route the decision to the Exceptions Committee. The committee will entertain a grade change request that is made less than two years from the end of the course or the conferral of a student’s degree. If the committee or the instructor grant a request, a signed change of grade form will be submitted to the Office of the Registrar.

## Prior Learning Assessment / Life Experience Documentation

To receive credit for college-level learning that occurs outside of the classroom, in professional work or in structured workshops, seminars, and training, qualified students may use the Prior Learning Assessment process to complete a conversion portfolio, life experience portfolio, or practicum. Credit received becomes a part of the student’s transcript. No more than 60 undergraduate credits awarded via Prior Learning Assessment may count towards undergraduate degree requirements. No more than 15 graduate credits awarded via Prior Learning Assessment may count towards graduate degree requirements.

## Enrollment Status and Registration

### Continuous Enrollment

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

Students are required to sign an enrollment agreement (terms of enrollment) in their entry term of enrollment. The agreement is enforced through graduation, withdrawal from the College, or change of academic program.

### Registration

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

- Registration materials contain links to and information regarding academic and administrative policies, including tuition, fees, deadlines, course prerequisites, etc. By enrolling in courses/credits online, students acknowledge that they understand and will abide by these policies.
- Students may register for classes, independent studies, and other learning experiences only if they are free of all debts to the College, including accounts with the student accounts office and the library.
- Failure to enroll: Students who fail to enroll or to apply for a leave of absence do not comply with the Continuous Enrollment policy and will be withdrawn from the College. Also see [Leave of Absence policy](#) and [Withdraw from College policy](#).
- Late registration: Students registering after the enrollment grace period/drop-add period will be charged a late fee.

- See individual program sections for more details

## Taking Courses at Other Colleges

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

## Credit Load and Overload

Fulltime enrollment for undergraduate students consists of 12 to 16 credits. In appropriate situations, additional credits may be approved by the appropriate dean for no extra tuition fee. Fulltime enrollment for master's and doctoral students consists of 9 credits. See individual program sections for details concerning half-time, less than- half-time, and overload credits.

## Entering Student Load Requirement

On-campus undergraduate must enroll full- time and complete a full-time load in their first enrollment period. Online undergraduate, master's and PhD students may elect to enroll for full-time or part-time for their first enrollment period.

## Decrease/Increase of Credits (Drop/Add)

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

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

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

**Overload credits:** Students who enroll for more than fulltime credit loads, or who submit course contracts or evaluations for more credits than their original enrollment for the term, are obligated to pay tuition for the additional credit(s). See per credit charge for each academic program for applicable charges. In appropriate situations, approved at the dean level, the per credit charges may be waived.

NOTE: Overload credits will not be recorded until approved by an advisor and payment arrangements are made by the student.

## Drop/Add

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

## "No Shows" / Participation / Non-participation in Courses

The course instructor (for classroom, field or Moodle-based courses) or the faculty advisor (for independent or mentored studies courses) must indicate if a student has stopped participating in the course by completing the attendance module for the course on My Academic Services or equivalent process. If a student has stopped participating in a course or mentored study, the course instructor must indicate "not participating" in the drop down menu and also enter the "last date of attendance." If a student stops participating at any point in the course, it is the

responsibility of the course instructor or faculty advisor to indicate such on the My Academic Services attendance module for the course and to specify a date of last attendance. Students who are listed on My Academic Services by course instructor or by faculty advisor as not attending will be administratively dropped, withdrawn or given a grade of No Credit depending on the actual last day of participation.

### Withdrawal from Courses

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

### Leave of Absence (LOA)/Withdrawing from a Term

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

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

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

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

### Withdrawal from the College

Students wishing to withdraw from the College must submit a Leave of Absence or Withdraw form to the Office of the Registrar. The effective date of the withdrawal is the date that the written notice is received in the Office of the Registrar. The effective date of withdrawal will determine whether or not a student is entitled to a refund. See refund policy for appropriate percentage of refundable tuition.

A student will be determined to be withdrawn from the College if she/he has not been continuously enrolled. See [Continuous Enrollment Policy](#).

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

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

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

### Readmission to the College



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

Students who are readmitted to the College must adhere to the policies, procedures, and guidelines that are in place during the first enrollment period of re-admittance. See [Academic Standing following Academic Suspension](#) section for additional information. Students who were placed on academic warning remain in this status as a readmit until they meet minimum standards.

Veterans see [Veterans Admissions](#).

## Minimum Enrollment Requirements

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

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

## Time limits for completing degree or program requirements

Diplomas will be awarded when all requisite credits and requirements have been confirmed through a graduation audit. Per the incomplete policy, pending program completers with incomplete courses may petition for a maximum of one additional term with approval/support of course instructor(s). Uncompleted courses become No Credit at the end of the subsequent term. Students who have not completed graduation requirements at the end of the subsequent term must then enroll for a minimum of 1 credit in order to complete their Prescott College degree. For other requirements not related to coursework (e.g. research paper, thesis publication, etc.), pending graduates will be granted a maximum of 12 months from intended graduation date to complete the requirement(s). After that deadline, student must be readmitted to the College and enroll for a minimum of 1 credit in order to complete their degree. See Incomplete Policy for eligibility and timeframes.

## Exceptions to Policy

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

## Academic Transcripts

The Prescott College transcript is a student's academic record. An official transcript includes a summary page listing all credits attempted and awarded, letter grades if requested during enrollment in the courses, degrees awarded and a key describing the College academic system. A transcript including narrative evaluations submitted by student and instructor may also be requested.

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



# Family Educational Rights and Privacy Act (FERPA)

## Prescott College Policy on Disclosure of Student Records

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

## Protection and Disclosure of Student Records

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

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

Within the Prescott College community, only those members, individually or collectively acting in the students' educational interest, are allowed access to student educational records. These include personnel in the Financial Aid, Business, Admissions, and Registrar's offices, as well as deans, executive vice president, advisors, and faculty, within the limitations of their need to know.

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

- student name
- home and local addresses
- email and web site addresses
- all phone numbers

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

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

### Right to View and/or Amend Records

Prescott College students have unrestricted access to their own records, and may have copies made of their records at their own expense, except for the following: in cases of outstanding debt to the College; or copies of transcripts from previously attended institutions. Students who believe that their education records contain information that is inaccurate or misleading, or otherwise in violation of their privacy or other rights, may discuss their concerns informally with the Registrar and/or with the academic personnel involved. If the decisions are in agreement with the student’s request, the appropriate records will be amended. If not, students will be informed by the Registrar of their right to file an “academic grievance” which will serve as a formal hearing. See Student Grievance Procedures for details on that process.

### Right to File a Complaint

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

### Notification

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

## Academics at Prescott College

### Faculty

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

A full list of the Prescott College faculty members along with their profiles is available on the website: <http://www.prescott.edu/connect/faculty/index.php>.

## Faculty Advising

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

## Graduate School and Career Outcomes by Study Area

Prescott College graduates from our bachelor's, master's and doctoral programs are sought after by graduate schools and by employers for their highly effective mix of practical skills and theoretical knowledge demonstrated through professionally-relevant capstone projects. In their coursework, internships and capstone projects, students develop professional networks of mentors within and outside of the College that directly support their career success. Graduates of our undergraduate programs often go on to complete graduate degrees. Our interdisciplinary approach to the liberal arts and professional programs at all degree levels create broad career opportunities for our graduates.

Sample Careers by Areas of Study:

<p><b>Adventure Education</b></p>	<p>Outdoor Program Administration            Outfitter            Guide            Coach            Leadership Development Consultant            Teacher            College faculty</p>
<p><b>Education</b></p>	<p>Teacher            School Principal            Guidance Counselor            Environmental Educator            Educational Administrator            College faculty</p>
<p><b>Environmental Studies / Sustainable Community Development</b></p>	<p>Conservation Biologist Forest Service Researcher            Environmental Management            Regional Planner            Environmental Lawyer            Teacher            College faculty</p>

<p><b>Sustainable Food Systems</b></p>	<p>Registered Dietitian  Faculty at Culinary Institutes, Colleges  Farm Managers  Market Gardeners  Teachers  Nutrition Educators  Food Service Director  Local Food Procurement Specialist  Farm-to-Table Program Coordinators and Directors  Farmer’s Market Managers  Policy Directors for Organic Advocacy Organizations  Non-Profit Program Director</p>
<p><b>Interdisciplinary Studies</b></p>	<p>See other study areas for possible combinations</p>
<p><b>Arts &amp; Humanities / Arts &amp; Letters</b></p>	<p>Writer / Journalist  Film-maker  Museum Curator  Studio / Performing Artist  Media / Communications Professional  Teacher  College faculty</p>
<p><b>Critical Psychology and Human Services</b></p>	<p>Community Development Manager  Direct Care Coordinator Supportive Services Specialist  Non-Profit Project Coordinator/Manager  Intervention Advocate  Human Resources Manager  Research Assistant/Data Analyst  Grant Writer  Case Manager  Advocacy Counselor/Coordinator</p>
<p><b>Psychology / Human Development / Counseling</b></p>	<p>Marriage and Family Therapist  Counselor  Social Worker  Teacher  College faculty</p>
<p><b>Social Justice Studies / Social Justice &amp; Community Organizing</b></p>	<p>Non-profit organization leader  Media Strategist  Labor Organizer  Activist  Public Interest Lawyer  Teacher  College faculty</p>

<b>Resilient and Sustainable Communities</b>	Chief Sustainability Officer Director of Sustainability Sustainability Coordinator Sustainability Consultant LEED Certification Consultant Resilience Metrics Analyst Solar/Wind Energy Engineer City Planner Community Development Director
<b>Social and Environmental Arts Practice</b>	Arts Administration Non-profit organizations Teaching Journalism Muralists Writers Performance Arts Expressive Healing Arts Consultants and Educators Researcher Art Criticism Curator
<b>Sustainability Management / Sustainability Leadership MBA</b>	Entrepreneur Manager Marketer Sustainability Director Public Administration Organizational Development Consultant Teacher College faculty

## Assessment of Learning

### Assessment of Undergraduate Learning

The College's Curriculum Map indicates in which courses all college-wide and departmental learning outcomes are addressed and assessed via signature assignments in each course. In order to complete a minimum of 30 credits of general education, undergraduate student degree plans must include coursework (or transfer equivalents) in the competence, breadth, or other areas such that at least two courses assess each college-wide general education learning outcome. Students regularly update their e-portfolios with signature assignments or other work that demonstrates their developing mastery of college-wide and departmental learning outcomes through their programs of study.

### Assessment of Graduate Learning

Faculty members expect graduate students to meet the relevant college-wide and departmental outcomes at the graduate-level of competency. Development and demonstration of competence occurs in the course signature

assignments, qualifying paper, thesis, dissertation and/or capstone projects. At all levels, learning is assessed by faculty to support student learning as well as for program improvement.

### College Wide Learning Outcomes

- Competence within the Specific Field(s) of Study – see departmental learning outcomes
- Humanities & Arts Skills/Knowledge
- Global Cultural Literacy
- Civic Engagement
- Ecological Literacy
- Inquiry, Analysis, & Synthesis
- Self-Direction and Lifelong Learning

### Competence within the Specific Field(s) of Study

Competence is shown through demonstrated ability in the content and methodology of the chosen field, including knowledge of the basic history, the important individuals and their work, the major current theories and their application, and demonstrated capacity to use the critical research techniques, scholarly methods, leadership skills, artistic modes of expression, etc., employed in that area. The demonstration of competence requires personalization, interconnection, and application of learning. Competence within the specific field(s) of study is assessed through signature assignments and other artifacts (e.g., senior capstone project) that show mastery on the departmental learning outcomes.

### Humanities and Arts Knowledge

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

### Global Cultural Literacy

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

### Civic Engagement

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

### Ecological Literacy

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

## Skills for Inquiry, Analysis, and Synthesis

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

## Skills for Self-Direction and Lifelong Learning

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

## Differentiation of upper division / graduate level learning

As a College rooted in the demonstration of competence rather than the accumulation of credit hours, differentiating instruction and assessment is important so that faculty can evaluate and students can receive appropriate credit for the quality and level of work that they produce. Differentiation is also important as we cross-list courses across the undergraduate and graduate levels and admit undergraduate students into our accelerated master's degree programs as seniors. Offering high performing students these options can help decrease the cost and time to degree completion and thus drive increased new student recruitment and improved retention.

## Upper Division Undergraduate Learning Characteristics

Cognitive Domain:

- Development and analysis of the most current terms, concepts, techniques and approaches shaping the field of knowledge;
- Focus on inclusion of divergent, synthetic responses and/or products as assessment/evaluation tools that are produced with minimal input from the instructor;
- Application of techniques and approaches toward divergent assignments or projects that are potentially novel to the field, or that represent the most current approaches in the field;
- Increased focus on inclusion of primary scholarship in the as material for students to analyze and critique constructively;
- Independent application of the standards of the field toward writing assignments, oral presentations, performances, etc.
- Ability to at least propose a problem to be solved or product to be created that is at least somewhat novel to the field;
- Independent recognition of technique or approach most appropriate to solving a particular problem or creating a specific product.

Student Behavioral/Affective Domain:

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

## Graduate Learning Characteristics

Cognitive Domain:

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

Student Behavioral/Affective Domain:

- Inherent interest in self-education and self-direction within the field;
- Willingness to accept responsibility for outcomes of self-directed research and creative activities.

Assumed/Expected Student Preparation:

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

### Departmental Learning Outcomes, Advising Documents and Handbooks

Each department publishes advising documents and/or handbooks that describe the departmental learning outcomes that students within that department are expected to master. Students work with their faculty advisors to describe individualized programs of study within a structured scaffolding described in advising documents and handbooks. The departmental advising documents and handbooks provide information on required courses as well as examples of some ways to develop competence in various fields of study through individualized degree plans. In most programs of study, aside from the professional preparation programs in Counseling and Education, students may also develop their own individualized competence or concentration title. This is done via the degree plan process with the approval of their faculty advisor. Course offerings are always growing and changing in order to keep pace with changing academic and professional areas as well as new opportunities for formal and experiential learning. Subsequently, the advising documents and handbooks provide guidance and examples as opposed to a wealth of specific requirements. Graduation processes and other requirements described in the College Catalog take precedence over those in departmental advising documents or handbooks when conflicts may occur.

### Senior Projects, Thesis, Dissertation and Other Capstone Projects

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

### E-portfolio

Prescott College uses the Taskstream e-portfolio. Students begin writing and collecting materials for their eportfolio in their first Core Course. Students are expected to develop and update their e-portfolios throughout their degree program. Each artifact selected by students for inclusion in their e-portfolio should be organized or otherwise tagged with the relevant departmental and/or general education learning outcomes. E-portfolios are an important part of demonstrating competence and breadth of learning to faculty advisors and to future employers and graduate schools.



## Course Delivery Options and Experiential Learning Opportunities

Students have a variety of options for completing their coursework. These include on-campus, field-, or community-based or online courses created and taught by faculty; credit-bearing practica or career internships supervised by College faculty; capstone projects; mentored studies created by the student in consultation with their faculty advisor and course mentor; and courses presented by the College's educational partners such as theEcoleague ([www.ecoleague.org](http://www.ecoleague.org)) or Consortium for Innovative Environments in Learning ([www.cielearn.org](http://www.cielearn.org)).

Students may also complete external learning via prior college-level learning, study abroad, service learning, career internships, MOOCs, etc. and request evaluation of this learning for credit via the College's Prior Learning /Life Experience Documentation process.

### Mentored Studies

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

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

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

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

### Practica and Career Internships

Given the College's emphasis on experiential learning, 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.

### The Tucson Changemaker K-20 Partnership / Southern Arizona Regional Hub

Prescott College maintains a regional hub in Tucson, Arizona for outreach, support, service and research in Southern Arizona. The Tucson Center, located at 1300 S Belvedere Ave, Tucson 85711, (phone 928-350-2314) shares space with Changemaker High School, the Mexicayotl Academy K-8 school and with the Arizona Serve Vista and Americorps headquarters. This partnership is an experimental education lab school that allows students a direct pathway from k-

12 through higher education including doctoral level learning and research.

### 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 five-college consortium of schools that includes Alaska Pacific University, Green Mountain College, Northland College, and College of the Atlantic, was created in 2003. All the colleges share similar missions and value systems based on environmental responsibility, social change, and educating students to build a sustainable future. Among its many functions, the Eco League provides for student and faculty exchanges and serves as a medium for cooperative environmental education and activism. Students may elect to study for a term at any of the Ecoleague schools. In addition to seamless student exchanges, CIEL also enables faculty and administrator exchanges among other collaborations.

### Consortium for Innovative Environments in Learning

Prescott College also is a member of the Consortium for Innovative Environments in Learning (<http://cielearn.org/>), a consortium of highly innovative colleges and universities: e.g., The Evergreen State College, Fairhaven College at Western Washington University, Hampshire College, Marlboro College, New College of Alabama, New College of Florida, Richard Stockton College, Bennington College, and Quest University in Canada. Students may elect to study for a term at any of the CIEL schools.

### University of South-Eastern Norway

The exchange program with University of South-Eastern Norway (Lærerskoleveien 40, 3679 Notodden, Norway) gives Prescott College students the chance to undertake detailed work in Adventure Education and Environmental Studies for a study-abroad term.

### Risk Management and Institutional Review Board Review

Any student, staff or faculty member planning to conduct any project that involves research with living beings, therapeutic procedures with others, backcountry-technical skills, travel out of the country, contact with native cultures or lands, or interaction with sensitive ecosystems or endangered species must go through a risk management review and a human subjects review. Reviews are required for any such projects conducted

the auspices of the College whether as a part of undergraduate or graduate courses, mentored studies, capstone projects, theses, or dissertations. Students planning such a project should contact their faculty advisor early to begin the review process.

### Risk Management for Independent Projects

The College assesses the potential risk to students and legal risk (vulnerability) to the College of certain types of mentored studies and projects.

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

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

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

### Institutional Review Board – Living Subjects Protections

All research involving human subjects, and all other activities, which in part involve such research, regardless of sponsorship, must be reviewed and approved via Institutional Review Board (IRB) Proposal Review Process. The IRB Proposal Review Form is submitted with the Senior Project, Thesis Plan, Dissertation/Project Proposal or equivalent.

The IRB proposal review is conducted by the student's faculty advisor via the Individual Graduation Committee, Doctoral Committee, Curriculum Committee, or equivalent who are part of the IRB process. Please note:

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

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

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

## Degree Plan

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 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 and/or the liberal arts breadth. 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. In most programs, students may use the degree plan

to specify an individualized competence or concentration title

within one of the undergraduate or graduate degree titles offered by the College. If approved by the faculty advisor, individualized competence or concentration titles will appear on the student's diploma and transcripts. The final degree plan is verified by the registrar before degree conferral to assure that all graduation requirements have been met.

## Bachelor's Degree Graduation Requirements

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

In Prescott College's undergraduate programs, "competence" is the term for major, and "breadth" is similar to minor. Informed by advising documents (see appendices), the degree plan specifies the courses making up the competence, the breadth, and any additional courses taken to satisfy the College's general education requirements.

### Competence

The major area of study is called a competence for a reason. The student is expected to demonstrate competence in this field at the baccalaureate level by the time of graduation. A competence is normally comprised of at least 60 credits, and includes a Senior Project.

Specific requirements for the undergraduate degrees below are found in departmental advising documents located in the appendix;

- BA in Adventure Education
- BA in Arts and Humanities
- BFA in Arts and Letters
- BA in Social Justice Studies
- BA in Education
- BA in Environmental Studies
- BS in Environmental Studies
- BA in Human Development and Psychology
- BA in Interdisciplinary Studies

### Self-designed Competence

Students may elect to work closely with advisors in order to develop their own competence title housed appropriately within any Prescott College academic department. This opportunity is well suited for ambitious students who choose to work in independent and interdisciplinary ways. Self-designed competences often draw upon

transfer credits, domestic and international exchange opportunities, as well as self-designed mentored study courses.

### Breadth

The minor area of study is termed the breadth. The breadth is an intentionally constructed set of courses that broadens the student's academic background. A breadth should not overlap with the competence area to the extent that it duplicates it. A breadth consists of at least 30 credits for online undergraduates and at least 24 lower-division and 6 upper-division credits for on-campus undergraduates.

## General Education Requirements / Liberal Arts Breadth

The general education requirements at Prescott College are designed to support the college-wide learning outcomes. The general education program at Prescott College requires successful completion of at least 30 credits that includes the appropriate set of core curriculum courses. On-campus undergraduate students entering as first-time freshmen complete CC1, CC2, CC3, and CC4. Online undergraduate students complete the PASS1, PASS2 and core seminar courses. These core courses address many college-wide learning outcomes with additional learning outcomes met within competence and breadth courses. In order to complete the general education requirements at Prescott College, each student's degree plan must include at least two courses that assess each college-wide learning outcome; these courses may be in the competence or breadth areas. Transfer courses may be used for partial fulfillment of the College's general education requirements.

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

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

### Undergraduate Core Curriculum

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

In each year of on-campus undergraduate study, students are required to choose from various courses labelled CC1, CC2, CC3 or CC4 in the schedule of classes. Similarly, online undergraduates complete a Core Curriculum course and PASS I in their first term, and CC4 in their final term. These classes are designed to create a supportive interdisciplinary curricula and advising structure for students to develop academic and professional competence through their individualized programs of study and to complete key graduation requirements.

These classes also help students to integrate learning from across liberal arts fields at increasing levels of rigor in each year. At each phase, students update their electronic portfolios with examples of their learning and tag these artifacts with the appropriate departmental and general education learning outcomes.

### Core Curriculum – Online Undergraduate

- Professional and Academic Success Seminar I (PASS I): PASS I begins at Orientation for all new students and continues through the first term. The focus of this course is on creating an individualized yet compelling Bachelor's curriculum, practicing research and library skills, learning to network with professionals and fellow

students in the competence area, increasing awareness of social and ecological implications of each student's competence, writing and processing study contracts and self-evaluations, and learning how to develop an e-portfolio. The PASS I also supports students' orientation to the procedures, policies, faculty, and requirements of online undergraduate program. The PASS I must be completed in the first term of enrollment; if not, it must be repeated in the second enrollment period.

- Core Curriculum 4: Senior Project: CC4 is taken in the final term. CC4 courses bring students together from across various fields of knowledge to work with a faculty guide and to support one another in completing their senior projects. The capstone senior project demonstrates students' academic and professional competence and is posted to their e-portfolios to document this competence to the faculty and to support their applications for jobs and graduate school.
- Core Seminar: Each area of study has a core seminar that is typically completed in the student's first term of study.

### Core Curriculum – On-campus Undergraduate

- CC1 courses are taken at the very beginning of students' educational journeys and include orientation courses, first year learning communities, and writing workshop courses. CC1 courses introduce students to our faculty and to one another. They orient students to our systems and processes and to how experiential learning works. Students begin to use the liberal arts knowledge and skills to address the big questions facing our world. Writing Certification level one is completed during CC1. Students begin posting signature assignments and other artifacts of learning to their e-portfolio in CC1 and update their e-portfolios each year in subsequent core curriculum courses.
- CC2 courses are taken in the second phase of study (e.g., year two for first time freshmen, first term for transfer students). These courses help students identify and integrate learning from various paradigms of knowledge into the degree plans that will guide the development of their academic and professional competence. Students set clear academic and career goals and work with faculty advisors and peers to draft and revise their degree plans and to have them approved by their faculty advisors. CC2 courses are writing emphasis and/or quantitative skills courses that help students satisfy the Writing Certification level two writing emphasis requirements. For online undergraduates, the PASS I course combines elements of CC1 and CC2 courses.
- CC3 courses provide a platform for students to integrate interdisciplinary research methods and knowledge into a proposal for their senior project. Prior to the senior year, students work with one another and their faculty advisors to revise and receive approval for their project proposal which includes a review of relevant academic and professional literature. The CC3 courses can satisfy Writing Certification level three. Students identify target professions and/or graduate schools, revise degree and career plans as necessary, and update their e-portfolios with examples of their best work and other professional materials. Students interested in the accelerated master's tracks at Prescott College apply for admissions during CC3.
- CC4 courses bring students together from across various fields of knowledge to work with a faculty guide and to support one another in completing their senior projects. The capstone senior project demonstrates students' academic and professional competence and is posted to their e-portfolios to document this competence to the faculty and to support their applications for jobs and graduate school.

### Awarding of Double Bachelor's Degree

A double degree refers to the awarding of two different degrees (e.g. B.A., B.F.A.) for concurrent study by a student in two-degree areas. A double degree is different from a double competence, which is awarded to a student engaged in two areas of study within one degree. Overall, a double degree will require more coursework

than a single degree. At a minimum, students will complete 150 credits for a double degree. A maximum of 8 courses may be used to count towards competence requirements of both degrees. Students pursuing a double degree are required to complete one breadth area in liberal arts general education courses. General degree requirements (e.g. writing, math) still are required but need only be satisfied once.

### Math and Writing Requirements



Math and writing are part of the general education requirements at the College. Before new students arrive, the Registrar reviews every student's transcripts to determine if they have fulfilled the math requirement and/or writing certification part I based upon the criteria below.

### Math Certification

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

1. Successful completion of a mathematics course at Prescott College. See individual department Advising Documents for specific requirements for particular areas of the curriculum (e.g. Applied Algebra for the BA in environmental studies, Calculus for BS Degree).
2. Successful completion ("C-" or better) of a college-level (College Algebra or equivalent) mathematics course taken at another regionally accredited college or university. Other college-level mathematics courses may satisfy the math certification requirement pending review of course descriptions.
3. Successful completion ("C-" or better) within five (5) years of entering the College of a Pre-calculus or Calculus course taken in high school.
4. A qualifying score of four (4) or better on the Advanced Placement (AP) Exam in Calculus.
5. Score 50 or higher on the College Board's CLEP test in any of the following: Calculus, College Algebra, or College Mathematics; the course should be consistent with department requirements. Consult the CLEP website for more information: <http://clep.collegeboard.org/exam>. Passing CLEP scores also result in transfer credit.

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

Students may satisfy the Writing Certification I requirement by completing Writing Workshop or equivalent at Prescott College; by transferring in an equivalent course from another accredited institution (with a grade of C- or better); or by achieving a score of 3 or higher in AP English. Transfer courses can be reviewed for suitability.

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

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

- Courses must be designated WE prior to the registration period for the course. Any student wishing to earn WE in a non-WE course must enroll in a mentored study that parallels the course they will attend.
- Faculty teaching WE classes will be given the freedom to design their classes in ways that achieve the WE objectives subject to the approval of an academic dean or designee. Expectations include
  - o two rigorous writing assignments per course and a minimum of 15 pages of formal writing [i.e. polished writing in the style of a particular discipline(s)].
  - o Iterative evaluation of the student's writing and feedback on writing throughout the course.
  - o Class time dedicated to the writing process relative to course assignments
  - o peer review work is suggested.
- Faculty may require WCI as a prerequisite for any WE course.

### Writing Certification III: Upper Division Research Paper

- The paper may be written in the context of any upper-division Prescott College Writing Emphasis (WE) course or independent study in the student's competence or breadth area.
- The paper must be a thesis-driven research paper (expository or persuasive essay).
- The paper should reflect correct documentation style (e.g., MLA, APA, Chicago Style, etc.), as well as appropriate research methods for the content area. Research requires the student to use and evaluate a variety of reliable sources, including juried periodicals, books, and juried internet sites (e.g., using journal databases like EBSCOHOST). Most faculty members will ask the student to include a literature review in the body of the paper or an annotated bibliography.
- The paper must be at least 2500 words in length, excluding bibliography, appendices, and works cited pages.

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

The Prescott College curriculum supports accelerated pathways between undergraduate and graduate programs. Undergraduate students are encouraged to begin working with their faculty advisors as early as possible in order to align undergraduate and graduate degree plans. Undergraduate students may register for graduate courses with instructor approval. Qualified undergraduate students may be admitted to begin their graduate studies in their junior or senior year. Early admissions can enable students to complete their bachelor's and master's degrees in an accelerated manner. Depending upon the programs involved, this can shorten time to degree completion by a full year. Graduate courses taken while an undergraduate are not guaranteed to transfer in as a part of a graduate program unless the student has received formal early admission to a specific graduate program and is taking graduate courses specified as satisfying the requirements for that program in the College Catalog and in their degree plans.

## 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 or Tucson, 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 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 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.

### 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 mentored studies courses in order to fulfill the requirements for the specific program per the specific program handbook and with the approval of program director.

### Mentored Course Plans

Students intending to integrate a mentored study course into their studies must complete the Mentored Course Plan form found on the Registrar's page on the college website to register mentored courses.



## Thesis and Other Capstone Projects

Students on tracks 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 Fine Arts Degree

The Master of Fine Arts is 48 credits.

## Master of Education Degree

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

## Arizona State Certification Requirements for Educators

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

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 one year of a student completing the College's program. The IR is valid for one year from the date it is issued, for the purpose of obtaining a teacher or principal certificate from the Arizona Department of Education (ADE). Students seeking certification in another state must research that state's licensure requirements and 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 Business Administration Degree

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

## Master of Science Degrees

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

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

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

## Master of Science in Counseling Degree

The 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. 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, Adventure-based Counseling, and Nature-Based Counseling. 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.

### Practicum and Internship

Students are required to complete a supervised practicum and internship that meets the requirements of the licensing board of the state in which they intend to practice professionally. The practicum is a three-credit clinical training experience consisting of 100 hours in a field placement. At least 40% of these hours must involve direct client contact under supervision. Typically, the internship consists of a more advanced clinical training experience of 6 credits and at least 600 hours in a field placement, with at least 40% of these hours involving direct client contact under supervision. Clinical training experiences are carried out under the direction of an on-site, supervisor. Clinical training experiences are also supervised by a member of the counseling faculty who monitor the quality of the student's training and provides group supervision.

### Counseling Electives

Within the 60-credit hour Master of Science in Counseling, students can take three electives. Students can select electives based on their interest, need for licensure, or they can take them strategically to form an area of Emphasis (see Counseling Emphases section).

### Independent Study (mentored course)

Students can choose to take one independent study as an elective during the course of their degree program.

### Personal Counseling

Students are required to participate as clients in a therapeutic process with a licensed mental health practitioner while completing their graduate degree at the College. The minimal requirement is 20 full sessions, which must be documented prior to graduation by a letter from the practitioner.

### Counseling Residencies

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

### The Counselor Preparation Comprehensive Exam (CPCE)

Students are required to take the Counselor Preparation Comprehensive Examination (CPCE) as the final requirement for graduation from the Master of Science in Counseling. The CPCE is designed to assess

students' knowledge of counseling information viewed as important by counselor preparation programs and the counseling profession in general. The purpose of the exam is to assess the student's knowledge of counseling to ensure minimum competency in the field, and it can serve as a useful preparation for the National Counselors Exam (NCE), which is used by many states as a licensure exam. Please note that the CPCE is NOT a licensure exam, nor does it replace the NCE.

### **Counseling Emphases**

A unique aspect of the Master of Science in Counseling are the optional Emphasis areas of study. These Emphases are a cluster of three, three credit courses that collectively create a depth of knowledge in a particular area. These areas have been selected for their relevancy and critical need in the field of counseling. The Emphases are: Addiction Counseling, Marriage, Couple, and Family Counseling, Social Justice Counseling, and Somatic Counseling.

### **Adventure-Based Counseling**

The graduate certificate in Adventure-based Counseling is designed for learners who have already attained a master's degree in a field of mental health practice and who wish to specialize in adventure-based intervention. Additionally, this 15-credit hour certificate can be taken concurrently with the 60 credit hours required for the Master of Science in Clinical Mental Health Counseling. This is one of the very few academic programs with the program objective to incorporate the experience of 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.

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

### **Nature-based Counseling**

Students who have been accepted into the Master of Science in Counseling, or those individuals who have already attained a master's degree in a field of mental health practice may apply to join the Graduate Certificate in Nature-

based Counseling. The Nature-based Counseling program is a five course, 15 credit-hour program with a program objective to integrate ecological perspectives within the concepts and practices of mental health counseling. Students interested in 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. Students interested in wilderness, adventure venues, horticultural, animal-assisted or nature-based settings will find this program valuable. Graduates possess competencies in both conventional counseling and nature-based counseling.

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 Graduate Certificate in addition to the required 60 credits in the master's program. The following courses comprise this certificate program:

- MAEP51010 Foundations of Experiential Counseling
- MAEP51031 Treatment Applications in Nature-based Counseling
- MAEP51032 Assessment and Interventions in Nature-based Counseling
- MAEP51033 Ethics and Risk Mitigation in Nature-based Counseling
- MAEP51034 Research in Nature-based Counseling
- MAEPINTENSIVE (1/2/3/4) Four experiential field intensives (one may be self-directed/independent study totaling not less than 100 hours)
- Documentation of 100 direct service hours that must utilize nature-based counseling interventions.

### **Expressive Arts Therapy**

The Expressive Arts Therapy blends a passion for art with the skills of counseling. The program follows the educational standards for the American Art Therapy Association ([www.aata.org](http://www.aata.org)) and the International Expressive Art Therapy Association ([www.ieata.org](http://www.ieata.org)) for becoming a registered art therapist or a registered expressive arts therapist. Students who have been accepted into the Master of Science in Counseling, or those individuals who have already attained a master's degree in a field of mental health practice may apply to join the Post-Master's Certificate in Expressive Arts Therapy. Through this certificate program, students will engage in study of the history, theory, ethics, and practice of expressive art therapy. Expressive arts therapies involve the use of visual art, music, movement, poetry and performance, as well as the inter-modal application of these in therapy and healing. Students have the option of seeking registration as an Art Therapist (ATR) through the American Art

Therapy Association or registration as an Expressive Arts Therapist (REAT) through the International Expressive Arts Therapy Association. The Prescott College model allows for flexibility of design to meet either or both registration requirements as far as course content and areas of focus, which can be either art therapy or multi-modal expressive arts. Students engage in coursework with qualified mentors who are licensed Behavioral Health Professional and either an ATR or REAT.

### **Program Requirements**

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

#### **Courses (30 semester credits)**

- History and Theory of Expressive Art Therapy, 3 credits
- Materials and Techniques in EAT, 3 credits
- Applications of EAT, 3 credits
- Group Work and Dynamics in EAT, 3 credits
- Assessment in EAT, 3 credits
- Standards of Good Practice: Ethical and Legal Issues in EAT, 3 credits

- Cultural Diversity in EAT, 3 credits
- EAT Capstone, 3 credits
- Supervised Practicum and Internship in EAT
- Studio Art/Expressive Arts, 3 credits

Some States allow the imbedding of specialized Expressive Arts Therapy material into licensure courses. It is the student's responsibility to research if that is the case in her or his State.

### **Expressive Arts Therapy Summer Institutes**

Since 2002, students and mental health professionals from around the world meet at Prescott College for two weeks each year to take part in this annual event. The goal of the Institute is to provide participants with a residency experience and the ability to study with internationally renowned educators. The Institute is very hands-on and a perfect venue in which educators, counselors, and students can learn in a supervised experiential learning environment.

### **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.

# Doctoral Degree Graduation Requirements

## PhD in Education / Sustainability Education

The PhD is 72 credits in length.

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

- 72 credits, in the distribution described below, completed with satisfactory evaluation by faculty of all learning/study documents, written materials, and oral presentations within 10-years' time
- Attendance at all required residencies or documentation of prior written approval from the Faculty Advisor to miss a specific colloquium and in some way make up for it
- Foundational courses (24 credits):
  - Sustainability Theory and Practice for Education (4 credits)
  - Social, Political, economic and Political Aspects of Sustainability (4 credits)
  - Sustainability Education and Transformational Change (4 credits)
  - Critical Pedagogy for Social Justice (4 credits)
  - Modes of Scholarly Inquiry, Systems Thinking, and Action Research I and II (8 credits)
- 4 to 8 mentored study courses: conceptual, integrative, and theoretical in focus area within Sustainability Education (15-23 credits)
- Advanced Research Methodologies and Methods course (4 credits)
- Mentored practicum (Optional: maximum of 6 credits)
- Publishable Qualifying Paper that is reviewed and approved by the Doctoral Committee (1 credit)
- Approved Dissertation Proposal & Presentation (4 credits)
- Dissertation & Presentation (minimum 16 credits)

## Doctoral Residency Requirements

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

## Qualifying Paper

Each student is expected to submit a "publishable" 30- to 40-page Qualifying Paper (QP) to their primary committee members and Committee Chair (Doctoral Committee) to demonstrate their ability to write a doctoral level research paper. The QP must be approved by the primary Doctoral Committee members and chair before a student advances to candidacy and prior to enrollment in dissertation credits. See specific details about the Qualifying Paper in the Ph.D. Student Handbook.

## Dissertation/Project Components

The Dissertation/Project Proposal should contain all the components of the dissertation in outline and summary form including an introduction, literature review, a research methods section with research design, sample, and intended populations, anticipated results, and projected conclusions as well as project description, IRB, and references. A project that indicates the application of the doctoral research is expected to be proposed.

The Dissertation/Project in Sustainability Education consists of two separate components, a dissertation and a project. The traditional dissertation that contains the rigorous scholarship and research methodology will support and accompany the project. The dissertation itself will reveal that the student has attained technical mastery of her

or his focused area, is capable of independent scholarly work, and is able to make an original contribution to knowledge on an important topic within the field of Sustainability Education. The project is an applied and/or action-oriented effort that exists outside academia and is a practical application of the student's studies and expertise in her/his focused area. This project will normally be documented and included with the formal dissertation. The dissertation is approved by the Doctoral Committee. See specific details about the Dissertation/Project in the Ph.D. Student Handbook.

### Doctoral Committee Structure

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

- One Chair
- Two Doctoral Mentors selected/identified in the second phase of the student's program and in place at the beginning of phase three
- One Expert External Reviewer (last phases only)

During the second year of the program and before the beginning of phase three, students collaborate with their Faculty Advisors to select the two Doctoral Mentors to serve on the Doctoral Committee. The Expert External Reviewer is added to the Doctoral Committee in the final dissertation/project phase of the student's program. All committee members are selected for their deep commitment to education, specifically sustainability education, expertise in a related area(s), and hold terminal degrees in their respective fields.

# Appendices



# Appendix A: Campus Map



<b>A</b>	<b>Village A</b> 307 N Willow St. Student Housing	<b>J</b>	<b>Cholla D</b> 310 Garden St. Student Housing	<b>Q</b>	<b>Juniper</b> 308 Grove Ave. Americorps/Vista & Arizona Serve Program Events	<b>W</b>	<b>Ponderosa</b> 228 Grove Ave. IT Services ITV Classroom	<b>AC</b>	<b>Crossroads Center North</b> 217 Garden St. Learning Commons Library
<b>B</b>	<b>Village B</b> 309 N Willow St. Student Housing	<b>K</b>	<b>Cholla B &amp; C</b> 310 Garden St. Student Housing	<b>R</b>	<b>Prickly Pear</b> 304 & 306 Grove Ave. Facilities Management	<b>X</b>	<b>Penstemon</b> 226 Grove Ave. Student Solutions Center Veterans Resource Coordinator		Academic Advising Writing Center Internship & Career Services Equipment Check Out Computer Facilities
<b>C</b>	<b>Village C</b> 313 N Willow St. Student Housing	<b>L</b>	<b>Cholla A</b> 310 Garden St. Student Housing	<b>S</b>	<b>Pinon</b> 302 Grove Ave. Frantz Fanon Community Center Social Justice Studies Faculty Offices	<b>Y</b>	<b>Manzanita</b> 220 Grove Ave. Academic Operations Advancement and Alumni Relations	<b>AD</b>	<b>Summit</b> 112 N. Summit St. Classrooms A & D Human Development and Psychology Faculty Offices
<b>D</b>	<b>Alder</b> 226 Garden St. Housing Office	<b>M</b>	<b>Mogollon</b> 334 Grove Ave. Science Labs	<b>T</b>	<b>Warehouse</b> 300 N. Granite St. Equipment Warehouse Field Operations and Permitting		Chapel Dean Offices President's Office Provost Student Affairs and Title IX Faculty Offices		
<b>E</b>	<b>Sycamore</b> 230 Garden St. Student Activities	<b>N</b>	<b>Sinagua</b> 322 Grove Ave. Classrooms (A & B) Education Faculty Offices Environmental Student Faculty Offices	<b>U</b>	<b>East Academic</b> 300 N. Granite St. Adventure Education Faculty Offices Classrooms A, B, C	<b>Z</b>	<b>Outdoor Classroom</b>		
<b>F</b>	<b>Wren</b> 234 Garden St. Student Activity Center	<b>O</b>	<b>Cottonwood</b> 312 Grove Ave. Business Office and Human Resources Classroom A Social Justice Studies Faculty Offices	<b>V</b>	<b>Cicada</b> 234 Grove Ave. Green Mountain Center for Sustainability Shipping and Receiving Faculty and Student Mailboxes Faculty Offices	<b>AA</b>	<b>Garvey Welcome Center</b> 202 Grove Ave. Admissions & Marketing		
<b>G</b>	<b>Tsegi D</b> 230 Garden St. Student Housing					<b>AB</b>	<b>Crossroads Center South</b> 215 Garden St. Classrooms Conference Room Community Room Crossroads Cafe		
<b>H</b>	<b>Tsegi C</b> 230 Garden St. Student Housing	<b>P</b>	<b>Ironwood</b> 310 Grove Ave Classrooms A & D Social Justice Studies Faculty Offices						
<b>I</b>	<b>Tsegi A &amp; B</b> 230 Garden St. Student Housing								

## Appendix B: Faculty Members

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

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



# General Graduation Requirements for Undergraduates

Bachelor's degree in Adventure Education, Arts & Humanities, Social Justice Studies, Education (non-certification), Environmental Studies, Human Development & Psychology, Interdisciplinary Studies, Sustainable Community Development, and Sustainability Management.

## OVERVIEW

The college-wide learning outcomes, which are attained by successfully completing courses and signature assignments throughout the curriculum, give students a set of skills, knowledge, and dispositions unique to Prescott College graduates. A Prescott College education encourages students to cultivate a broad array of learning skills, qualities, hands-on experiences, and knowledge that will prepare them especially well for a rapidly changing job market and a globalizing world. Furthermore, a PC education makes students curious, adaptable, culturally and environmentally aware, and purpose driven.

## College Wide Learning Outcomes:

- Competence within the Specific Field(s) of Study - Achieved through departmental learning outcomes
- Humanities & Arts Skills/Knowledge
- Global Cultural Literacy
- Civic Engagement
- Ecological Literacy
- Inquiry, Analysis, & Synthesis
- Self-Direction and Lifelong Learning

By completing the requirements below, students will develop strong communication skills by way of our Writing Certification sequence, and the ability to engage in quantitative analysis through basic math courses. The Core Curriculum sequence ensures that students will understand the pathways to graduation while simultaneously meeting general education learning outcomes.

## REQUIREMENTS

- Minimum of 120 total credits
  - Minimum of 60 credits in the Competence
  - Minimum of 30 credits in an area specific breadth or Liberal Arts Breadth
  - Minimum of 36 credits of Upper Division coursework (30 in LRU)
- Requisite coursework for competence and breadth based on degree plan
- Documented college wide learning outcomes through all course work (doing so creates the general education requirement)
- Orientation (On-Campus Undergraduates: Wilderness or Community-Based)
- Writing Certification I, II and III (Research Paper for Online Undergraduates)
- Core Curriculum (On-Campus Undergraduates: CC1, 2, 3 and 4; Online Undergraduates: PASS1, CC4 and Core Seminar)
- Math Certification
- Approved Degree Plan
- Completed Senior Project
- For students transferring in similar courses substitutions may be allowed where appropriate.

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 Arts and Humanities
- BFA in Arts and Letters
- BA in Social Justice Studies
- BA in Education
- BA in Environmental Studies
- BS in Environmental Studies
- BA in Human Development and Psychology
- BAS in Interdisciplinary Studies

### Self-Designed Competences:

Whereas students work closely with their advisors, they are also invited to develop their own competence title housed appropriately within any Prescott College academic department. This opportunity is well suited for ambitious students who choose to work in

independent and interdisciplinary ways. Self-designed competences often draw upon transfer credits, domestic and international exchange opportunities, as well as self-designed mentored study courses.

# Adventure Education

## Bachelor of Arts in Adventure Education

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

## UNDERGRADUATE DEGREES AT PRESCOTT COLLEGE

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

## OVERVIEW

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

## LEARNING OUTCOMES

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

## COMPETENCE REQUIREMENTS

- 60 credits, 30 of which are Upper Division (for double competence, each competence has 45 credits, 24 are Upper Division)
- Required Course: Outdoor Education and Recreation
- Required Course: Adventure Education I, II, and III (or other approved semester class)
- Distribution areas for intended departmental outcomes
  - Minimum of three courses\* in Outdoor Skills



- Minimum of two courses\* in Environmental & Ecological Literacies
  - (Highly recommend Environmental Topics for Educators)
- Minimum of two courses\* in Human Dynamics & Interpersonal Literacies
  - (Highly recommend Leading Inclusively or Group Process)
- Minimum of two courses\* in Teaching & Facilitation Literacies
  - (Highly recommend Teaching and Learning in Adventure Education)
- One course in Leadership
- 60-75 leadership days validated by the Advisor
- Current Wilderness First Responder certificate
- Additional Adventure Education or related interdisciplinary courses
- Senior Project
- For students transferring in similar courses, substitutions may be allowed where appropriate.

\*= number of courses refers to full course equivalents (either 4 PC credits, or 3 transfer credits)

## REQUIRED COURSES

ADV21052	Outdoor Education and Recreation	4
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## DISTRIBUTION AREA COURSES

### Three Courses in Outdoor Skills Distribution Area

ADV24200	Canoeing: Intro to Expeditionary Paddling	4
ADV24050	Environmental Perspectives and Whitewater Rafting	4
ADV21200/41200	Maps and Wilderness Navigation	4
ADV44202	River Guides Training	4
ADV22010	Introduction to Rock Climbing	4
ADV42015	Intermediate Rock Climbing	4
ADV22050	Rock Climbing and Yoga	4
ADV22048	Rock Climbing and Geology	4
ADV24110	Sea Kayaking and Marine Natural History	4
ADV41250	Search and Rescue	4
ADV41701	Wilderness Leadership field semester Phase I: Advanced Technical and Risk Management	4

### Two courses in Environmental & Ecological Literacies Distribution Area

ADV21010/41010	Environmental Topics in Adventure Education	4
ADV43010	Avalanche Forecasting	4
ENV22725	Concepts of Ecology	4
ADV24050	Environmental Perspectives and Whitewater Rafting	4
ENV22730	Natural History and Ecology of the Southwest	4
ADV24110	Sea Kayaking and Marine Natural History	4
ENV24752	Introduction to Earth Science	4

CRS25505/45505	Climate Justice	4
CRS23610/43610	Environmental Politics: Domestic & Global	4
ENV21550/41550	Water in the West	4

**Two courses in Human Dynamics & Interpersonal Literacies Distribution Area**

HDP21300	Interpersonal Communication	4
ADV41100	Group Process and Ropes Facilitation	4
ADV21215/41215	The Whole Athlete	4
HDP22050	Counseling Skills	4
HDP22206/42206	Positive Psychology	4
HDP41050	Therapeutic Use of Adventure Education	4
ADV21066/41066	Youth Empowerment	4
HDP21155/41155	Yoga: Philosophy and Practice	4
HDP22280/42280	Ecopsychology: Paradigms and Perspectives	4
HDP21150	Holistic Health & Wellness	4
ADV21710	Leading Inclusively	4
ADV21704	Women's (Gender) Topics in Wilderness Leadership	4

**Two courses in Teaching & Facilitation Literacies Distribution Area**

ADV21225	Teaching & Learning in Adventure Education	4
EDU25103/45103	The Art of Teaching	4
ADV46000	Orientation Instructor Practicum	4
ADV21002	Adventure Education II: Teaching Methods for Adventure Educators	4
ADV41004	Adventure Education III: Teaching Practicum for Adventure Educators	4
ADV41017	WELS III: Teaching & Facilitation Methods for Adventure Educators	4
EDU47001	Foundations of Education	4
EDU25102/45102	Cultivating Learning through School Gardens	4
EDU21100	Environmental Education, Fundamentals of	4
CRS22706	Barrio Pedagogy	4
EDU47010	Curriculum Design, Assessment and Evaluation	4
ADV21710	Leading Inclusively	4

**One course in Leadership Distribution Area**

ADV46000	Orientation Instructors Practicum	4
ADV21066/41066	Youth Empowerment	4
ADV41703	Wilderness Leadership III: Leadership Applications	4
ADV40050	Teaching Assistantships	4

## EMPHASIS AREA OPTIONS

Students use the following guidelines to focus their degree in each of the emphasis areas. The following additions, subtractions, or options alter the general degree requirement above.

### Wilderness Leadership Emphasis

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

ADV41701/41702/41703	Wilderness Leadership I, II, III	12
ADV40050	Teaching Assistantship	4
ADV46000	Wilderness Orientation Instructors Practicum	4

### Outdoor Program Administration Emphasis

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

ADV41060	Outdoor Program Administration	4
2 courses in entrepreneurship, marketing, management, grant writing or related fields or OPA electives below;		
ADV21053/41053	Recreation Management Practicum	4
ADV21030	Risk Management	4
CRS21102/41102	Funding Change: Grant Writing in Non-Profit Management	4
ENV24700	Parks and Wilderness	4

### Outdoor Experiential Education Emphasis

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

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

### Therapeutic Use of Adventure Education Emphasis

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

HDP41050	Therapeutic Use of Adventure Education	4
ADV41100	Group Process for Adventure Educators	4
HDP42200/52200	Adolescent Psychology	4
2 courses	from Teaching & Facilitation distribution area	

## OPTIONS FOR SEMESTER FIELD COURSES

ADV21000/21002/41004	Adventure Education I, II, III	12
ADV21014/21022/41027	Wilderness Exploration and Landscape Studies I, II, III	12
ADV41701/41702/41703	Wilderness Leadership I, II, III	12

## BREADTH REQUIREMENTS

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

### Teaching Certification Breadth

Students outside of Education can pursue the required coursework leading to teaching certification in Elementary Education, Secondary Education or Special Education. Please consult the Education Department for details at [education@prescott.edu](mailto:education@prescott.edu). **Applicable courses:**

ADV21030 Risk Management	ADV21052 Outdoor Education and Recreation
ADV21215/ ADV41215 The Whole Athlete	ADV21220/ ADV41220 Ropes Course Facilitation
ADV22010 Introduction to Rock Climbing	HDP41145 Human Nutrition & Food Choice
ADV22016 Introduction to Rock II: Ropework and Movement	ADV22012 Introduction to Top-Rope Climbing
HDP41155 Yoga: Philosophy and Practice	HDP41160 Yoga Teacher Training

## ACCELERATED MASTER'S DEGREES

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

**MASTERS OF ARTS IN (OUTDOOR) ADVENTURE EDUCATION**

**MASTER OF BUSINESS ARTS IN SUSTAINABILITY LEADERSHIP**

**MASTERS OF ARTS IN EDUCATION - EMPHASIS IN ENVIRONMENTAL EDUCATION**

# Arts and Humanities

## Bachelor of Arts in Arts and Humanities

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

## Bachelor of Fine Arts in Arts and Letters

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

## UNDERGRADUATE DEGREES AT PRESCOTT COLLEGE

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

## OVERVIEW

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

## LEARNING OUTCOMES

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

## BACHELOR OF ARTS IN ARTS AND HUMANITIES

### COMPETENCE REQUIREMENTS

- 60 credits, 30 of which are Upper Division (for double competence, each competence has 45 credits, 24 are Upper Division).
- Visual Arts Senior Project - A collection of original, creative work for student exhibition.
- Creative Writing Senior Project - A manuscript of original, creative or critical work for student exhibition.
- For students transferring in similar courses, substitutions may be allowed where appropriate.

### REQUIRED COURSES

The course requirements listed below are the minimum requirements. Students will need to choose more than the minimum to reach the required 60 credits for the competence.

Course Code	Title	Credits
<b>Six Courses in Disciplinary Practice Distribution Area</b>		
AHU23323/43323	Sense of Place	4
AHU23350/43350	Poetry Workshop	4
AHU23425/43425	Creative Nonfiction	4
AHU43330	The Memoir	4
AHU23422/43422	Short Shorts: Adventures in Flash Prose	4
HDP21401/41401	Expressive Arts Therapy	4
AHU22710/42710	Documentary Photography: Cultural & Ecological Photographic Studies in Kino Bay	4
AHU22705	Introduction to Digital Photography: Essential Skills for Visual Literacy in the Digital Age	4
AHU22860/42860	Photoshop I	4
AHU22382/42382	Acting/Non-acting: Developing Openness & Resilience through Performance Practice	4
AHU22705	Introduction to Digital Photography: Essential Skills for Visual Literacy in the Digital Age	4
HDP21005	Opening the Creative Person	4
AHU22855	Introduction to Video	4
AHU24651	Form and Function: Sculpture in Theory and Practice	4
AHU42381	Boal and Beyond	4
AHU24150/44150	Drawing: Interpreting the Figure	4
<b>One course in Art History/Theory or Literature Distribution Area</b>		
<b>Art History/Theory</b>		
AHU57501	Artists' Efficacy	3
AHU21045/41045	Just Art: Art & Social Change	4
<b>Literature</b>		
AHU22026/42026	Film & Literature: Stories from the Land	4
AHU22025/42025	Film & Literature: Elements of Desire	4
ENV21015/41015	Philosophies of Interpretive Naturalists	4

CRS24013/44013	Xicano/Indigenous Literature 2: Culture, Power & Representation	4
AHU47530	Literature for a Living Planet	4
<b>One course in Interdisciplinary Studies Distribution Area</b>		
AHU23323/43323	Sense of Place	4
AHU21045/41045	Just Art: Art & Social Change	4
AHU22026/42026	Film & Literature: Stories from the Land	4
AHU22026/42026	Film & Literature: Elements of Desire	4
HDP21005	Opening the Creative Person	4
CRS25130	Memory, Truth, and Transitional Justice in Guatemala	4
CRS41201	The Documentary: Film-Making for Fun, Profit and Justice	4
AHU47400	The Pursuit of Wisdom	4
COR20005	Ways of Knowing	4
ENV23600/43600	Environmental Photojournalism	4
ENV22100	Form and Pattern in Nature	4

## ELECTIVES AND EMPHASIS AREAS

Students may choose a Creative Writing or Studio Arts emphasis.

### Studio Arts Emphasis

This Emphasis Area explores both analog and digital approaches to the Visual and Performance-Based Arts. Courses in Studio Arts provide students with opportunities to establish technical skills in traditional, contemporary, and experimental practices while developing an aesthetic style rooted in personal, social, political, or environmental narratives.

AHU24150/44150	Drawing: Interpreting the Figure	4
HDP21005	Opening the Creative Person	4
AHU22705	Introduction to Digital Photography: Essential Skills for Visual Literacy in the Digital Age	4

For this emphasis area, the senior project may include a collection of original, creative work for student exhibition.

### Creative Writing Emphasis

The Creative Writing Emphasis offers a variety of workshops in both poetry and prose. Innovative courses provide students with opportunities to explore personal, social, political and environmental themes while experimenting with literary techniques, engaging with a community of writers, and refining their unique voices.

AHU23425/43425	Creative Nonfiction	4
AHU23350/43350	Poetry Workshop	4
AHU23323/43323	Sense of Place	4
AHU43330	The Memoir	4

For this emphasis area, the senior project may include a manuscript of original, creative or critical work for student exhibition.

## BREADTH REQUIREMENTS

Students must complete 30 credits (2 UD) that include at least 4 Distribution Area practice courses.

## TEACHING CERTIFICATION BREADTH

Students outside of Education can pursue the required coursework leading to teaching certification in Elementary Education, Secondary Education or Special Education. Please consult the Education Department for details at [education@prescott.edu](mailto:education@prescott.edu)

### Applicable courses:

AHU22382/ AHU42382 Acting/Non-acting: Developing	AHU47560 Writing the Wild: A Creative Writing
AHU23425/43425 Creative Nonfiction	MTH47001 Mathematical Explorations
AHU42381 Boal and Beyond	AHU23350/43350 Poetry Workshop
WRW27001 Academic Writing Skills	AHU44150 Figure Drawing
MTH26055 Calculus: Theory and Practice	CRS24013/ CRS44013 Chicano/Indigenous Literature 2: Culture, Power & Representation
AHU24651 Sculpture: Materials and Processes	AHU47530 Literature for a Living Planet
AHU24150/44150 Ceramics: Form and Function	CRS44011 Chicano Studies
CRS24016: Intro to Xicano/Indigenous Literature	MTH26050 Applied Algebra

## BACHELOR OF FINE ARTS IN ARTS AND LETTERS

### COMPETENCE REQUIREMENTS

- 60 credits;
  - 30 credits with a minimum of 8 classes from the list of courses in the Bachelor of Arts Competence.
  - 30 credits in your Concentration (Photo, Painting, Ceramics, Creative Writing, etc.) with a minimum of 8 classes from Accredited Institutions, Eco-League partnership schools, or Mentored Studies with a Faculty member or other qualified Mentor.
  - Of the 60 total credits, 30 credits must be Upper Division.
- Visual Arts Senior Project - A collection of original, creative work for student exhibition.
- Creative Writing Senior Project - A manuscript of original, creative or critical work for student exhibition.

### ELECTIVES AND EMPHASIS AREAS

Students may choose a Creative Writing or Studio Arts emphasis.

#### Studio Arts Emphasis

This Emphasis Area explores both analog and digital approaches to the Visual and Performance-Based Arts. Courses in Studio Arts provide students with opportunities to establish technical skills in traditional, contemporary, and experimental practices while developing an aesthetic style rooted in personal, social, political, or environmental narratives.

AHU24150/44150	Drawing: Interpreting the Figure	4
HDP21005	Opening the Creative Person	4
AHU22705	Introduction to Digital Photography: Essential Skills for Visual Literacy in the Digital Age	4

For this emphasis area, the senior project may include a collection of original, creative work for student exhibition.

#### Creative Writing Emphasis

The Creative Writing Emphasis offers a variety of workshops in both poetry and prose. Innovative courses provide students with opportunities to explore personal, social, political and environmental themes while experimenting with literary techniques, engaging with a community of writers, and refining their unique voices.

AHU23425/43425	Creative Nonfiction	4
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AHU23350/43350	Poetry Workshop	4
AHU23323/43323	Sense of Place	4
AHU43330	The Memoir	4

For this emphasis area, the senior project may include a manuscript of original, creative or critical work for student exhibition.

## **ACCELERATED MASTER'S DEGREES**

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

**MASTER OF FINE ARTS IN SOCIAL AND ENVIRONMENTAL ARTS PRACTICE**  
**MASTER OF ARTS IN CRITICAL PSYCHOLOGY AND HUMAN SERVICES**  
**MASTERS OF ARTS IN EDUCATION - EMPHASIS IN ENVIRONMENTAL EDUCATION**

# Social Justice Studies

## Bachelor of Arts in Social Justice Studies

- With Emphasis in Afro & Indigenous Resurgence: *Growing the Future*
- With Emphasis in Abolition: *The World We Want*
- With Emphasis in Environmental Justice & Climate Activism: *The Right to Live*
- With Emphasis in Building Community in the 21<sup>st</sup> Century: *Creating Our Lives*

## UNDERGRADUATE DEGREES AT PRESCOTT COLLEGE

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

## OVERVIEW

Social Justice Studies is an action oriented education, serving students who are drawn to understanding the big questions of our time and how everyday people can generate power for change. Social Justice Studies 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 leads you to do these things:

- Move beyond hunches and opinions and learn to analyze by studying social systems and developing your social, environmental, and political consciousness and cultural competence;
- Recognize, learn from, and participate in the movements that are reframing and re-describing what is possible, their projects and visions;
- Develop the skills and abilities to identify your own sense of purpose and mobilize your talents to contribute to movements for justice

## LEARNING OUTCOMES

- Learn to **Analyze** social problems
- Learn to **Identify** what makes movements for justice succeed
- **Develop** the ability to recognize your skills and passions
- **Gain** skills, knowledge, and experience to contribute to work that you believe in

## COMPETENCE REQUIREMENTS

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

- For students transferring in similar courses, substitutions may be allowed where appropriate
- Internships may satisfy distribution area requirements and learning outcomes dealing with civic engagement or leadership

## BUILDING YOUR DEGREE PLAN

Once you have identified whether you will pursue a self-designed emphasis or one of the four emphasis areas described below,

1. Make sure that your Degree Plan includes the 1 – 2 required courses for that Emphasis Area;
2. Plan to take several other courses recommended for that area;
3. Then look to the larger Social Justice Studies curriculum, as all courses apply directly or indirectly to your specific area;
4. Then look beyond to the larger college curriculum to see what else may further your education in Social Justice. Your advisor and other faculty will be happy to help you.
5. If you are transferring in credits, we will work with you to align as many of the courses as possible with your emphasis areas to make the best use of the work you have already done.
6. Finally, you can decide to “Accelerate” into a Masters Program at Prescott College, which means that your senior year will be spent taking masters courses, and, after your undergraduate degree is conferred, you will complete the remaining graduate program requirements. (Students have to apply to the Masters Program and be accepted in order to participate in this option.) Social Justice Studies supports all of the accelerated Masters programs, but a few in particular: The Social Justice and Community Organizing Masters Program (SJCO), and Critical Psychology & Human Services (CPHS)

## EMPHASIS AREA OPTIONS

Your competence in Social Justice can be built around a specific interest of your own, or it can emphasize one of these four areas that our curriculum specifically supports:

### **Growing the Future: Afro & Indigenous Resurgence**

This emphasis area exposes you to the vision emerging from colonized communities around the world who are reclaiming land, education, and political sovereignty, and envisioning a world beyond the monoculture of global capitalism. Your study in this area will be greatly enhanced by immersion in Social Justice field courses and campuses, especially the Dopoi center in Maasailand where Prescott College maintains a long standing partnership with a radical Indigenous rights organization, MERC ([www.maasierc.org](http://www.maasierc.org)) and in Tucson, a nationally recognized site of Indigenous education: <https://changemakerhighschool.org>.

Number	Title	Credits
<b>Core Courses (Required)</b>		
CRS24025/CRS24010	Introduction to Ethnic Studies OR U.S.-Mexico Border Studies	4
CRS24300/ CRS24311	Maasai Lands and Colonial Legacies, OR Maasailand Comes to Arizona	4
<b>Electives</b>		
CRS42706/ CRS44301/ CRS25130	At least one of these Field Courses/Semesters is Strongly Recommended: Decolonial Pedagogy [Tucson] Maasailand Ecology, Economy & Culture [Kenya] Memory, Truth & Transitional Justice [Guatemala]	4-12

CRS21401	Biocultural Landscapes	4
CRS24011	Chicano Studies	4
CRS25000	Class, Capitalism & Colonization	4
CRS25125	Travel, Tourism & the Ethics of Mobility	4
CRS24030	African American Literature	4
CRS24016	Introduction to Xicano/Indigenous Literature	4
CRS21206	Cinema & the (Post) Colonial Gaze	4
CRS24208	Central America's Northern Triangle	4
CRS25119	Anti-racist Organizing	4

**Emphasis in The World We Want: *Abolition***

Abolition is a movement, an organizing practice, and a vision for practical change continuing the unfinished work of freedom struggles around the world. Grounded in the history of Black radical thought and action, abolition invites us to envision a world that prioritizes social and environmental well begin and values solidarity and interdependence. The abolition emphasis area enables students to learn about and participate in the intertwined abolitionist projects of building an international movement to end mass incarceration and engaging in social, cultural, political, and economic projects to create the world we want.

Number	Title	Credits
<b>Core Courses (Required)</b>		
CRS43016	Beyond Walls and Cages	4
CRS23651	Changing World Order	4
<b>Electives</b>		
CRS40003 CRS28060	At least one of these Field Courses/Semesters is Strongly Recommended: Globalization & Urban Politics in Los Angeles Urban Environmental Justice (Tucson)	4
CRS25119	Anti-Racist Organizing	4
CRS23651	Changing World Order	4
CRS25000	Class, Capitalism & Colonization	4
CRS42520	Reading Marx	4
CRS42100	The Color Line in U.S. History	4
CRS25505	Climate Justice	4

**Emphasis in Creating Our Lives: *Building Community in the 21<sup>st</sup> Century***

Imagining the future that we want to create requires that we explore how to live joyful lives, feed our own resilience, build strong and flexible communities, and engage with technology, identity, media, and other creations of our time and place, maintaining accountability to the health of the planet and future generations.

This very interdisciplinary Emphasis Area is yours to design without required courses, and we encourage you to work with your advisor to explore the broader college curriculum to pursue your interests.

We encourage you to immerse in SJS field studies, o experience different ways that communities are created

and sustained, in Maasailand East Africa, inner city Los Angeles, in Tucson and Guatemala.

We also encourage you to explore the online undergraduate curriculum and explore community building with a cohort of students living in a breadth in communities, in courses like:

HDP47720 Deep Ecology 4 credits

HDP27165/47165 Fat Bodies: Stories of Oppression and Resistance 4 credits

HDP47145 Alternative Healing Modalities 4 credits

AHU47400 The Pursuit of Wisdom 4 credits

SBM41000 Sustainable Business for Community Well-Being 4 credits

Number	Title	Credits
Example courses that can be taken for this emphasis area		
CRS21201	The Documentary: Filmmaking for Fun, Profit and Justice	4
CRS21401	Biocultural Landscapes	4
CRS21205	Radical Media Podcasting	4
CRS23015	Critical Human Rights	4
CRS21050	Image and Power in Mass Culture	4
CRS22410	Men & Masculinity	4
CRS25001	Critical Animal Studies and Non-human Rights	4
CRS21200	Digital Storytelling:	4
CRS23653	Clones, Phones and Drones	4
CRS22603	Wilderness & Colonization	4

### Emphasis in The Right to Live: *Environmental Justice & Climate Change*

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

Number	Title	Credits
<b>Core Courses (Required)</b>		
CRS23610 CRS25505	Environmental Politics: Domestic and Global OR Climate Justice	4
CRS23651	Changing World Order	4
<b>Electives</b>		
CRS40003 CRS24010	At least one of these Field Courses/Semesters is Strongly Recommended: Globalization & Urban Politics in Los Angeles	4

CRS28060	U.S.-Mexico Border Studies (Tucson)	
CRS43301	Urban Environmental Justice (Tucson) Maasailand: Ecology, Economy & Culture	
CRS21401	Biocultural Landscapes	4
CRS23500	Climate Change, Migration Justice, and Investigative Journalism	4
CRS22010	History of the U.S./Mexico Border Region	4
CRS21500	Climate Advocacy Under the Law	4

## BREADTH REQUIREMENTS

Students must complete 30 credits (8 UD) that include at least one course from each emphasis area.

### TEACHING CERTIFICATION BREADTH

Students outside of Education can pursue the required coursework leading to teaching certification in Elementary Education, Secondary Education or Special Education. Please consult the Education Department for details at [education@prescott.edu](mailto:education@prescott.edu) **Applicable courses:**

## ACCELERATED MASTER'S DEGREES

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

### MASTER OF ARTS IN SOCIAL JUSTICE AND COMMUNITY ORGANIZING

### MASTER OF ARTS IN CRITICAL PSYCHOLOGY AND HUMAN SERVICES

# Education

## Bachelor of Arts in Education (Non-Certification)

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

## UNDERGRADUATE DEGREES AT PRESCOTT COLLEGE

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

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

## REQUIREMENTS

- 60 credits, 30 of which are Upper Division (for double competence, each competency has 45 credits, 24 are Upper Division)
- Required courses (do not count towards course credit in distribution areas):
  - Foundations of Education
  - Curriculum Design, Assessment & Evaluation
  - Working in Schools: Orientation
- Distribution areas for intended departmental outcomes
  - Minimum of 6-8 credits in Education Fundamentals
  - Minimum of 9-12 credits in Education Methodology
  - Minimum of 3-4 credits in Instructional Design & Practice
  - Minimum of 3-4 credits in Education & Society
- Senior Project must be an environmental education practicum working with students PK-20
- Additional Education or related interdisciplinary courses
- For students transferring in similar courses, substitutions may be allowed where appropriate.

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

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

## EMPHASIS IN ENVIRONMENTAL EDUCATION

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

### ENVIRONMENTAL EDUCATION ADDITIONAL REQUIREMENTS (requirements listed above plus these requirements fulfill the competence and emphasis)

- **Ecological Literacy:** ENV22725: Concepts of Ecology **or** ENV22730/ENV22731 Natural History & Ecology of the Southwest **or** ENV47725 Backyard Ecology  
One course in the Natural Sciences (see suggested list in Ecological Literacy above)  
One course in Environmental Concepts (suggested list in Ecological Literacy above)
- **Fundamentals:** EDU21100: Fundamentals of Environmental Education
- **Methodology:** EDU41101: Environmental Education Methods
- **Instructional Practice:** ADV21225: Teaching & Learning in Adventure Education
- **Education & Society:** EDU25100/45100: Culture, Power & Societal Change
- **Senior Project Practicum:** Environmental Education Practicum experience

## EMPHASIS IN SOCIAL JUSTICE PEDAGOGY & PRAXIS

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

### SOCIAL JUSTICE EDUCATION ADDITIONAL REQUIREMENTS (requirements listed above plus these requirements fulfill the competence and emphasis)

- **Fundamentals:** EDU41056: Critical Consciousness: Theory & Pedagogy
- **Instructional Design:** 47010 Culturally Responsive Curriculum & Assessment
- **Methodology:** One critical methods course such as Visual Ethnography in Education
- Practicum course such as Education Service Learning
- Three courses in Culture and Society (see suggestions above)

## SUGGESTED COURSE OPTIONS within Distribution Areas



<p><b>Education Fundamentals</b>  EDU21100: Fundamentals of Environmental Education  EDU27033: Sense of Place and Place-Based Education Theory  EDU41055: Learning Theories  EDU41056: Critical Consciousness: Theory &amp; Practice  EDU 42610: Experiential Philosophy &amp; Methods</p> <p><b>Education Methodology</b>  EDU41101: Environmental Education Methods  EDU25102: Cultivating Learning Through School Gardens  EDU47019: Nature &amp; Place-Based Methods Integration - Math &amp; Science  EDU47029: Arts &amp; Place-Based Methods Integration: Language Arts &amp; Social Studies</p>	<p><b>Instructional Design &amp; Practice</b>  EDU47010: Curriculum Design in Experiential Education  ADV21225 Teaching &amp; Learning in Adventure Education  EDU41200: Pedagogy of Multicultural &amp; Social Justice Education</p> <p><b>Education &amp; Society</b>  ENV44800 Environmental Ethics  CRS25125 Meeting the World: The Ethics of Mobility  Advanced Topics in Environmental Education  EDU25100: Culture, Power &amp; Societal Change  EDU22705: Rethinking our Classroom: Race, Power &amp; Identity  Practicum: Education Service Learning  CRS44025 Intro to Ethnic Studies  EDU42710: Ethical Issues for Experiential Educators</p>
<p>EDU25103: The Art of Teaching: Community, Curriculum and Cooperation  EDU27033/47033: Sense of Place Place-Based Education Theory  CRS22706 Barrio Pedagogy: Praxis Along the Border</p>	
<p><b>SUGGESTED COURSE OPTIONS (Electives and emphasis areas)</b></p>	
<p><b>Ecological Literacies</b>  (Environmental Education Emphasis) <b>Natural Sciences:</b>  ENV22115/42115 Plant Explorations  ENV22015 Biological Principles  ENV22048 Earth Science, Introduction to  ENV 22730 Natural History and Ecology of the Southwest I  ENV 22731 Natural History and Ecology of the Southwest II</p> <p><b>Environmental Studies Concepts:</b>  ENV22850 Environmental Studies: Root Causes, Innovative Solutions  ENV21015/41015 Philosophies of the Interpretive Naturalists  ENV44800 Environmental Ethics  ENV24749/44749 Global Environmental Change</p> <p><b>Environmental Education:</b>  EDU21105: Environmental Ed. Certification</p>	<p><b>Culture and Society:</b>  (Social Justice Education Emphasis)  CRS22410 Men &amp; Masculinity  CRS24010/44010 US-Mexico Border Studies  CRS21050/41050 Image and Power in Mass Culture  CRS21016/41016 Spanish Intensive and Cultural Immersion  CRS22100/42100 The Color Line in U.S. History  CRS42311 Queering Utopia: Queer Theory &amp; Practices of Hope  CRS44300 Maasailand  CRS22150/42150 The Middle East: History, Culture, and Current Events  CRS24208/44208 Central America's Northern Triangle  CRS42520 Reading Marx</p> <p><b>Methods:</b>  COR40000 Inquiry &amp; Analysis  ENV41025 Statistics for Research</p>

## ACCELERATED MASTER'S DEGREES

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

### Considerations specific to the professional preparation degrees:

- Students apply for the M.Ed. program in their junior year and take courses in their senior year.
- Undergraduate students in the Master of Education Accelerated Pathway are designated as *accelerated students* and complete the traditional admissions process (application, 2 letters of recommendation, personal statement, readiness reflection, tech literacy affirmation, transcripts, resume, and fees).

- Approved students are granted conditional admission pending a bachelor's degree conferral and may enroll in up to 4 graduate courses in the final undergraduate year.
- Undergraduate courses do not count towards the accelerated program. Only graduate courses (with graduate course numbers) count towards the program.
- Accelerated students must maintain a B- (3.00 cumulative) GPA in graduate coursework.
- Students pay undergraduate tuition during the senior year while taking graduate courses.
- The undergraduate senior is only allowed to take foundational certification courses as credit towards the graduate program. Foundational courses in Education are also required as a prerequisite to the program in order for the Accelerated Masters degree candidate to have a solid foundation in the culture of schools.

## **ACCELERATED MASTER'S DEGREES**

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

MASTER OF EDUCATION (M.ED.)

MASTER OF ARTS IN CRITICAL PSYCHOLOGY AND HUMAN SERVICES

MASTERS OF ARTS IN EDUCATION - EMPHASIS IN ENVIRONMENTAL EDUCATION

# Education – Professional Preparation Programs with Teacher Certification

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

## OVERVIEW

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

## LEARNING OUTCOMES

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

### General Professional Preparation Outcomes

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

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

## **ADMITTANCE REQUIREMENTS FOR PROFESSIONAL PREPARATION PROGRAMS**

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

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

Students seeking admission into one of the Professional Preparation Programs should apply no later than the semester before intending to register for certification coursework.

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

## **GENERAL REQUIREMENTS FOR CERTIFICATION BACHELOR DEGREES**

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

## **BACHELOR OF ARTS IN EDUCATION: ELEMENTARY EDUCATION**

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

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

<b>Lower Division Coursework &amp; General Graduation Requirements: (60 credits)</b>				
<b>Breakdown of Competence Requirements for Elementary Education:</b>				
<b>A. ELEMENTARY EDUCATION CERTIFICATION REQUIREMENTS (36 Credits)</b>				
<b>EDU47035:</b> Intro to Special Education (3)	<b>EDU47050:</b> Working in Schools (1)	<b>EDU47020:</b> Reading Methods & Practice (3)	<b>EDU47040:</b> Creating & Managing Learning Communities (3)	<b>EDU47029:</b> Arts & Place-Based Methods Integration: Language Arts & Social Studies (4)
<b>EDU47001:</b> Foundations of Education (3)	<b>EDU47019:</b> Nature & Place-Based Methods Integration: Math and Science S.T.E.M. (4)	<b>EDU47010:</b> Curriculum Design, Assessment & Evaluation (4)	<b>EDU47004:</b> Structured English Immersion Complete (3)	<b>EDU47199:</b> Student Teaching Elementary (8)
<b>B. Competence Electives (24 credits):</b> 12 credits of coursework in the Education Department 12 credits of interdisciplinary coursework				
<b>Total Credits for the Bachelor of Arts, Elementary Education: 120 credits</b>				

## BACHELOR OF ARTS IN EDUCATION: SECONDARY EDUCATION

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

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

<b>Lower Division Coursework &amp; General Graduation Requirements: (60 credits)</b>				
<b>Breakdown of Competence Requirements for Secondary Education:</b>				
<b>A. SECONDARY EDUCATION CERTIFICATION REQUIREMENTS (36 Credits)</b>				
<b>EDU47035:</b> Intro to Special Education (3)	<b>EDU47050:</b> Working in Schools (1)	<b>EDU47217:</b> Secondary Reading Methods (3)	<b>EDU47040:</b> Creating & Managing Learning Communities (3)	<b>EDU47208:</b> Secondary Content Methods (4)
<b>EDU47001:</b> Foundations of Education (3)	<b>HDP42200:</b> Adolescent Psychology (4)	<b>EDU47010:</b> Curriculum Design Assessment & Evaluation (4)	<b>EDU47004:</b> Structured English Immersion Complete (3)	<b>EDU47299:</b> Student Teaching Secondary (8)
<b>B. Competence Electives (24 credits):</b> 12 credits of coursework in the Education Department 12 credits of interdisciplinary coursework				
<b>Total Credits for the Bachelor of Arts, Secondary Education: 120 credits</b>				

## BACHELOR OF ARTS IN EDUCATION: EARLY CHILDHOOD EDUCATION

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

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

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

## BACHELOR OF ARTS IN EDUCATION: MILD/MODERATE SPECIAL EDUCATION

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

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

<b>Lower Division Coursework &amp; General Graduation Requirements: (60 credits)</b>					
<b>Breakdown of Competence Requirements for Mild/Moderate Special Education:</b>					
<b>A. MILD/MODERATE SPECIAL EDUCATION CERTIFICATION REQUIREMENTS (39 Credits)</b>					
<b>EDU47035:</b>	<b>EDU47050:</b>	<b>EDU47020:</b>	<b>EDU47315:</b>	<b>EDU48750:</b>	<b>EDU47004:</b>

Intro to Special Education (3)	Working in Schools (1)	Reading Methods & Practice (3)	Special Education Classroom Management (3)	Foundations of Language & Literacy (3)	Structured English Immersion Complete (3)
<b>EDU47881:</b> Advanced Special Education Methods (4)	<b>EDU47880:</b> Collaborative Special Education Communities (4)	<b>EDU47010:</b> Curriculum Design, Assessment & Evaluation (4)	<b>EDU47385:</b> Survey of Exceptional Learners (3)	<b>EDU47395:</b> Student Teaching: Mild to Moderate Special Education (8)	
<b>B. Competence Electives (21 credits):</b> 9 credits of coursework in the Education Department 12 credits of interdisciplinary coursework					
<b>Total Credits for the Bachelor of Arts, Mild/Moderate Special Education: 120 credits</b>					

## BACHELOR OF ARTS IN EDUCATION: EARLY CHILDHOOD SPECIAL EDUCATION

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

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

<b>Lower Division Coursework &amp; General Graduation Requirements: (60 credits)</b>					
<b>Breakdown of Competence Requirements for Early Childhood Special Education:</b>					
<b>A. EARLY CHILDHOOD SPECIAL EDUCATION CERTIFICATION REQUIREMENTS (40 Credits)</b>					
<b>EDU47035:</b> Intro to Special Education (3)	<b>EDU47050:</b> Working in Schools (1)	<b>EDU47020: Reading</b> Methods & Practice (3)	<b>EDU47029:</b> Arts & Place-Based Integration: Language Arts & Social Studies (4)	<b>EDU48750:</b> Foundations of Language & Literacy (3)	<b>EDU47697:</b> Early Childhood Special Education Practicum (4)
<b>EDU47820:</b> Positive Child Guidance (3)	<b>EDU47019:</b> Nature & Place-Based Methods Integration: Math and Science S.T.E.M. (4)	<b>EDU47880:</b> Collaborative Special Education Communities (4)	<b>EDU47881:</b> Advanced Special Education Methods (4)	<b>EDU47804:</b> The Whole Child (3)	<b>EDU47698:</b> Student Teaching: Early Childhood Special Education (4)

**B. Competence Electives (20 credits):** 8 credits of coursework in the Education Department 12 credits of interdisciplinary coursework

Total Credits for the Bachelor of Arts, Early Childhood Special Education: 120 credits

## ACCELERATED MASTER'S DEGREES

### MASTER OF EDUCATION (M.ED)

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

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

#### Accelerated Master of Education Pathway Considerations:

- Students apply for the M.Ed. program in their junior year and take courses in their senior year.
- Undergraduate students in the Master of Education Accelerated Pathway are designated as accelerated students and complete the traditional admissions process (application, 2 letters of recommendation, personal statement, readiness reflection, tech literacy affirmation, transcripts, resume, and fees).
- Approved students are granted conditional admission pending a bachelor’s degree conferral and may enroll in up to 4 graduate courses in the final undergraduate year.
- Undergraduate courses do not count towards the accelerated program. Only graduate courses (with graduate course numbers) count towards the program.
- Accelerated students must maintain a B- (3.00 cumulative) GPA in graduate coursework.
- Students pay undergraduate tuition during the senior year while taking graduate courses.
- The undergraduate senior is only allowed to take foundational certification courses as credit towards the graduate program. Foundational courses in Education are also required as a prerequisite to the program in order for the Accelerated Master’s degree candidate to have a solid foundation in the culture of schools.
- The following courses are available for students in the accelerated program:
  - MAED57035: Intro to Special Education - 3 credits
  - MAED57050: Working in Schools - 1 credit
  - MAED57802: Foundations of Early Childhood Early Childhood SPED - 3 credits
  - MAED57020: Reading Methods & Practice - 3 credits
  - MAED57001: Foundations of Education - 3 credits
  - MAED57004: Structured English Immersion Complete - 3 credits
  - MAED57010: Curriculum Design Assessment & Evaluation - 4 creditsAccelerated coursework beyond the above listing requires the approval of the Assistant Dean of Education or the Director of Professional Preparation Programs.
- Orientation to the program is a prerequisite to the program. Once accepted into the Accelerated program, students will be expected to comply with all other requirements of first semester students including:



- Attending the Orientation to the general MEd Orientation for all new students conducted each August, January or May;
- Attending and participating in the Colloquia of their senior year.

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

- Although accelerated students are considered members of the graduate cohort, accelerated students are not considered graduate students until the bachelor's degree is conferred.
- Upon conferral of the undergraduate degree, the accelerated student is fully admitted into the program, reclassified as a pre-service student, and follows the traditional program.
- Students who are approved to begin the accelerated track but do not complete the bachelor's degree within 2 semesters are dropped from the track and will have to re-apply as a student in the traditional pathway. Students may not apply a second time to the program.

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

## MASTER OF ARTS IN CRITICAL PSYCHOLOGY AND HUMAN SERVICES

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

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

One Additional Required Course:

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

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

Other Required Courses (Professional/Research + Doctoral Tracks)

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

## MASTERS OF ARTS IN EDUCATION - EMPHASIS IN ENVIRONMENTAL EDUCATION

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

- **Foundations of Environmental Education**

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

# Education - Post Baccalaureate Certification

Post Baccalaureate Certification in Elementary Education

Post Baccalaureate Certification in Secondary Education

Post Baccalaureate Certification in Early Childhood Education

Post Baccalaureate Certification in Early Childhood Special Education

Post Baccalaureate Certification in Special Education

## Post Baccalaureate Certification in Elementary Education

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

	<b>FULL TIME ENROLLMENT</b> <i>16 Credits Semester</i>	<b>3/4 ENROLLMENT</b> <i>Approx. 9 Credits Semester</i>	<b>PART-TIME ENROLLMENT</b> <i>Approx. 6 Credits Semester</i>
<b>FALL</b>	EDU47050/MAED57050 -Working in Schools (1cr) EDU47010/MAED57010 - Curriculum Design and Evaluation (4cr) EDU47029/MAED57029 - Arts &Place-Based Methods Integration: Language Arts & Social Studies (4cr) EDU47035/MAED57035 - Intro to Special Education (3cr)	EDU47050/MAED57050 - Working in Schools (1cr) EDU47010/MAED57010 Curriculum Design and Evaluation (4cr) EDU47029/MAED57029 – Arts & Place-Based Methods Integration: Language Arts & Social Studies (4cr)	EDU47035/MAED57035 Intro to Special Education (3) EDU47010/MAED57010 Curriculum Design and Evaluation (4cr)
<b>SPRING</b>	EDU47001/MAED57001 - Foundations of Education (3cr) EDU47020/MAED57020 -Reading Methods & Practice (3cr) EDU47019/MAED57019 Nature & Place-Based Methods Integration: Math and Science S.T.E.M. (4cr) EDU47004/MAED57004 - SEI Complete (3cr)	EDU47001/MAED57001 - Foundations of Education (3cr) EDU47019/MAED57019 - Nature & Place-Based Methods Integration: Math and Science S.T.E.M. (4cr) EDU47004/MAED57004 - SEI Complete (3cr)	EDU47001/MAED57001 - Foundations of Education (3cr) EDU47020/MAED57020 - Reading Methods & Practice (3cr)
<b>SUMMER</b>	EDU47040/MAED57040 - Creating and Managing Learning Communities (3cr)	EDU47035/MAED57035 – Intro to Special Education (3cr)	

		EDU47020/MAED57020 - Reading Methods & Practice (3cr) EDU47040/MAED57040 - Creating and Managing Learning Communities (3cr)	
<b>FALL</b>	EDU47199 STUDENT TEACHING - 8 CR	EDU47199 STUDENT TEACHING - 8 CR	EDU47050/MAED57050 Working in Schools (1cr) EDU47029/MAED57029 -Arts & Place-Based Methods Integration: Language Arts & Social Studies (4cr) EDU47040/MAED57040 - Creating and Managing Learning Communities (3cr)
<b>SPRING</b>			EDU47019/MAED57019 - Nature & Place-Based Methods Integration: Math and Science S.T.E.M. (4cr) EDU47004/MAED57004– SEI Complete (3cr)
<b>FALL</b>			EDU 47199 STUDENT TEACHING - 8 CR

## Post Baccalaureate Certification in Secondary Education

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

	<b>FULL TIME ENROLLMENT</b> <i>Approx. 12 Credits Semester</i>	<b>3/4 ENROLLMENT</b> <i>Approx. 9 Credits Semester</i>	<b>PART-TIME ENROLLMENT</b> <i>Approx. 6 Credits Semester</i>
<b>FALL</b>	EDU47050/57050 - Working in Schools (1cr) EDU47010/57010 - Curriculum Design and Evaluation (4cr) HDP 42000/52000 Adolescent Psych (4cr) EDU47035/57035 - Intro to Special Education (3cr)	EDU47050/57050 - Working in Schools (1cr) EDU47010/57010 - Curriculum Design and Evaluation (4cr) EDU47001/57001 - Foundations of Education (3cr)	EDU47035/57035 Intro to Special Education (3) EDU47010/57010 - Curriculum Design and Evaluation (4cr)

<b>SPRING</b>	EDU47001/57001 - Foundations of Education (3cr) EDU47217/57217 Secondary Reading Methods (3cr) EDU47208/57208 Secondary Content Methods (4cr) EDU47004/57004 – SEI Complete (3cr)	EDU47217/57217 Secondary Reading Methods (3cr) EDU47208/57208 Secondary Content Methods (4cr) EDU47004/57004 – SEI Complete (3cr)	EDU47001/57001 - Foundations of Education (3cr) EDU47020/57020 - Reading Methods & Practice (3cr)
<b>SUMMER</b>	EDU47040/57040 - Creating and Managing Learning Communities (3cr)		
<b>FALL</b>	EDU47299 STUDENT TEACHING - 8 CR	HDP 42000/52000 Adolescent Psych (4cr) EDU47035/57035 - Intro to Special Education (3cr) EDU47040/57040 - Creating and Managing Learning Communities (3cr)	EDU47050/57050 - Working in Schools (1cr) HDP 42000/52000 Adolescent Psych (4cr) EDU47040/57040 - Creating and Managing Learning Communities (3cr)
<b>SPRING</b>		EDU47299 STUDENT TEACHING - 8 CR	EDU47217/57217 Secondary Reading Methods (3cr) EDU47208/57208 Secondary Content Methods (4cr)
<b>FALL</b>			EDU47299 STUDENT TEACHING - 8 CR

## Post Baccalaureate Certification in Early Childhood Education

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

	<b>FULL TIME ENROLLMENT</b> <i>Approx. 12 Credits Semester</i>	<b>3/4 ENROLLMENT</b> <i>Approx. 9 Credits Semester</i>	<b>PART-TIME ENROLLMENT</b> <i>Approx. 6 Credits Semester</i>
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<b>FALL</b>	<p>EDU47050/57050 Working in Schools (1cr)</p> <p>EDU47029/57029 Arts &amp; Place-Based Integration: Language Arts &amp; Social Studies (4cr)</p> <p>EDU47010/57010 Curriculum Design, Assessment and Evaluation (4cr)</p> <p>EDU47035/57035 Intro to Special Education (3cr)</p>	<p>EDU47050/57050 Working in Schools (1cr)</p> <p>EDU47029/57029 Arts &amp; Place-Based Integration: Language Arts &amp; Social Studies (4cr)</p> <p>EDU47035/57035 Intro to Special Education (3cr)</p>	<p>EDU47035/57035 Intro to Special Education (3cr)</p> <p>EDU47010/57010 Curriculum Design, Assessment and Evaluation (4cr)</p>
<b>SPRING</b>	<p>EDU47804/57804 The Whole Child (3cr)</p> <p>EDU47020/57020 Reading Methods &amp; Practice (3cr)</p> <p>EDU47802/57802 Foundations of ECE/ECSE (3cr)</p> <p>EDU47019/57019 Nature &amp; Place-Based Methods Integration: Math &amp; Science STEM (4cr)</p>	<p>EDU47804/57804 The Whole Child (3cr)</p> <p>EDU47881/57881 Advanced SPED Methods (4cr)</p> <p>EDU47019/57019 Nature &amp; Place-Based Methods Integration: Math &amp; Science STEM (4cr)</p>	<p>EDU47804/57804 The Whole Child (3cr)</p> <p>EDU47020/57020 Reading Methods &amp; Practice (3cr)</p>
<b>SUMMER</b>	<p>EDU47898/57898 ECE Practicum (4cr)</p> <p>EDU47820/57820 Positive Child Guidance (3cr)</p>	<p>EDU48750/58750 Foundations of Language and Literacy (3cr)</p> <p>EDU47820/57820 Positive Child Guidance (3cr)</p>	
<b>FALL</b>	<p>EDU47899 STUDENT TEACHING (4cr)</p>	<p>EDU47880/57880 Collaborative SPED Communities (4cr)</p> <p>EDU47020/57020 Reading Methods &amp; Practice (3cr)</p>	<p>EDU47050/57050 Working in Schools (1cr)</p> <p>EDU47820/57820 Positive Child Guidance (3cr)</p> <p>EDU47029/57029 Arts &amp; Place-based Integration: Language Arts &amp; Social Studies (4cr)</p>
<b>SPRING</b>		<p>EDU47899 STUDENT TEACHING (4cr)</p> <p>EDU47697/57697 ECSE Practicum (4cr)</p>	<p>EDU47802/57802 Foundations of ECE/ECSE (3cr)</p> <p>EDU47019/57019 Nature &amp; Place-Based Methods Integration: Math &amp; Science STEM (4cr)</p>
<b>FALL</b>			<p>EDU47899 STUDENT TEACHING (4)</p> <p>EDU47697/57697 ECSE Practicum (4cr)</p>



## Post Baccalaureate Certification in Early Childhood Special Education

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

	<b>FULL TIME ENROLLMENT</b> <i>Approx. 12 Credits Semester</i>	<b>3/4 ENROLLMENT</b> <i>Approx. 9 Credits Semester</i>	<b>PART-TIME ENROLLMENT</b> <i>Approx. 6 Credits Semester</i>
<b>FALL</b>	EDU47050/MAED57050 Working in Schools (1cr) EDU47029/MAED57029 Arts & Place Based Integration: Language Arts & Social Studies (4cr) EDU47880/MAED57880 Collaborative SPED Communities (4cr) EDU47035/MAED57035 Intro to Special Education (3cr)	EDU47050/MAED57050 Working in Schools (1cr) EDU47029/MAED57029 Arts & Place Based Integration: Language Arts & Social Studies (4cr) EDU47035/MAED57035 Intro to Special Education (3cr)	EDU47035/MAED57035 Intro to Special Education (3cr) EDU47029/MAED57029 Arts & Place Based Integration: Language Arts & Social Studies (4cr)
<b>SPRING</b>	EDU47804/MAED57804 The Whole Child (3cr) EDU47020/MAED57020 Reading Methods & Practice (3cr) EDU47881/MAED57881 Advanced SPED Methods (4cr) EDU47019/MAED57019 Nature & Place-Based Methods Integration: Math & Science S.T.E.M. (4cr)	EDU47881/MAED57881 Advanced SPED Methods (4cr) EDU47019/MAED57019 Nature & Place-Based Methods Integration: Math & Science S.T.E.M. (4cr) EDU47804/MAED57804 The Whole Child (3cr)	EDU47020/MAED57020 Reading Methods & Practice (3cr) EDU48750/MAED58750 Foundations of Language and Literacy (3cr) EDU47804/MAED57804 The Whole Child (3cr)
<b>SUMMER</b>	EDU48750/MAED58750 Foundations of Language and Literacy (3cr) EDU47820/MAED57820 Positive Child Guidance (3cr)	EDU48750/MAED58750 Foundations of Language and Literacy (3cr) EDU47820/MAED57820 Positive Child Guidance (3cr)	
<b>FALL</b>	EDU47697 STUDENT TEACHING (4cr) EDU47697/MAED57697 ECSE Practicum (4cr)	EDU47880/MAED57880 Collaborative SPED Communities (4cr) EDU47020/MAED57020 Reading Methods & Practice (3cr)	EDU47050/MAED57050 Working in Schools (1cr) EDU47880/MAED57880 Collaborative SPED Communities (4cr) EDU47820/MAED57820 Positive Child Guidance (3cr)
<b>SPRING</b>		EDU47697 STUDENT TEACHING (4cr) EDU47697/MAED57697 ECSE Practicum (4cr)	EDU47881/MAED57881 Advanced SPED Methods (4cr) EDU47019/MAED57019 Nature & Place-Based Methods Integration: Math & Science S.T.E.M. (4cr)



<b>FALL</b>			EDU47697 STUDENT TEACHING (4) EDU47697/ MAED57697 ECSE Practicum (4cr)
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## Post Baccalaureate Certification in Special Education

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

	<b>FULL TIME ENROLLMENT</b> <i>Approx. 12 Credits Semester</i>	<b>3/4 ENROLLMENT</b> <i>Approx. 9 Credits Semester</i>	<b>PART-TIME ENROLLMENT</b> <i>Approx. 6 Credits Semester</i>
<b>FALL</b>	EDU47050/MAED57050 - Working in Schools (1cr) EDU47010/MAED57010 - Curriculum Design and Evaluation (4cr) EDU47880/MAED57880 Collaborative SPED Communities (4cr) EDU47035/MAED57035 – Intro to Special Education (3cr)	EDU47050/MAED57050 - Working in Schools (1cr) EDU47010/MAED57010 - Curriculum Design and Evaluation (4cr) EDU47035/MAED57035 - Intro to Special Education (3cr)	EDU47035/MAED57035 Intro to Special Education (3) EDU47010/MAED57010 - Curriculum Design and Evaluation (4cr)
<b>SPRING</b>	EDU47385/MAED57385 Survey of Exceptional Learner (3cr) EDU47020/MAED57020 Reading Methods & Practice (3cr) EDU47881/MAED57881 Advanced SPED Methods (4cr) EDU47004/MAED57004 – SEI Complete (3cr)	EDU47385/MAED57385 Survey of Exceptional Learner (3cr) EDU47881/MAED57881 Advanced SPED Methods (4) EDU47004/MAED57004 - SEI Complete (3cr)	EDU47385/MAED57385 Survey of Exceptional Learner (3cr) EDU47020/MAED57020 - Reading Methods & Practice (3cr) EDU48750/MAED58750 Foundations of Language and Literacy (3cr)
<b>SUMMER</b>	EDU48750/MAED58750 Foundations of Language and Literacy (3cr) EDU47315/MAED57315 Special Education Classroom Management (3cr)	EDU47020/MAED57020 Reading Methods & Practice (3cr) EDU48750/MAED58750 Foundations of Language and Literacy (3cr)	
<b>FALL</b>	EDU47395 STUDENT TEACHING - 8 CR	EDU47315/MAED57315 Special Education Classroom Management (3cr) EDU47880/MAED57880 Collaborative SPED	EDU47050/MAED57050 - Working in Schools (1cr) EDU47880/MAED57880 Collaborative SPED Communities (4cr) EDU47315/MAED57315 Special Education Classroom Management (3cr)

<b>SPRING</b>		EDU47395 STUDENT TEACHING - 8 CR	EDU47881/MAED57881 Advanced SPED Methods (4) EDU47004/MAED57004 – SEI Complete (3cr)
<b>FALL</b>			EDU47395 STUDENT TEACHING - 8 CR

# Environmental Studies

## Bachelor of Arts in Environmental Studies

- **With Emphasis in Natural History and Ecology**
- **With Emphasis in Conservation Biology**
- **With Emphasis in Marine Studies**
- **Individualized emphasis or no declared emphasis area**

## Bachelor of Science in Environmental Studies

- **Students may choose from the emphasis areas listed above**
- **Related degree tracks**
  - **BA in Sustainable Community Development**
    - **Emphasis in Sustainable & Regenerative Ecological Design (See SCD Advising Document)/ECOSA)**
  - **BA/BS in Sustainable Food Systems (See SFS Advising Document)**
  - **BA in Education**
    - **Emphasis in Environmental Education (see Education Advising Document)**

## OVERVIEW

The aim of these degrees 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 a deep 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 B.A. in Environmental Studies will be able to address the values, processes, inquiry- and solution-generating abilities, and applications required to develop a philosophical understanding of, and ethical stance regarding, human-nature interactions and relationships.

Students pursuing a B.S. in Environmental Studies will be able to advance scientific understanding and apply science to developing solutions to complex environmental challenges.

The Department 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.

Through a general Environmental Studies competence, with or without an emphasis area, students develop the ability to apply their knowledge to real-world situations to prepare them for further education and meaningful employment. The B.A. in Sustainable Community Development is rooted in care for the natural environment and is integrated into courses that focus on shrinking the human footprint, Ecological design through the ECOSA institute, supporting people’s psychological, social, and spiritual well-being, and sharing wisdom on sustainable ways of living among citizens across cultural, gender, age, and ideological spheres. Please see the SCD advising document for detailed descriptions. (Note: Students using Veteran’s Administration benefits may not pursue individualized competence or emphasis areas and must choose from prescribed competence and concentration titles approved by the Arizona State Approving Agency. Coursework in Kino Bay or Kenya may not be paid for by Veteran’s education benefits as they are not approved by the Arizona State Approving Agency.)

## LEARNING OUTCOMES

All students graduating with a degree in Environmental Studies will be able to demonstrate the following outcomes:

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

## BA in Environmental Studies

### COMPETENCE REQUIREMENTS

- 60 credits, 30 of which are Upper Division, including required courses and distribution courses listed below
- Senior Project
- Transfer courses may fulfill requirements as deemed appropriate by the faculty advisor.

### Required Core Courses:

One of these ecology courses is required for all ESS students. (these do not count for life science distribution area; B.S. degree requires Natural History and Ecology of the Southwest I and II)		
Course Code	Title	Credits
ENV22725	Concepts of Ecology	4
OR		
ENV22730/22731	Natural History and Ecology of the Southwest I & II	8

## REQUIRED DISTRIBUTION COURSES

While each student will focus more heavily on either the biological, physical, or personal/ethical aspects of environmental studies, all students are required to take a least one course in each of the following "distribution areas" (BA and BS distribution requirements are different-see below). Students are strongly encouraged to seek out a practical internship in their area of interest. Please contact Rich Ormond at Prescott College for information on independent studies internships.

**Life Science example courses (one course required):** Life sciences courses develop an understanding of living organisms, their life processes, and their interrelationships.

ENV22010	Animal Biology	4
ENV22015	Biological Principles	4
ENV43815	Agroecology	4
ENV23325/43325	Marine Biology I: Diversity of Marine Life	4
ENV23327/43327	Marine Biology II: Field Methods for Marine Ecology	4
ENV42020	Conservation Biology	4
ENV23000/43000	Ecology of Human Evolution	4
ENV22201	Ornithology: The Life of Birds	4
ENV22700	Introduction to Human Ecology	4
ENV42024	Gulf of California: Seabird Ecology	4
ENV42712	Botanical Research Methods	4
ENV42025	Gulf of California: Island Biogeography	4
ENV22020	Insect Ecology	4
ENV42114	People, Plants, and Animals: Ethnoecology	4
ENV42013	Behavior and Conservation: East African Wildlife	4
ENV41701	Organic Evolution	4
SES47725	Backyard Ecology	4
ENV22005	Human Biology	4

**Earth and Physical Science example courses (one course required):** Physical sciences courses investigate nonliving matter, energy, and the physical properties of the universe.

ENV22048	Introduction to Earth Science	4
ENV21400/41400	GIS	4
ENV24749	Global Environmental Change	4
ENV21601	Chemistry, Foundations of General	4
ENV23810	Soil Science: Fertile Ground for Growth	4
ENV21500	Energy and the Environment	4
ENV21610	Foundations of Physics	4
ENV23328	Marine Biology II: Oceanography	4
ENV23329	Oceanography	4
ENV21550	Water in the West	4
ENV25020	Geology of Arizona	4
ENV44754	Geomorphology	4
ADV22048	Rock Climbing and Geology	4
ENV21002	Naked-eye Astronomy	4

**Social Systems example courses (one course required):** Social systems examine the societal system through which humans relate to the natural and physical environment.

ENV21700	Explorations in Sustainable Community Development	4
ENV21500	Energy and the Environment	4
ENV22850	Environmental Studies: Root Causes, Innovative Solutions	4
ENV23701/43701	Environmental Law/Policy	4
ENV24130	Permaculture for Systemic Change	4
ENV43310	Marine Conservation I: Global Marine Issues	4
ENV43311	Marine Conservation II: Conservation Case Studies	4
ENV43312	Marine Conservation III: Applied Conservation Research	4
CRS23610/43610	Environmental Politics: Domestic and Global	4
CRS22100/42100	The Color Line in U.S. History	4
CRS24010/44010	US-Mexico Border Studies	4
ENV42022	Wildlife Management: Applied Conservation Biology	4
ENV44740	Topics in Sustainability Practice	4
ENV21350	Ecological Economics	4
ENV47902	Food Justice and Sustainable Food Systems	4
ENV44005	Regenerative Design: Architecture, Permaculture & Resilience	4
ENV23322	Society & Environment: Case Studies	4

**Personal Values example courses (one course required):** Personal values courses explore personal relationships between the self and the natural and physical environment.

ENV44800	Environmental Ethics	4
HDP41003	Nature and Psyche	4
ENV23600/43600	Environmental Photojournalism	4
ENV21015/41015	Philosophies of the Interpretive Naturalists	4
AHU43500	Nature's Voice: Reading and Writing about Natural History	4
ENV22100	Form and Pattern in Nature	4
CRS25125	Travel, Tourism, and the Ethics of Mobility	4
HDP47120	Ecopsychology	4
ENV47001	Core Curriculum: Sustainability, Environmental Studies, & the Arts	4

## BREADTH REQUIREMENTS

- 30 credits (8 of which are upper division). Breadth requires one of the ecology courses as well as a minimum of one course from each distribution area.

## Teaching Certification Breadth

Students outside of Education can pursue the required coursework leading to teaching certification in Elementary Education, Secondary Education or Special Education. Please consult the Education Department for details at [education@prescott.edu](mailto:education@prescott.edu)

## EMPHASIS AREAS

### Emphasis in Marine Studies

Marine Studies at Prescott College has a strong focus on ecology of the marine environment (physical oceanography and marine ecology) and on the relationships between humans and the marine environment. Students develop an understanding of the biological and physical properties of marine ecosystems and the complex human relationships with the ocean. Direct field experience further establishes a student's

understanding and respect for the power and vastness of the world's ocean. Many Marine Studies courses take place at the Prescott College Kino Bay Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico, on the coast of the Gulf of California. Marine Studies students learn alongside Center researchers and community partners and participate in the Center's long-term community-based science and conservation programs. Courses at the Kino Bay Center foster global perspectives and an appreciation for traditional ecological knowledge and social justice elements of marine studies. Marine Studies students are also encouraged to broaden their experience by participating in an EcoLeague exchange with either College of the Atlantic or Alaska Pacific University.

**In addition to the general Environmental Studies requirements, 5 Marine Studies Core courses from this list are required:**

Course Code	Title	Credits
ENV23320	Natural History of the Gulf of California	4
ENV23322	Society and Environment	4
ENV23325/43325	Marine Biology I: Diversity of Marine Life	4
ENV23328	Marine Biology II: Oceanography	4
ENV23327/43327	Marine Biology III: Field Methods for Marine Ecology	4
ENV43310	Marine Conservation I: Global Marine Issues	4
ENV43311	Marine Conservation II: Conservation Case Studies	4
ENV43312	Marine Conservation III: Applied Conservation Practicum	4
ENV 42024	Seabird Ecology	4
ENV42025	Island Biogeography	4
ENV 42026	Biological Field Methods	4
ENV42741	Coastal Ecology of the Gulf of California	4
ADV24110	Sea Kayaking and Marine Landscapes	4

### Emphasis in Conservation Biology

Conservation Biology is an interdisciplinary and solution-oriented field that has developed rapidly to respond to a global crisis confronting biological diversity and the cultural diversity that depends upon it. Practitioners of Conservation Biology attempt to guide society toward the maintenance of organisms, landscapes, ecological processes, and natural and cultural systems, and toward sustainable management of environmental, human, and evolutionary resources. Conservation Biology represents shifting sets of interactions among three realms: values, policy, and science. Students in this field will become competent to conduct relevant research, make balanced value judgments, and take effective action on behalf of nature and the environment.

### Required courses

Course Code	Title	Credits
ENV42020	Conservation Biology	4
ENV22730/22731	Natural History and Ecology of the Southwest I & II	8
ENV22015	Biological Principles	4

**AND** at least one course that is a place-based field study (such as a Kino Bay or other full field course)

**Principles and Practices of Conservation Biology** (select at least four courses, in addition to Conservation Biology)

ENV22013	Behavior and Conservation of East African Wildlife	4
ENV22010	Animal Biology	4
ENV21500	Energy and the Environment	4
ENV45114	Community Based Conservation in Costa Rica	4
ENV22201	Ornithology: The Life of Birds	4
ENV42712	Botanical Research Methods	4
ENV24753/44753	Geographic Information Science	4

ENV43310,11,12	Marine Conservation I, II, III	12
ENV24700/44700	Park and Wilderness Management	4
ENV42724	Restoration Ecology: Watersheds of the Southwest	4
ENV41025	Statistics for Research	4
ENV42750	Wetland Ecology and Management	4
ENV 42022	Wildlife Management: Applied Conservation Biology	4
ENV42026	Biological Field Methods	4
<b>Social and Historical Perspectives (select at least two courses)</b>		
ENV21350	Ecological Economics	4
ENV44800	Environmental Ethics	4
ENV23701/43701	Environmental Law/Policy	4
EDU21100	Fundamentals of Environmental Education	4
ENV43310,11,12	Marine Conservation I, II, III	12
HDP22280/42280	Introduction to Ecopsychology	4
HDP41003	Nature and Psyche	4
AHU43500	Nature's Voice: Reading and Writing about Natural History	4
ENV21015/41015	Philosophies of the Interpretive Naturalists	4



## Emphasis in Natural History and Ecology

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

### Required courses

Course Code	Title	Credits
ENV22730/31	Natural History and Ecology of the Southwest I & II	8

Additional requirement: 2 courses in Applied Ecology; 1 course in either Analytical Methods

### Analytical Methods/Advanced Science-based course examples

COR40000	Research Methods (CC3, Third-Year Experience)	4
ENV42741	Coastal Ecology of the Gulf of California	4
ENV28063	Statistics	4
ENV24753/43327	Introduction to GIS	4
ENV23327/43327	Marine Biology III: Field Methods for Marine Ecology	4
ENV42026	Gulf of California: Biological Field Methods	4
ENV42712	Botanical Research Methods	4

### Applied Ecology Examples

ENV42020	Conservation Biology	4
ENV41027	Grand Canyon Semester II	4
ENV41028	Grand Canyon Semester III	4
ENV22850	Environmental Studies: Root Causes and Innovative Solutions	4
ENV41010	Explorations of Norway: Nature and Culture	4
ADV24050	Environmental Perspectives in Whitewater Rafting	4
ENV42024	Seabird Ecology	4
ENV42724	Restoration Ecology	4

## BS in Environmental Studies

### COMPETENCE REQUIREMENTS

The Bachelor of Science Degree in Environmental Studies is for students seeking rigorous multidisciplinary exploration of the natural systems and processes of the Earth and the role of humans who both depend on and influence these systems and processes. With a strong foundation in the natural sciences and a broad understanding of the policy implications of environmental science, students with this degree will be well prepared for graduate study in this field and for employment with both public agencies and private businesses working toward a more sustainable future. Students will become well informed about natural history and ecology as a context in which to embed their scientific study. Students will also consider ethics and policy as they build strong, meaningful applications for scientific endeavors. Some required courses may be gained through EcoLeague exchanges or transfer courses. (Note: Students using Veteran's Administration benefits may not pursue individualized competence or emphasis areas and must choose from prescribed competence and concentration titles approved by the Arizona State Approving Agency. Coursework in Kino Bay or Kenya may not be paid for by Veteran's education benefits as they are not approved by the Arizona State Approving Agency.)

- 60 credits, 30 of which are Upper Division
- Senior Project that demonstrates analytical techniques (the ability to carry out field and/or lab methods, and analyze or assess data sets)
- For students transferring in similar courses, substitutions may be allowed where appropriate.

The Bachelor of Science Degree will require 18 courses of the student's total program including the following required courses in the list immediately below plus the required numbers of courses from the 4 distribution study areas described earlier.

### Required Courses

Course Code	Title	Credits
MTH26055	Calculus	4
ENV21601	Foundations of Chemistry with Lab	4
ENV22730/22731	Natural History and Ecology of the Southwest I & II	8
ENV21610	Foundations of Physics with Lab	4
Senior Project that demonstrates analytical techniques		
Two courses in Analytical Methods/Advanced Science-based courses		
Must include 2 courses from Life Sciences, 2 courses from Earth and Physical Sciences and 2 courses in Analytical methods/Advanced Science based courses		
Two courses in Analytical Methods/Advanced Science-based courses		
ENV42026	Gulf of California: Biological Research Methods	4
ENV28063	Statistics for Research	4
ENV42724	Restoration Ecology	4
ENV42712	Botanical Research Methods	4
ENV24753	Introduction to GIS	4
ENV23327/43327	Marine Biology III: Field Methods for Marine. Ecology	4

## ACCELERATED MASTER'S DEGREES

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

**MASTER OF SCIENCE IN ENVIRONMENTAL STUDIES**

**MASTER OF SCIENCE IN SUSTAINABLE FOOD SYSTEMS**

**MASTERS OF SCIENCE in RESILIENT AND SUSTAINABLE COMMUNITIES**

# Interdisciplinary Studies

## Bachelor of Arts and Sciences in Interdisciplinary Studies

### UNDERGRADUATE DEGREES AT PRESCOTT COLLEGE

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

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

### LEARNING OUTCOMES

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

### COMPETENCE REQUIREMENTS

- 60 credits, 30 of which are Upper Division (for double competence, each competence has 45 credits, 24 are Upper Division)
- The course requirements listed below are the minimum requirement. Students will need to choose more than the minimum to reach the required 60 credits for the competence.
- Senior Project
- For students transferring in similar courses, substitutions may be allowed where appropriate.

### REQUIRED COURSES

#### Three courses in Social Sciences

ADV22211/42211	Explorers and Geographers	4
ADV21710	Leading Inclusively: Beyond the Binary in Adv. Education	4
HDP41050	Therapeutic Use of Adventure Education	4
CRS25119/45119	Anti-Racist Organizing	4
CRS23015/43015	Critical Human Rights	4

CRS22010/42010	History of the U.S. Mexico Border Region	4
CRS23695/43695	Social Movements	4
EDU22706	Barrio Pedagogy: Praxis Along the Border	4
EDU25103/45103	The Art of Teaching	4
ENV21015/41015	Philosophies of the Interpretive Naturalists	4
ENV24700/44700	Parks and Wilderness Management	4
HDP21900/41900	Addiction & Recovery	4
HDP22212/42212	Concepts in Critical Psychology	4
HDP22412	The "F Word": Feminism, Women, & Social Change	4

### Three courses in Humanities

ADV21215/41215	The Whole Athlete	4
HDP21155/41155	Yoga: Philosophy and Practice	4
HDP22280/42280	Ecopychology: Paradigms and Perspectives	4
HDP21180	Life Centering: Mindful and Meditative Practices	4
CRS21050/41050	Image and Power in Mass Culture	4
CRS21205/41205	Radical Media: Podcasting	4

### Three courses in Math and Science

ENV43821	Seed Conservation and Food Preservation	4
ENV22730	Natural History and Ecology of the Southwest	4
ENV22010	Animal Biology	4
ENV22015	Biological Principles	4
ENV22048	Introduction to Earth Science	4
ENV21610	Physics Foundations	4
ENV42013	Behavior and Conservation of Mammals	4
MTH26055	Calculus: Theory and Practice	4
ENV21601	Foundations of General Chemistry	4
ENV22725	Concepts of Ecology	4

### Three courses in Writing and Communications

HDP21300	Interpersonal Communication	4
ADV41100	Group Process & Ropes Course Facilitation	4
AHU23425/43425	Creative Nonfiction	4
AHU22026/42026	Film & Literature: Stories from the Land	4
AHU22705	Digital Photography: Essential Skills for Visual Literacy in the Digital Age	4
AHU23323/43323	Sense of Place	4
AHU23350/43350	Poetry Workshop	4
HDP22414	Identity & Culture in Film	4
HDP23100/43100	Community Mediation & Principled Negotiation	4

## BREADTH REQUIREMENTS

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

### TEACHING CERTIFICATION BREADTH

Students outside of Education can pursue the required coursework leading to teaching certification in Elementary Education, Secondary Education or Special Education. Please contact Education faculty advisors for more information.

## **ACCELERATED MASTER'S DEGREES**

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

# Psychology & Human Development

## Bachelor of Arts in Psychology & Human Development

- **With Emphasis in Ecopsychology**
- **With Emphasis in Expressive Arts Therapy**
- **With Emphasis in Holistic Health and Wellness**
- **With Emphasis in Sacred Psychology**

### UNDERGRADUATE DEGREES AT PRESCOTT COLLEGE

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

### OVERVIEW

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

### LEARNING OUTCOMES

- Students will demonstrate professional and ethical knowledge of the history and theories of the field, as well as the necessary dispositions with regard to their roles in the helping professions
- Students will engage in self-reflective practices designed to prepare them to be fit to practice within a therapeutic setting, this includes understanding one's own positionality within power/privilege social structures

- Students will demonstrate professional oral and written communication skills including within class/course discussions, through submission of academic assignments, with instructor and peer interactions, within professional settings, and on social media
- Students will demonstrate the development of culturally-appropriate competence and socially just practices and advocacy.
- Students will engage in self-inquiry with a focus on understanding how they can best use their skills and knowledge to contribute to healing themselves and their communities
- Students will develop an appreciation for the value of the non-human world along with a deep sense of responsibility for its protection and care

## REQUIREMENTS

- 60 credits, 30 of which are Upper Division (for double competence, each competence has 45 credits, 24 are Upper Division)
- Senior Project
- For students transferring in similar courses, substitutions may be allowed where appropriate.

## REQUIRED COURSES

Course Code	Title	Credits
HDP22210	Introduction to Psychology	4
HDP42212	Concepts in Critical Psychology	4
HDP42100	Ethical & Legal Issues in the Helping Professions	4

### At least one course from Communication Skills

HDP21300	Interpersonal Communication	4
HDP22050	Counseling Skills	4
ADV41100	Group Process & Ropes Course Facilitation	4
CRS41102	Funding Change: Grant Writing in Non-Profit Management	4

### At least one course from Social Theory

HDP42230	Psychology of Consumerism	4
HDP47165	Fat Bodies: Stories of Oppression & Resistance	4
CRS22410	Men & Masculinity	4
CRS44010	US-Mexico Border Studies	4
CRS42100	The Color Line in U.S. History	4
HDP22414	Bamboozled: Identity & Culture in Film	4
CRS43016	Beyond Walls and Cages	4
HDP47500	Women, Psychology & Sexuality	4
HDP22400	Sexuality & Sexual Outlaws	4
HDP22412	The F-Word: Feminism, Women & Social Change	
HDP47400	Living with Loss	4
EDU25102	Power, Culture & Society	4
HDP42250	Family Systems	4

### At least one Course from Research Methods

COR40000	Core Curriculum 3: Inquiry & Analysis	4
ENV41025	Statistics for Research	4

### **Expressive Art Therapy Emphasis**

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

#### **Required courses**

HDP41401	Expressive Art Therapies	4
HDP41402	Expressive Art Practicum	4
<b>At least two courses related to the arts</b>		
ALE22380	Creative Practice & Performing Arts	4
HDP21005/41005	Opening the Creative Person	4
HDP21014/41014	Relating Through the Arts	4
HDP21016	Painting from the Source	4
AHU24651	Form & Function: Sculpture in Theory & Practice	4
AHU21045	Just Art: Art & Social Change	4
AHU43323	Sense of Place	4
AHU43350	Poetry Workshop	4
ALE22850	Digital Imaging	4

### **Ecopsychology Emphasis**

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

#### **Required courses**

HDP22281	Ecopsychology: Choices for a Sustainable World	4
HDP22280	Ecopsychology: Paradigms and Perspectives	4
<b>At least two courses related to ecological concepts</b>		
ENV22725	Ecology, Concepts of	4
ENV44800	Environmental Ethics	4
ENV22730	Natural History & Ecology of the Southwest	4
ENV41701	Organic Evolution	4
ENV23321	Marine Studies II: Cultural Ecology	4
ENV22100	Form and Pattern in Nature	4
ENV23329	Oceanography	4
ENV42115	Plant Explorations	4
<b>At least one course related to the human/ nature relationship</b>		
HDP47720	Deep Ecology	4
ENV21700	Explorations in Sustainable Community Development	4



HDP41050	Therapeutic Use of Adventure Education	4
CRS22603	Wilderness and Colonization	4
ENV24749	Global Environmental Change	4
HDP42207	Transpersonal Psychology	4

### Holistic Health & Wellness Emphasis

Students interested in an emphasis in Holistic Health & Wellness (HHW) will take courses that allow them to explore various alternative healing modalities in addition to a chosen area that they want to explore in depth with an experienced mentor.

#### Required Courses

HDP21150	Holistic Health & Wellness	4
HDP47145	Alternative Healing Modalities Independent Mentored Study (exploring one specific healing modality)	4

Plus a minimum of one course from the following:

HDP21145/41145	Human Nutrition & Food Choice	4
HDP21155/41155	Yoga: Philosophy & Practice	4
HDP41160	Yoga Teacher Training	4
HDP21180	Life Centering: Mindfulness & Meditative Practices	4
HDP21156	Deeper Dimensions of Yoga	4
HDP27165/47165	Fat Bodies: Stories of Oppression & Resistance	4
HDP47160	Disordered Eating, Body Image, and Culture	4
ADV21215/41215	The Whole Athlete	4

### Sacred Psychology Emphasis

Sacred Psychology invites students to ‘remember to remember’ the wisdom they carry within. Simply put, we are the essence of life, of aliveness, the animated energy that births, grows and transforms. Through a deep study of the nature of consciousness, Sacred Psychology brings us back to the symbolic and elemental language of the natural world, enlivening us with the energy and wisdom within plants, animals and planets. Theory and practice will include a psychological exploration of psychological exploration of astrological, archetypal, chakra and dream studies. Students will be encouraged to engage with art, music and dreams as a medium to explore the realms of ancestral knowledge, bringing into focus our own place within the larger oneness. Through the coursework, students will engage more deeply with the archetypes, understanding the inner psyche representation of this energy as expressed outward into the manifest world. Through the understanding of our energetic bodies, students will be encouraged to use sound and vibration to align their being with the sacred realms of existence.

#### Required Courses

HDP25115	Astropsychology	4
HDP21400	Dreamwork	4
HDP22650	ST: The Anatomy of the Chakras	4

At least one of the following courses

HDP21155/41155	Yoga: Philosophy & Practice	4
HDP21180	Life Centering: Mindfulness & Meditative Practices	4

HDP21016	Painting from the Source	4
HDP21401	Expressive Art Therapies	4

## BREADTH REQUIREMENTS

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

### Teaching Certification Breadth

Students outside of Education can pursue the required coursework leading to teaching certification in Elementary Education, Secondary Education or Special Education. Please consult the Education Department for details at [education@prescott.edu](mailto:education@prescott.edu)

## ACCELERATED MASTER'S DEGREES

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

### MASTER OF ARTS IN CRITICAL PSYCHOLOGY AND HUMAN SERVICES

### MASTER OF SCIENCE IN COUNSELING

# Sustainable Community Development

## Bachelor of Arts in Sustainable Community Development

- **Emphasis Option:** Sustainable Food Systems
- **Emphasis Option:** Regenerative Ecological Design
- **Emphasis Option:** Place-based, Community-oriented Sustainability Initiatives
- **Emphasis Option:** Sustainable, Community-based Initiatives Abroad

### UNDERGRADUATE DEGREES AT PRESCOTT COLLEGE

Prescott College values an interdisciplinary education and all our interdisciplinary degrees share courses across multiple departments. Therefore, please do consult advising documents from other related disciplines where you will find descriptions of other exciting areas and courses that can broaden and deepen your experience. (For those who receive Veteran's Administration (VA) benefits, please note that you must select your "competence", "emphasis", and "concentrations" from those choices pre-approved by the Arizona State Approving Agency.)

#### OVERVIEW

Sustainable Community Development (SCD) is a degree comprised of coursework from across all of our programs. SCD encourages additional specialization through several emphasis areas and accelerated pathways towards several graduate degrees. Students can also choose to complete a general SCD degree without deeper emphasis.

Given the urgency of developing more just, sustainable, and resilient communities, the Bachelor of Arts in Sustainable Community Development is designed to give students a home for their personal vision of how to design and implement measures that can create 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. Students study the physical environment of their community, the values, practices, and needs of organisms (including humans) who reside there, and the influences of, and access points to, relevant government and private enterprises whose activities affect the well-being of the community. Projects done throughout the program can culminate into the student's Senior Project that can address authentic needs in the student's chosen community. As we work to provide an innovative educational experience that is more relevant, and timely, than ever, Prescott College offers undergraduate students accelerated pathways to graduate degrees in our diverse graduate programs such as Resilient and Sustainable Communities, Sustainable Food Systems, and Independent Studies, among others.

#### LEARNING OUTCOMES

- Develop strong complex **problem-solving capacities** and an understanding of ecological systems at a level appropriate for professions or graduate school.
- Demonstrate an understanding of **human ecology** and the ability to analyze essential functions of communities at various levels of development and scales.
- Evaluate the **environmental, social, and economic challenges** that communities face at multiple scales, and research, develop, and assess approaches for addressing these challenges.

- Increase the ability to **help create sustainable, resilient, and socially just communities** by developing skills in effective communication, community engagement, and group facilitation.

## 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).
- Senior Project: a convergence of your personal path of study
- For students transferring in similar courses, or for students with specific interests, substitutions may be submitted to the program director for approval

### Details:

- The course requirements listed by the distribution areas below are the minimum requirements. Students will need to choose more than the minimum to reach the required 60 credits for the competence (45 credits if part of a double competence)

### REQUIRED MINIMUM: Two courses from each distribution area below

Add additional courses as needed to meet credit requirements mentioned above.

### DISTRIBUTION AREAS and their COURSES

Two courses from Ecological Communities/Systems		
Course Code	Title	Credits
ENV22010	Animal Biology	4
ENV22725	Concepts of Ecology	4
ENV22015	Biological Principles: Life on Earth	4
ENV24130	Permaculture for Systemic Change	4
ENV22730	Natural History of the Southwest I AND/OR II	4
ENV23325/43325	Marine Biology I	4
ENV22115/42115	Plant Explorations	4
ENV22850	Foundations in Environmental Studies: Root Causes, Innovative Solutions	4
ENV22048	Earth Science, Introduction to	4
ENV21500	Energy and Environment	4
ENV25020	Geology of Arizona	4
ENV23810	Soil Science: Fertile Ground for Growth	4
ENV42724	Restoration Ecology	4
ENV24752	Earth Science: Introduction to the Home Planet	4
ENV24749/44749	Global Environmental Change: An Earth Science Perspective	4
ENV22114/42114	People, Plants and Animals	4
ENV43815	Agroecology	4
ENV22013	Behavior and Conservation: East African Wildlife (Kenya)	4
ENV23812	Principles of Small-scale Agriculture	4
Two courses from Planning and Policy		
ENV23701/43701	Environmental Law/Policy	4

ENV21550	Water in the West	4
CRS23610/43610	Environmental Politics: Domestic and Global	4
CRS25505	Climate Justice	4
ENV44800	Environmental Ethics	4
ENV21350	Principles of Ecological Economics	4
ENV24004	The Shape of the City: Ecology, Psychology and Visioning the Future (course 1 of 3 in the ECOSA semester)	4
ENV24005/44005	Creating a Sustainable World: Strategies for a Positive Future (course 2 of 3 in the ECOSA semester)	4
ENV24006/44006	Resilience, Planning and Ecology in a Changing World (course 3 of 3 in the ECOSA semester)	4
<b>Two courses from Human Social Systems Group</b>		
ENV21700/41700	Explorations in Sustainable Community Development	4
CRS22100/42100	The Colorline in US History	4
CRS24010/44010	US Mexico Border Studies	4
CRS23695/43695	Social Movements	4
CRS23651/43651	Changing World Order	4
CRS28060/48060	Urban Environmental Justice	4
CRS22001/42001	Economic and Social History of the U.S.	4
HDP21145	Human Nutrition and Food Choice	4
CRS40003	Globalization & Urban Politics in Los Angeles	4
ENV47730	Children and Nature	4
CRS24025/44025	Intro to Ethnic Studies	4
EDU25100	Culture, Power & Societal Change	4
CRS21401/41401	Biocultural Landscapes	4
CRS23500/43500	Climate Change, Migration, Justice & Investigative Journalism	4
CRS43710	Social Ecology as Ecological Humanism	4
CRS23015	Critical Human Rights	4
ENV23800	Ethnographic Field Methods	4
ENV23322	Society and Environment: Contemporary Issues and Perspectives	4
ENV23000	Ecology of Human Evolution	4
HDP41170	Doing Good: Compromise and Sustainable Caring	4
HDP41003	Nature and Psyche	4
HDP47120	Ecopsychology	4
HDP22281	Ecopsychology: Choices for a Sustainable World	4
HDP47720	Deep Ecology	4
ENV41010	Explorations of Norway: Nature and Culture (Norway)	4
CRS25130/45130	Memory, Truth & Transitional Justice in Guatemala (Guatemala)	4
<b>Two courses from Community Engagement</b>		
HDP21300	Interpersonal Communication	4
HDP22280/42280	Ecopsychology; Paradigms & Perspectives	4

AHU21045	Just Art: Art & Social Change	4
ENV23600/423600	Environmental PhotoJournalism	4
AHU23425/43425	Creative Nonfiction	4
CRS21050/41050	Image and Power in Mass Culture	4
CRS21205/41205	Radical Media: Podcasting	4
HDP23100/43100	Community Mediation & Principled Negotiation	4
CRS21102/41102	Grant Writing and Non-Profit Management	4
CRS45119	Anti-Racist Organizing	4
ALE22850	Digital Imaging	4
ALE22855	Introduction to Video	4
MASJC52000	Race, Class, and Housing Justice	3
HDP47150	Positive Psychology and Social Engagement	4
CRS41001	Community Organizing	4
ENV43819	Transforming Community Food Systems	4
EDU27033/47033	Place-based Educational Theory	4
EDU25100	Culture, Power, Societal Change	4
ADV21010	Environmental Topics for Educators and Advocates	4
ADV21710	Leading Inclusively	4
GRA59700	Sustainability Intensive: Pulses Nutrition and Culinary Workshop	1
ENV57905	Food Traditions and Markets (international)	4
ENV45114/55114	Community-based Conservation in Costa Rica (Costa Rica)	4/3

## EMPHASIS AREA OPTIONS

In addition to selecting courses from the core “Distribution Areas” that comprise the SCD “Competence” (listed above), students can also choose a specialization for further “Emphasis”. While choosing an “Emphasis Area” is not required, many will find it exciting to explore in more depth an area of personal interest. Students can also design their own “emphasis area” or choose to remain more general (no emphasis).

### Sustainable Food Systems

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

Course Code	Title	Credits
<b>At least four courses in Food Systems</b>		
ENV57902	Food Justice and Sustainable Food Systems	3
ENV43819	Transforming Community Food Systems	4
ENV22015	Biological Principles	4
ENV22048	Earth Science, Introduction	4
ENV41701	Organic Evolution	4
ENV23810	Soil Science: Fertile Ground for Growth	4
ENV22703/31	Natural History & Ecology of the Southwest I & II	8
ENV42712	Field Methods for Plant Ecology	4
CRS25001	Critical Animal Studies & Non-human Rights	4
ENV22100	Form and Pattern in Nature	4
ENV22020	Insect Ecology	4
ENV42724	Restoration Ecology	4
ENV24130	Permaculture for Systematic Change	4
ENV57905	Food Traditions and Markets (international)	3
<b>At least one course in Sustainability</b>		
ENV57902	Food Justice and Sustainable Food Systems	3
ENV43819	Transforming Community Food Systems	4
<b>At least one course in Social Theory</b>		
CRS41001	Community Organizing	4
EDU22707/42707	Critical Literacy for Social Justice	4
ENV22700	Human Ecology, Introduction to	4
Env57100	Ecology, Culture, Community	3
SBM53000	Economics of Sustainable Organizations and Communities	3
ENV57700	Social Equity and Community Engagement	3
<b>At least one course in Applied Ecology</b>		
ENV22020	Insect Ecology	4
ENV42724	Restoration Ecology	4
ENV41701	Organic Evolution	4
Env23810	Soil Science: Fertile Ground for Growth	R
ENV22730/31	Natural History and Ecology of the Southwest I & II	8
ENV42712	Field Methods for Plant Ecology	4
CRS25001	Critical Animal Studies & Non-human Rights	4

## Regenerative Ecological Design

In an age defined by changing climate, increasing economic inequalities, and a fraying of the social fabric, societies around the world find themselves in need of innovative solutions to such challenges. By developing an understanding of energy economics, looking at other more sustainable cultural models, and applying ecological design principles to a range of contemporary challenges, students will be at the forefront of innovation in energy systems, planning and policy, and community leadership. Regenerative Ecological Design students will learn skills in architecture, energy systems, and policy change that lead to more sustainable homes, workplaces, and communities.

Course Code	Title	Credits
ENV44004/05/06	ECOSA semester	12
<b>At least two courses from any of the following areas</b>		
<i>Climate and Energy</i>		
ENV21500/52225	Energy and Environment	4/3
ENV57876	Understanding Climate Change	3
ENV22730	Natural History & Ecology of the Southwest I	4
ENV22731	Natural History & Ecology of the Southwest II	4
ENV22850	Foundations in Environmental Studies: Root Causes, Innovative Solutions	4
ENV22725	Concepts in Ecology	4
<i>Analytical Methods</i>		
ENV57876	Understanding Climate Change	3
ENV22850	Environmental Studies: Root Causes & Solutions	4
ENV41025	Statistics for Research	4
ENV42724	Restoration Ecology	4
ENV22100	Form and Pattern in Nature	4
ENV24740/44740	Topics in Sustainability Practice	4
ENV24130	Permaculture for Systematic Change	4
SBM53000	Economics of Sustainable Organizations & Communities	3
<i>Social Systems</i>		
ENV43819	Transforming Community Food Systems	4
ENV57902	Food Justice and Sustainable Food Systems	3
ENV22700	Human Ecology, Introduction to	4
ENV57100	Ecology, Culture, and Community	3
SBM53000	Economics of Sustainable Organizations & Communities	3
ENV57700	Social Equity and Community Engagement	3
ENV51250	Land Use Planning and Policy	3

These next two emphasis areas build upon the same core courses. If the student/advisor identify additional relevant courses not listed, they can propose and/or craft courses to replace those on the list.

Each of these emphasis areas combine traditional coursework (generally teacher crafted and led) and an immersive experience with a chosen community engaged in efforts to improve their sustainability. While students can work/live with those communities with which our faculty already have connections, students can also propose to work with other communities via their own arrangement (and with our help). Either way, students choosing either of these emphasis areas should plan to seek an invitation from the community to spend at least a few weeks immersed with them.

### Community-based Sustainability Initiatives

This emphasis challenges students to explore how communities from her around the world empower themselves, improve their collective capacities and protect the regional environment upon which they depend. Students will engage in interdisciplinary study of the unique ways the particular community engages with topics of economic, social, and environmental health. Immersive experiential education within a community will require a review via the Institutional Review Board or similar to assure the relationship is mutually beneficial.



## Community-based Sustainability Initiatives – Abroad

This similar but distinct emphasis challenges students to explore how communities from elsewhere around the world (abroad) empower themselves, improve their collective capacities, and protect the regional environment upon which they depend. Students will engage in interdisciplinary, immersive, experiential study of the unique ways their particular community engages with the linked topics of economic, social, and environmental health. Engagement with a community abroad will require a review via the Institutional Review Board or similar to assure the relationship is mutually beneficial.

<b>Choose six courses from the following (at least one must be international for the Abroad emphasis)</b>		
ENV57902	Food Justice and Sustainable Food Systems	3
ENV43819	Transforming Community Food Systems	4
ENV22015	Biological Principles	4
ENV22048	Earth Science, Introduction	4
ENV22850	Foundations in Environmental Studies: Root Causes, Innovative Solutions	4
CRS41001	Community Organizing	4
EDU22707/42707	Critical Literacy for Social Justice	4
ENV22700	Human Ecology, Introduction to	4
ENV57100	Ecology, Culture, Community	3
SBM53000	Economics of Sustainable Organizations & Communities	3
ENV57700	Social Equity and Community Engagement	3
ENV42724	Restoration Ecology	4
ENV24130	Permaculture for Systematic Change	4
ENV57902	Food Justice and Sustainable Food Systems	3
ENV43819	Transforming Community Food Systems	4
ENV24749/44749	Global Environmental Change: An earth science perspective	4
ENV23810	Soil Science: Fertile Ground for Growth	4
ENV24752	Earth Science: Introduction to the home planet	4
ENV22114/42114	People, Plants, and Animals	4
ENV23812	Principles of small-scale agroecology	4
ENV43815	Agroecology	4
ENV43819	Transforming Community Food Systems	4
HDP21145	Human Nutrition and Food Choice	4
HDP47150	Positive Psychology and Social Engagement	4
HDP21300	Interpersonal Communication	4
HDP23100/43100	Community Mediation & Principled Negotiation	4
CRS21102/41102	Grant Writing and Non-Profit Management	4
HDP-NEW	Communicating Across Differences	4
CRS45119	Anti-Racist Organizing	4
CRS41001	Community Organizing	4
CRS41102	Funding Change: Grant writing and non-profit management	4
ENV43819	Transforming Community Food Systems	4
ENV22725	Concepts in Ecology	4

ENV42724	Restoration Ecology	4
ENV23810	Soil Science: Fertile Ground for Growth	4
ENV23319/43319	Marine Studies II: Cultural Geography (Kino, Mexico)	4
ENV23322/43322	Marine Studies III: Society and Environment – Case Studies (Kino, Mexico)	4
ENV22013	Behavior and Conservation: East African Wildlife (Kenya)	4
ENV45114/55114	Community-based Conservation in Costa Rica (Costa Rica)	4/3
ENV 57905	Food Traditions and Markets (International)	4

## BREADTH REQUIREMENTS

To obtain a “Breadth” from elsewhere at the college, students must complete 30 credits (8 of which are UD) that include at least one course from each of the breadth’s distribution areas.

## ACCELERATED MASTER’S DEGREES

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

**MASTERS OF SCIENCE IN RESILIENT AND SUSTAINABLE COMMUNITIES**

**MASTER OF SCIENCE IN SUSTAINABLE FOOD SYSTEMS**

**MASTERS OF ARTS IN SOCIAL JUSTICE AND COMMUNITY ORGANIZING**

**MASTERS OF ARTS IN INDERDISCIPLINARY STUDIES**

# Sustainability Management

## Bachelor of Arts in Sustainability Management

### UNDERGRADUATE DEGREES AT PRESCOTT COLLEGE

All degrees are interdisciplinary and contain many courses across multiple departments. Please also consult advising documents in related disciplines. For additional specialization, several emphasis areas are defined in each advising document. No emphasis, or a self-designed emphasis, are also options. (For those who receive Veteran's Administration (VA) benefits, please note that you must select your "competence", "emphasis", and "concentrations" from those choices pre-approved by the Arizona State Approving Agency.)

### OVERVIEW

If you have ever thought of owning your own business and learning some key sustainable business concepts at the same time, or simply gaining a solid understanding of the business world while pursuing multiple disciplines, this program is designed to give you the skills and tools to do just that. The BA in Sustainability Management is a multipurpose business-focused discipline which prepares students to innovate, develop, and manage projects, initiatives, programs and organizations from initial concept through action planning and strategic execution. These skills are essential for anyone wishing to effect positive change for themselves within or as founder of any organization and can be combined with interdisciplinary studies in various majors and areas of emphasis providing a strong double major which includes the opportunity to select relevant electives.

With businesses locally and nationally focused on the benefits of sustainable organizational practices, you will have the opportunity to focus on your area of interest. Projects can be student-directed with the assistance of their faculty adviser and graduation committee and focused on an area of interest or created in connection with existing Prescott centers such as the Ecosa Center in Prescott, the Kino Bay Center in Mexico or the Dopoi Center in Kenya. This degree can serve as the foundation for further study in business through Prescott's MBA in Sustainability Management or any of the other Prescott College graduate programs.

### LEARNING OUTCOMES

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

## REQUIREMENTS

- 60 credits, 30 of which are Upper Division (for double competence, each competence has 45 credits, 22-24 are Upper Division) including the following seven (7) course areas shown on the charts below.
- For students transferring in similar courses, substitutions may be allowed where appropriate.

### Please Note:

1. Number of courses refers to full course equivalents (either 4 PC credits, or 3 transfer credits) Breadth Requirements - Students must complete 30 credits (6-8 UD) that include at least one course from each distribution area.
2. While some courses are listed in one or more course areas as satisfying the course area requirement, any course taken may only satisfy one course area.
3. Graduate level courses designated below with a double asterisk (\*\*) may be taken by students with at least junior level standing only upon either: (i) express permission of the applicable graduate Program Director or (ii) admission to the applicable graduate program as an Accelerated Master's student.

### One Leadership or Management Course (Leadership/Management Theory)

LEADERSHIP		
Course Code	Title	Credits
ADV21066/ADV 41066	Youth Empowerment: Developing and Facilitating Transformational Experiences	4
ADV41703	Wilderness Leadership III: Leadership Applications	4
ADV21710	Leading Inclusively: Beyond the Binary in Adventure Education	4
SBM57503	Intercultural Leadership in Sustainability	4
SBM57501	Organization Transformation & Sustainable Leadership**	3
MANAGEMENT		
Course Code	Title	Credits
ADV41060	Outdoor Program Administration	4
ADV21030	Risk Management	4
ENV24700	Parks and Wilderness Management	4
CRS45119	Anti-Racist Organizing	4
CRS28060	Organizing for Environmental Justice	
SBM53001	Organizational Behavior Through a Sustainability Lens**	3

### One Statistics or Research Methods Course

STATISTICS OR RESEARCH METHODS		
Course Code	Title	Credits
ENV41025	Statistics for Research	4
PRM49001	Practical Research Methods	4
SBM52000	Triple Bottom Line Measurement, Reporting & Data Analytics**	3
COR40000	Core Curriculum 3: Inquiry and Analysis	4

### One Marketing Course

MARKETING		
Course Code	Title	Credits

CRS21050/41050	Image and Power in Mass Culture	4
HDP22230/42230	Psychology of Consumerism	4
COR57703	Online Content Creation	3
SBM55500	Sustainable Marketing and Brand Management**	3

### One Cultural Responsiveness or Ethics Course

CULTURAL RESPONSIVENESS		
Course Code	Title	Credits
AHU21045/410045	Just Art: Art & Social Change	4
HDP22414	Identity, Culture, and Film	4
CRS21050/41050	Image and Power in Mass Culture	4
	Critical Media	4
CRS45119	Anti-Racist Organizing	4
CRS21205	Radical Media: Podcasting	4
ENV41010	Explorations of Norway: Nature and Culture	4
HDP21300	Interpersonal Communication	4
HDP21181/41181	Restorative Justice	4
HDP27165/47165	Fat Bodies: Stories of Oppression & Resilience	4
HDP22414	Bamboozled: Identity & Culture in Film	4
EDU25102/45102	Power, Culture and Society	4
HDP22206/42206	Positive Psychology & Social Engagement	4
EDU25100/45100	Culture, Power & Societal Change	4
ETHICS		
Course Code	Title	Credits
ENV44800	Environmental Ethics	4
CRS25125	Meeting the World: Travel, Tourism, and the Ethics of Mobility	4
CRS25505/45505	Climate Justice	4
ENV57902	Food Justice and Sustainable Food Systems	3

### One Sustainable Business and Community Well-Being Course

SUSTAINABLE BUSINESS AND COMMUNITY WELL-BEING		
Course Code	Title	Credits
SBM41000	Sustainable Business for Community Well-Being	4
ENV21700/41700	Explorations in Sustainable Community Development	4
ENV21015/41015	Philosophies of the Interpretive Naturalists	4
CRS25125	Travel, Tourism, and the Ethics of Mobility	4
CRS25505/45505	Climate Justice	4
ENV57902	Food Justice and Sustainable Food Systems	3
ENV57900	Food Systems	3
ENV22850	Environmental Studies: Root Causes and Innovative Solutions	4
ENV42724	Restoration Ecology	4
HDP22281/42281	Ecopsychology: Choices for a Sustainable World	4
ENV43819	Transforming Community Food Systems	4
CRS28060	Organizing for Environmental Justice	4

CRS43610	Environmental Politics	4
ENV24749/44749	Global Environmental Change	4
ENV57100	Ecology, Culture and Community**	3
CRS28060/48060	Urban Environmental Justice	4
ENV21700	Explorations in Sustainable Community Development	4

### One Operations & Program Management Course

Operations and Program Management Courses		
Course Code	Title	Credits
ENV58500	Sustainable Solutions: Impact Measurement and Program Design**	3
ENV57955	Social Values and Value Chains: Farm to Plate Sustainability**	3
SBM58000	Realizing the Vision: Integrating Systems Thinking, Sustainable Supply Chains and Operations**	3

### One Economics, Accounting or Finance

Recommended: SBM 55501 Building Blocks of Sustainable Business [survey of economics, stats, acct.]

AND/OR

Economics, Accounting and Finance Courses		
Course Code	Title	Credits
CRS21102/41102	Funding Change: Grant Writing in Non-Profit Management	4
CRS23651/43651	Changing World Order	4
CRS22001/42001	Economic and Social History of the U.S.	4
ENV21350	Ecological Economics	4
SBM53000	The Economics of Sustainable Organizations and Communities**	4
SBM52001	Accounting Practices in the Ethical Organization**	4
SBM52002	Financial Decision-making in the Triple Bottom Line Organization** (SBM52001 is a prerequisite for this course)	4

## ACCELERATED MASTER'S DEGREES

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

**MASTER OF BUSINESS ADMINISTRATION (MBA) in SUSTAINABILITY LEADERSHIP**

**MASTER OF SCIENCE IN SUSTAINABLE FOOD SYSTEMS**

**MASTER OF SCIENCE in RESILIENT AND SUSTAINABLE COMMUNITIES**

**MASTER OF SCIENCE IN ENVIRONMENTAL STUDIES**

# Sustainable Food Systems

## Bachelor of Arts in Sustainable Food Systems

- With Emphasis in Environmental Justice and Communities
- With Emphasis in Marine Studies
- With Emphasis in Environmental Education (see Education Advising Document)
- Individualized emphasis (for example, any of the *10 Elements of Agroecology*, or no declared emphasis area)

## Bachelor of Science in Sustainable Food Systems

### UNDERGRADUATE DEGREES AT PRESCOTT COLLEGE

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

### OVERVIEW

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. Food systems encompass all of the elements and activities associated with what we eat and what nourishes us: growing, harvesting, processing, distributing, marketing, consuming and waste. Students will learn how to produce food in their communities with an emphasis on localized, urban and suburban farming systems.

Prescott College's Sustainable Food Systems undergraduate degree program is grounded in the Food & Agriculture Organization of the United Nations "10 Elements of Agroecology" because "...agroecology is the basis for evolving food systems that are equally strong in environmental, economic, social and agronomic dimensions." Students pursuing a degree in SFS will take many courses in ENV, SCD, CRS, HDP, EDU and ALE depending on the emphasis area. Please consult those departments advising documents. Some required courses may be gained through EcoLeague exchanges, international field or transfer courses. Through the SFS program, students will gain:

- ecological literacy through studying diversity, synergies and efficiencies in agroecological systems;
- global and cultural literacy by learning about human and social values and how those are expressed in culture and food traditions; and
- the competence for applying their skills to co-create and share knowledge for community wellbeing.

Students pursuing a degree in Sustainable Food Systems are well positioned to participate in most accelerated master's degree programs at Prescott College (for ex., **Master of Science in Sustainable Food Systems (MSFS)**). Graduates completing their degree in Sustainable Food Systems have a competitive advantage in careers associated with any aspect of the food system due to their systems-level knowledge and practical skills. In their professions, graduates may apply sustainable food system concepts to ensure community food sovereignty; to adapt agricultural systems to conserve and enhance ecosystems services; to find leverage points in policy and community planning practices; and to examine sustainable business practices from farm to table.

### LEARNING OUTCOMES

1. **Ecological Literacy** Demonstrate the ability to analyze different components of a food system -- origins, production, processing, distribution, preparation, consumption and waste -- in order to assess biodiversity, ecological, economic and social sustainability.
2. **Global & Cultural Literacy** Understand global environmental, socio-economic and policy environments and how theories of power and social change can support just food systems.
3. **Inquiry, Analysis & Synthesis** Develop analytical capacities to understand agroecological systems (ecological + human systems), including global and regional differences.
4. **Civic Engagement** Apply professional tools and skills to support sustainable practices to further community development

## BA IN SUSTAINABLE FOOD SYSTEMS

### COMPETENCE REQUIREMENTS

- 60 credits, 30 of which are Upper Division (for double competence, each competence has 45 credits, 24 are Upper Division)
- Senior Project
- For students transferring in similar courses, substitutions may be allowed where appropriate.

### REQUIRED COURSES

Any course, below, could be substituted with any approved Special Topics or other course(s) from any Prescott College program at the undergraduate or graduate level in consultation with the Program Director.

#### Course Code

Course Code	Title	Credits
ENV43819	Transforming Community Food Systems	4
OR		
ENV57900	Food Systems	3
ENV43820	Agroecology	4
OR		
ENV57950	Theory and Practice in Agroecological Systems	3

**Two courses in Synergies & Efficiencies** - building synergies enhances key functions across food systems, supporting production and multiple ecosystem services and innovative agroecological practices produce more using less external resources

ENV23812/43812	Principles of Small-Scale Agriculture	4
ENV24130	Permaculture	4
ENV43820	Agroecology	4
ENV43819	Transforming Community Food Systems	4
ENV21610	Concepts in Ecology	4
ENV23328	Natural History & Ecology of the Southwest	8
ENV21550	Water in the West	4
ENV23310/433101	Marine Conservation I, II &/or III	4+
ENV28063	Statistics	4
ENV44754	Backyard Ecology (online)	4
PRM 49001	Practical Research Methods (online)	4

**Two courses in Diversity** - diversification is key to agroecological transitions to ensure food security and nutrition while conserving, protecting and enhancing natural resources



ENV23810	Soil Science: Fertile Ground for Growth	4
ENV22111	Botany	4
ENV22010	Animal Biology	4
ENV22015	Biological Principles	4
ENV23325/43325	Marine Biology I: Diversity of Marine Life	4
ENV22115/42115	Botanical Research Methods	4
ENV21601	Chemistry, Foundations of General	4
ENV42013	Behavior and Conservation of Mammals	4
ENV42712	Field Methods for Plant Ecology	4
	Any Marine Studies course (see Marine Studies Emphasis, below)	4
<b>Two Courses in Culture &amp; Food Traditions</b> - by supporting healthy, diversified and culturally appropriate diets, agroecology contributes to food security and nutrition while maintaining the health of ecosystems		
HDP21145/41145	Human Nutrition & Food Choice	4
ENV23814/43814	The Art & Science of Food Preservation	4
CRS21401/41401	Biocultural Landscapes	4
ENV22114/42114	People, Plants & Animals: Ethnoecology	4
ENV47902	Food Justice	4
HDP27165	Fat Bodies - Stories of Grief & Transitions (online)	4
HDP47145	Alternative Healing Modalities (online)	4
HDP47160	Disordered Eating, Body Image & Culture (online)	4
<b>Two Courses in Human and Social Values</b> - protecting and improving rural livelihoods, equity and social wellbeing is essential for sustainable food and agricultural systems		
CRS21040	Foundations in Global Studies: Power, Place & Knowledge	4
CRS25001/45001	Critical Animal Studies & Non-Human Rights	4
CRS21401/41401	Biocultural Landscapes	4
CRS25505/45505	Climate Justice	4
CRS28060/48060	Urban Environmental Justice	4
EDU25100/45100	Culture, Power & Societal Change	4
ENV21350	Ecological Economics	4
HDP22280/42280	Ecopsychology: Paradigms & Perspectives	4
HDP47720	Deep Ecology (online)	4
SBM41000	Sustainable Business for Community Well-Being (online)	4
<b>Two Courses in Co-Creation &amp; Sharing of Knowledge</b> - agricultural innovations respond better to local challenges when they are co-created through participatory processes		
ENV21700	Explorations in Sustainable Community Development	4
EDU25102	Cultivating Learning Through School Gardens	4
ENV21400	Geographic Information Science	4
AHU21045	Just Art: Art & Social Change	4
CRS21205/41205	Radical Media: Podcasting	4
CRS21200/41200	Digital Storytelling: Giving People a Voice	4
PRM49001	Practical Research Methods (online)	4
EDU21100	Fundamentals of Environmental Education	4
EDU41101	Environmental Education Methods	4
ENV23701/43701	Environmental Law/Policy	4
CRS23610/43610	Environmental Politics: Domestic and Global	4
HDP47150	Positive Psychology & Social Engagement	4
ENV47300	Awakening Citizens to Community Engagement for Beneficial Change (online)	4

	Any CRS course associated with Organizing (see Cultural and Regional Studies Advising Document) and/or any community-based travel course (Costa Rica, Maasailand, Kino Bay, Kyrgyzstan)	4+
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## EMPHASIS AREA OPTIONS

Students use the following guidelines to focus their degree (BA or BS) in each of the emphasis areas. The following additions, subtractions, or options alter the general degree requirement above.

### Emphasis in Environmental Justice and Communities

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

Course Code	Title	Credits
<b>Choose 8 courses that directly address the social impacts of environmental problems</b>		
CRS25505/45505	Climate Justice	4
ENV21700/ENV4170	Explorations in Sustainable Community Development	4
CRS23610/43610	Environmental Politics: Domestic and Global	4
HDP22230/42230	Psychology of Consumerism	4
CRS44300/01/02	Maasailand I, II, III	12
CRS22603/42603	Wilderness and Colonization	4
CRS48060	Urban Environmental Justice	4
CRS21401/41401	Biocultural Landscapes	4
<b>Choose one course from the list below that addresses ecological principles and systems</b>		
ENV22725	Ecology, Concepts of	4
ENV23329	Oceanography	4
ENV42020	Conservation Biology	4
ENV41701	Organic Evolution	4
ENV23321	Marine Studies II: Cultural Ecology	4
<b>Choose one course from the list below that addresses justice movements and organizing</b>		
CRS23695	Social Movements	4
CRS23015/43015	Critical Human Rights	4
CRS25119	Anti-Racist Organizing	4
CRS41001	Community Organizing 1	4
CRS23610/43610	Environmental Politics: Domestic and Global	4
CRS23020/43020	The World We Want: Emergent Organizing Strategies	4
CRS21102/41102	Funding Change: Grant Writing and Non-Profit Essentials	4

### Emphasis in Marine Studies

Marine Studies at Prescott College has a strong focus on ecology of the marine environment (physical oceanography and marine ecology) and on the relationships between humans and the marine environment. Students graduating with a competence in Marine Studies should have a foundation in life sciences, physical sciences, human ecology, conservation, and resource management, as well as a broad scope of supporting courses in literature, politics, economics, and humanities. Direct field experience further establishes a student's

understanding and respect for the power and vastness of the world's ocean. Most Marine Studies students follow one of two main paths: 1) Marine ecology/field research/natural history or 2) Marine

conservation/resource management/policy. Many Marine Studies courses take place at the Prescott College Kino Bay Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico, on the coast of the Gulf of California. Marine Studies students are also encouraged to broaden their experience by participating in an EcoLeague exchange with either College of the Atlantic or Alaska Pacific University.

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

### Emphasis in Environmental Education

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

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

## BREADTH REQUIREMENTS

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

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

## BS IN SUSTAINABLE FOOD SYSTEMS

The Bachelor of Science Degree in Environmental Studies is for students seeking rigorous multidisciplinary exploration of the natural systems and processes of the Earth and the role of humans who both depend on and influence these systems and processes. With a strong foundation in the natural sciences and a broad understanding of the policy implications of environmental science, students with this degree will be well prepared for graduate study in this field and for employment with both public agencies and private businesses working toward a more sustainable future.

Students will become well informed about natural history and ecology as a context in which to embed their scientific study. Students will also consider ethics and policy as they build strong, meaningful applications for scientific endeavors. Some required courses may be gained through EcoLeague exchanges or transfer courses.

### COMPETENCE REQUIREMENTS

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

### REQUIRED COURSES

Any course, below, could be substituted with any approved Special Topics or other course(s) from any Prescott College program at the undergraduate or graduate level in consultation with the Program Director. The Bachelor of Science Degree will require completion of three of the following required courses (noted in either/or pairs) in the list immediately below plus the numbers of courses from each of the “Elements of Agroecology” (Distribution Areas) noted in the table below.

Course Code	Title	Credits
ENV43819	Transforming Community Food Systems	4
OR		
ENV57900	Food Systems	3
ENV43820	Agroecology	4
OR		
ENV57950	Theory and Practice in Agroecological Systems	3
ENV23810	Soil Science: Fertile Ground for Growth	4
OR		
ENV57920	The Living Soil: Concepts in Soil Science & Compost Ecology	3
<b>Three courses in Synergies &amp; Efficiencies</b> - building synergies enhances key functions across food systems, supporting production and multiple ecosystem services and innovative agroecological practices produce more using less external resources		
ENV23812/43812	Principles of Small-Scale Agriculture	4
ENV24130	Permaculture	4
ENV43820	Agroecology	4
ENV43819	Transforming Community Food Systems	4
ENV21610	Concepts in Ecology	4
ENV23328	Natural History & Ecology of the Southwest	8
ENV21550	Water in the West	4
ENV23310/433101	Marine Conservation I, II &/or III	4+

ENV28063	Statistics	4
ENV44754	Backyard Ecology (online)	4
PRM 49001	Practical Research Methods (online)	4
<b>Three courses in Diversity</b> - diversification is key to agroecological transitions to ensure food security and nutrition while conserving, protecting and enhancing natural resources		
ENV23810	Soil Science: Fertile Ground for Growth	4
ENV22111	Botany	4
ENV22010	Animal Biology	4
ENV22015	Biological Principles	4
ENV23325/43325	Marine Biology I: Diversity of Marine Life	4
ENV22115/42115	Botanical Research Methods	4
ENV21601	Chemistry, Foundations of General	4
ENV42013	Behavior and Conservation of Mammals	4
ENV42712	Field Methods for Plant Ecology	4
	Any Marine Studies course (see Marine Studies Emphasis, below)	4
<b>Two Courses in Culture &amp; Food Traditions</b> - by supporting healthy, diversified and culturally appropriate diets, agroecology contributes to food security and nutrition while maintaining the health of ecosystems		
HDP21145/41145	Human Nutrition & Food Choice	4
ENV23814/43814	The Art & Science of Food Preservation	4
CRS21401/41401	Biocultural Landscapes	4
ENV22114/42114	People, Plants & Animals: Ethnoecology	4
ENV47902	Food Justice	4
HDP27165	Fat Bodies - Stories of Grief & Transitions (online)	4
HDP47145	Alternative Healing Modalities (online)	4
HDP47160	Disordered Eating, Body Image & Culture (online)	4
<b>Two Courses in Human and Social Values</b> - protecting and improving rural livelihoods, equity and social wellbeing is essential for sustainable food and agricultural systems		
CRS21040	Foundations in Global Studies: Power, Place & Knowledge	4
CRS25001/45001	Critical Animal Studies & Non-Human Rights	4
CRS21401/41401	Biocultural Landscapes	4
CRS25505/45505	Climate Justice	4
CRS28060/48060	Urban Environmental Justice	4
EDU25100/45100	Culture, Power & Societal Change	4
ENV21350	Ecological Economics	4
HDP22280/42280	Ecopsychology: Paradigms & Perspectives	4
HDP47720	Deep Ecology (online)	4
SBM41000	Sustainable Business for Community Well-Being (online)	4
<b>Two Courses in Co-Creation &amp; Sharing of Knowledge</b> - agricultural innovations respond better to local challenges when they are co-created through participatory processes		
ENV21700	Explorations in Sustainable Community Development	4
EDU25102	Cultivating Learning Through School Gardens	4
ENV21400	Geographic Information Science	4
AHU21045	Just Art: Art & Social Change	4
CRS21205/41205	Radical Media: Podcasting	4
CRS21200/41200	Digital Storytelling: Giving People a Voice	4
PRM49001	Practical Research Methods (online)	4

EDU21100	Fundamentals of Environmental Education	4
EDU41101	Environmental Education Methods	4
ENV23701/43701	Environmental Law/Policy	4
CRS23610/43610	Environmental Politics: Domestic and Global	4
HDP47150	Positive Psychology & Social Engagement	4
ENV47300	Awakening Citizens to Community Engagement for Beneficial Change (online)	4
	Any CRS course associated with Organizing (see Cultural and Regional Studies Advising Document) and/or any community-based travel course (Costa Rica, Maasailand, Kino Bay, Kyrgyzstan)	4+

## ACCELERATED MASTER'S DEGREES

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

### MASTER OF SCIENCE IN SUSTAINABLE FOOD SYSTEMS

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

- **ENV57900: Food Systems**
- **ENV57950: Theory and Practice in Agroecological Systems**
- **ENV57901: Place, Sustainability, and Diets: Eco-Nutrition**
- **ENV57955: Social Values and Value Chains: Farm to Plate Sustainability**
- ENV57902: Food Justice and Sustainable Food Systems
- ENV57950: Food and Agriculture: Advanced Policy
- SBM57510: The Adventure of Enterprise: Ecopreneurs, Innovation, and Sustainability OR
- SBM57501: Organizational Transformation & Sustainable Leadership
- ENV58500: Sustainable Food Solutions: Impact Measurement & Program Design
- COR57550: Sustainable Food Systems Solutions: Capstone Project
- Electives (3 courses), which may be use complete *Optional Concentrations* in:
  - **Sustainable Diets & Biodiversity** ○ **Food Justice** ○ **Food Entrepreneurship**
- Dual MBA in Sustainability Leadership and MSFS also available (45 credits total)

### MASTER OF SCIENCE in RESILIENT AND SUSTAINABLE COMMUNITIES

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

- **ENV57100 Ecology, Culture, and Community**
- **ENV57876 Understanding Climate Change**
- **ENV58750 Sustainability and Resilience: From Theory to Practice**
- **SBM53000 The Economics of Sustainable Organizations & Communities**
- ENV52225 Energy and Environment
- ENV51250 Land-Use Planning and Policy
- ENV57903 Food Systems
- ENV57700 Social Equity and Community Engagement
- SBM57501 Organizational Transformation and Sustainable Leadership

## **MASTER OF SCIENCE IN ENVIRONMENTAL STUDIES**

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

- **ENV57100: Ecology, Culture, and Community**
- **ENV54500: Environmental Law & Policy**
- **ENV57101: Ecology**
- **ENV50505 Environmental History & Philosophy**
- **SBM53001: Organizational Transformation & Sustainable Leadership**
- ENV51020: Practicum

Capstone work (choose between)

- COR57702: Capstone Portfolio
- COR57700: Capstone Proposal and Thesis
- COR57114: Graduate Research Methods and Thesis

Conservation Biology Concentration:

- ENV54400: Conservation Biology
- ENV57130: Biogeography
- ENV57150: Ecological Restoration
- ENV54505: Environmental Administrative Law
- Graduate Research Methods

Environmental Communication Concentration:

- AHU56601: Environmental Communication
- AHU56602 Media Advocacy
- AHU52235 Natural History Writing
- COR57703: Online Content Creation
- ENV56500: Science Writing
- Graduate Research Methods

## **MASTER OF ARTS IN EDUCATION - EMPHASIS IN ENVIRONMENTAL EDUCATION**

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

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

## **MASTER OF BUSINESS ADMINISTRATION in SUSTAINABILITY LEADERSHIP**

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

- **SBM57501: Organizational Transformation & Sustainable Leadership**
- **SBM53000: The Economics of Sustainable Organizations & Communities**
- **SBM52000: Triple Bottom Line Measurement: Reporting & Data Analytics**

- SBM55500: Sustainable Marketing & Brand Management
- SBM52001: Accounting Practices in the Ethical Organization
- SBM58000: Realizing the Vision: Integrating Strategic Systems Thinking, Sustainable Supply Chains and Operations
- SBM52002: Financial Decision-making in the Triple Bottom Line Organization
- SBM59000 Strategic Sustainable Management Capstone
- Elective Coursework (Choose 2 of these courses) as well as other director approved electives:
  - SBM57510: The Adventure of Enterprise: Ecopreneurs, Innovation, Sustainability
  - SBM53001: Organizational Behavior through a Sustainability Lens
  - SBM57503: Intercultural Leadership in Sustainability Organizations
- Dual MBA in Sustainability Leadership and MS in Sustainable Food Systems also available (45 credits total)



# Business Administration in Sustainability Leadership

## Master of Business Administration in Sustainability Leadership

### OVERVIEW

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

Prescott College's Master of Business Administration in Sustainability Leadership is a Business degree with a true sustainability focus. Prescott College empowers students by providing tools and knowledge to effect needed change via their own businesses or as valuable members of private or public organizations that recognize the impacts they have on the environment.

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

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

### Primary Objective

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

### LEARNING OUTCOMES

- Assess sustainability practices and how these are applied to support competitive advantage through environmental and social performance.
- Assess sustainability practices and how these are applied to support competitive advantage through risk mitigation, including risks related to climate change, scarcity of resources, and conservation (e.g., operational efficiencies).
- Analyze innovative leader responses to challenges and opportunities across economic, social, environmental, and political spheres.

- Demonstrate command of business fundamentals to build an actionable sustainable organization strategy and strategy implementation plan.
- Evaluate organizational culture -and other change management in its role in the creation of superior products, services, and/or processes.
- Solve leadership problems by acquiring, interpreting, and synthesizing data.
- Communicate effectively as an organizational leader to (a) bridge diverse perspectives, cultures, and disciplines; (b) promote sustainability and triple bottom line thinking for the organization; and (c) improve authentic external communications related to social and environmental, as well as economic performance.

## REQUIREMENTS

- 30 credits
- Online Orientation
- Completion of MBA program prerequisite courses in the following three disciplines\*:
  - Accounting
  - Economics
  - Quantitative Methods (e.g. statistics)

(\*These prerequisites can be completed either through undergraduate/graduate transcripts, work experience or online provider coursework)

### Core Required Courses (24 Credits)

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

**Electives** (6 credits - choose two of the following courses or other interdisciplinary graduate courses approved by the MBA Program Director)

Course Code	Title	Credits
GRA51102	Funding Change: Grant Writing & Non-Profit Essentials	3
ENV58500	Sustainable Solutions: Impact Measurement and Program Design	3
ENV57876	Understanding Climate Change	3
ENV54505	Environmental Administrative Law	3
ENV57903	Food System Biodiversity: The Marketplace	3
ENV57955	Social Values and Value Chains: Farm to Plate	3
PHD57560	Resilience Thinking	4
ENV53050	Alternative Dispute Resolution	3
SBM53001	Organizational Behavior through a Sustainability Lens	3

### MBA in Sustainable Leadership Core and Capstone Course Descriptions:

**SBM 57501: Organization Transformation & Sustainable Leadership** This course introduces the concepts of triple bottom line management and corporate social responsibility. In addition, this course examines the core management functions of planning, organization, leadership and control -and how these functions are applied in sustainable organizations. The management role of leading receives special focus. Topics include leaders as change agents and how leaders integrate sustainability and support innovation.

**SBM 53000: The Economics of Sustainable Organizations & Communities** This course examines the principles and tools of economics for management decision-making in sustainable organizations, communities, and projects. Beginning with an introduction to theories of economic and community development, students will evaluate classic and alternative economic models and become familiar with existing policies that may facilitate or hinder sustainable economic development and effective management of sustainable organizations.

**SBM 52000: Triple Bottom Line Measurement, Reporting, & Data Analytics** This course prepares the manager to use the principles of data analysis and to apply data analysis tools to management problems. Topics include research; techniques of classification, summarization, and display of data; application of probability models for inference and decision making; and social and environmental performance measurement and analysis, including social and environmental performance reporting frameworks.

**SBM 55500: Sustainable Marketing & Brand Management** This course examines the principles and practices of marketing in a sustainable organization and marketing's role in the creation and management of relationships with customers and other stakeholders. Students learn how to create effective marketing strategies and plans that support the sustainable organization's mission and goals. Topics include identifying target audiences and needs, developing authentic positioning, and designing products/services, pricing, distribution, promotion and communications for sustainable brands and organizations.

**SBM 52001: Accounting Practices in the Ethical Organization** 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.

**SBM 58000: \*\*Realizing the Vision: Integrating Strategic Systems Thinking, Sustainable Supply Chains and Operations** This course explores operations management in sustainable organizations and the application of systems thinking in the design and implementation of successful supply chain and operations strategies. Topics include social/ environmental performance gains through new model application and efficiency gains; process analysis, sustainable supply chains, quality management, service systems management, and how systems respond to attempts to bring about beneficial change to non-shareholder stakeholders, including the environment. Students will also learn about leveraging small changes in the optimal part of a system to produce big results. \*\*Dual MBA/MSFS Students can take this course or ENV 57955 (See below for detail)

**SBM 52002: Financial Decision-making in the Triple Bottom Line Organization** This course examines the principles of finance and financial techniques for effective management decision-making in the sustainable business, nonprofit, or other organization. While the course focus is understanding economic sustainability of organizations through analyzing, and integrating financial information as an

aid to making financial decisions, topics include the integration of social and environmental performance in financial decisions; and the application of sustainability performance to lower organizational risk and cost of capital. SBM 52001 is a prerequisite for this course.

**SBM59000: \*\*\*Strategic Sustainable Management Capstone** This course examines classic and emerging strategic management frameworks. As part of the course, students focus on integrating the multiple stakeholder approach in the development and implementation of effective strategy that creates sustainable competitive advantage from social and/or environmental performance. Students, with the assistance of a capstone course instructor, may prepare (as appropriate for the student's post-graduation goals): (1) a comprehensive organizational strategic plan, or (2) a draft company sustainability report, or (3) a feasibility study for a new venture or business concept, or (4) a policy plan integrating sustainable business elements and concepts. \*\*\*Dual MBA/MSFS Students must take this course, SBM59000, in lieu of COR57550 (See below for detail)

## Dual Master of Science in Sustainable Food Systems (MSFS) and Master of Business Administration (MBA) in Sustainability Leadership *with optional concentrations in:*

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

### OVERVIEW

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

### REQUIREMENTS

- Minimum 45 total credits
- Online Orientation

#### Core Required Courses

Course Code	Course Title	Credits
ENV 57900	Food Systems	3
ENV 57950	Theory and Practice in Agroecological Systems	3
ENV 57901	Place, Sustainability & Diets: Eco-nutrition	3
ENV 57955 OR SBM58000	Social Values and Value Chains: Farm to Plate Sustainability OR Realizing the Vision: Integrating Strategic Systems Thinking, Sustainable Supply Chains and Operations	3
ENV 57902	Food Justice and Sustainable Food Systems	3
ENV 57960	Food and Agriculture: Advanced Policy	3
SBM 57501	Organizational Transformation & Sustainable Leadership	3

SBM53000	The Economics of Sustainable Organizations & Communities	3
SBM52000	Triple Bottom Line Measurement, Reporting & Data Analytics	3
SBM55500	Sustainable Marketing & Brand Management	3
SBM52001	Accounting Practices in the Ethical Organization	3
SBM52002	Financial Decision-making in the Triple Bottom Line Organization	3
ENV58500	Sustainable Solutions: Impact Measurement and Project Design	3
SBM59000	Strategic Sustainable Management Capstone	3

#### Elective Coursework (Variable credits base upon optional tracks or concentrations)

Approved course(s) from Prescott College graduate programs

Please see the *Master of Science in Sustainable Food Systems* and *Dual Degree* sections of the All College Catalog for further information.

# Counseling

## Master of Science in Counseling

### OVERVIEW

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. Students also complete 3 courses of elective work. Electives are rotated either yearly or every other year to ensure that students have an opportunity to take the electives that best meet their career goals and/or licensure requirements.

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

### LEARNING OUTCOMES

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

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

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

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

- To be aware of and understand how to resolve ethical and legal issues in the counseling profession;
- To know how to read, interpret, evaluate, and apply scholarly research; and
- To understand and apply assessment and program evaluation in the counseling profession.

## REQUIREMENTS

### **Practicum and Internship**

Students are required to complete a supervised practicum and internship that meets the requirements of the licensing board of the state in which they intend to practice professionally. The practicum is a three-credit clinical training experience consisting of 100 hours in a field placement. At least 40% of these hours must involve direct client contact under supervision. Typically, the internship consists of a more advanced clinical training experience of 6 credits and at least 600 hours in a field placement, with at least 40% of these hours involving direct client contact under supervision. Clinical training experiences are carried out under the direction of an on-site, supervisor. Clinical training experiences are also supervised by a member of the counseling faculty who monitor the quality of the student's training and provides group supervision.

### **Internship Supervision**

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

### **Personal Counseling**

Students are required to participate as clients in a therapeutic process with a licensed mental health practitioner while completing their graduate degree at the College. The minimal requirement is 20 full sessions, which must be documented prior to graduation by a letter from the practitioner.

### **Counseling Residencies**

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

### **The Counselor Preparation Comprehensive Exam (CPCE)**

Students are required to take the Counselor Preparation Comprehensive Examination (CPCE) as the final requirement for graduation from the Master of Science in Counseling. The CPCE is designed to assess students' knowledge of counseling information viewed as important by counselor preparation programs

and the counseling profession in general. The purpose of the exam is to assess the student's knowledge of counseling to ensure minimum competency in the field, and it can serve as a useful preparation for the National Counselors Exam (NCE), which is used by many states as a licensure exam. Please note that the CPCE is NOT a licensure exam, nor does it replace the NCE.

### **Mandatory Insurance Requirement for Counseling Students**

Counseling students must maintain malpractice insurance throughout their entire graduate program. The College carries liability insurance to cover students in such field placements.

### **Master of Science in Counseling Curriculum**

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

### **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 Emphasis (see Counseling Emphases section). Listed below are approved electives that students can take to complete their degree.

Course Code	Course Title	Credits
MACP55120	Treatment in Addiction Counseling	3
MACP55121	Addiction Counseling and Community Resources	3
MACP55151	Advanced Theories in Marriage, Couple, and Family Counseling	3
MACP55150	Advanced Counseling Skills in Marriage, Couple, and Family Counseling	3
MACP55030	The Body in Counseling: A Somatic Approach to the Therapeutic Relationship	3
MACP55032	The Neurobiology of Relationships: Applications in Clinical Practice	3
MACP55031	Trauma and Crisis: Intervention and Treatment in Counseling	3
MACP55140	Postmodern Theories and Clinical Skills for Social Justice Counseling	3
MACP55141	Advocacy and Research in Social Justice Counseling	3



MACP51235	Child and Adolescent Counseling	3
MACP51387	Psychopharmacology and the Counseling Profession	3
MACP53201	Human Sexuality in Counseling	3
MACP51391	Mindfulness in Clinical Practice	3
MACP59000	Independent Study	3

### Counseling Emphases

A unique aspect of the Master of Science in Counseling are the **optional** Emphasis areas of study. These Emphases are a cluster of three, three credit courses that collectively create a depth of knowledge in a particular area. These areas have been selected for their relevancy and critical need in the field of counseling. The Emphases are:

#### Addiction Counseling

- MACP51170    Addiction Counseling (core course)
- MACP55120    Treatment in Addiction Counseling
- MACP55121    Addiction Counseling and Community Resources

#### Marriage, Couple, and Family Counseling

- MACP51150    Marriage, Couple, and Family Counseling (core course)
- MACP55151    Advanced Theories in Marriage, Couple, and Family Counseling
- MACP55150    Advanced Counseling Skills in Marriage, Couple, and Family Counseling

#### Social Justice Counseling

- MACP51000    Social Justice in Counseling (core course)
- MACP55140    Advanced Contemporary and Postmodern Theories
- MACP55141    Advanced Advocacy in Counseling

#### Somatic Counseling

- MACP55030    The Body in Counseling: A Somatic Approach to the Therapeutic Relationship
- MACP55032    The Neurobiology of Relationships: Applications in Clinical Practice
- MACP55031    Trauma and Crisis: Intervention and Treatment in Counseling

### Accelerated Students

The MS in Counseling program has licensing board and accreditation (Council for Accreditation of Counseling & Related Educational Programs, CACREP) standards that must be maintained. These standards inform program policy, curriculum, student assessment, and admission processes. Therefore, the following are required of undergraduate students interested in the Accelerated Master of Science in Counseling program:

- Undergraduate students must follow the same process as all applicants and apply for admission into the Master of Science in Counseling program;
- Once accepted into the program, accelerated students may only take 12 credits, or 4 3-credit graduate counseling courses. Accelerated students may select 4 of the 5 courses listed:
  - MACP50000: Professional Orientation to Mental Health Counseling, 3-credits (required as the first class for all students)
  - MACP50020 Human Growth and Development, 3-credits
  - MACP50070 Career and Lifestyle Development, 3-credits

MACP51010 Counseling Theories, 3-credits

MACP51190 Professional Counseling Ethics, 3-credits

- Accelerated students will be expected to comply with the same requirements of all first semester students including enrolling in MACP50000, attending the in-person New Student Orientation and Colloquia schedule right before the beginning of their first term.

# Adventure-Based Counseling

## Graduate Certificate in Adventure-Based Counseling

### OVERVIEW

The Graduate Certificate in Adventure-Based Counseling is designed for learners who have already attained a master's degree in a field of mental health practice and who wish to specialize in adventure-based intervention. Additionally, this 15-credit hour certificate can be taken concurrently with the 60 credit hours required for the Master of Science in Clinical Mental Health Counseling. This is one of the very few academic programs with the program objective to incorporate the experience of 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.

### LEARNING OUTCOMES

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

### REQUIREMENTS

The graduate certificate in Adventure-based 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.

#### Required Courses

Course Code	Title	Credits
MAEP51010	Foundations of Experiential Counseling	3
MAEP51041	Treatment Applications in Adventure-based Counseling	3
MAEP51042	Assessment and Interventions in Adventure-based Counseling	3
MAEP51043	Ethics and Risk Mitigation in Adventure-based Counseling	3
MAEP51044	Research in Adventure-based Counseling	3

#### Other Requirements

- MAEPINTENSIVE (Wilderness/Front-Country/Urban/Special Issue) Four non-credit bearing experiential field intensives.

- Current Wilderness First Responder (or international equivalent) (see “Wilderness First Responder” below).
- Proof of Skill Competency (see “Adventure Skills Training” below)
- Documentation of 100 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.

# Expressive Arts Therapy

## Graduate Certificate in Expressive Arts Therapy

### OVERVIEW

The program follows the Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy Adopted by the American Art Therapy Association, 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](http://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](http://www.ieata.org)). Students can seek art therapy licensure in some states and must verify that their degree program covers 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 master's degree in a field of mental health practice.

### LEARNING OUTCOMES

- Understand the historical development of art therapy and expressive arts therapy and art therapy and expressive arts therapy theories and techniques as a foundation for contemporary professional practice.
- Be aware of the therapeutic benefits of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families.

- Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.
- Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action. Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients 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.
- Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.
- Know federal and state laws and professional ethics as they apply to the practice of Art therapy.
- Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.
- Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being.
- Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal art-making to strengthen a personal connection to the creative process, assist in self-awareness, promote well-being, and guide professional practice.
- Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.
- Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.

## 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 certificate program beyond the 60 credit MS in Counseling program. The additional 30 credits include coursework, and a supervised expressive arts therapy practicum and internship, attendance at one Summer Institute, and a capstone project.

### Required Courses

Course Code	Title	Credits
MAAT51301	EAT 1: Foundation in Expressive Art Therapy: History and Theory of Expressive Art Therapy	3
MAAT51302	Expressive Art Therapies II: Materials and Techniques in Expressive Art Therapy	3
MAAT51303	Expressive Art Therapies III: Applications of Expressive Art Therapy w/ People in Different Treatment Settings	3
MAAT51304	Expressive Art Therapies IV: Group Work and Dynamics in Expressive Art Therapy	3
MAAT51305	Expressive Art Therapies V: Assessment in Expressive Art Therapy	3

MAAT51306	Expressive Art Therapies VI: Ethical and Legal Issues - Standards of Good Practice in Expressive Art Therapy	3
MAAT51308	Expressive Art Therapies VII: Cultural Diversity in Expressive Art Therapy	3
MAAT59301	Expressive Arts Therapy Capstone	3
MAAT51020	EAT Practicum	1
MAAT51021	EAT Internship I	2
MAAT51021	EAT Internship II	2
MAAT51310	Studio Art - Expressive Arts Studio	3
MAATSUMIN0603	Expressive Art Therapy Summer Institute	0

**EXPRESSIVE ARTS THERAPY SUMMER INSTITUTE**

The Expressive Arts Therapy Summer Institute 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 internationally renowned educators. The Institute provides hands-on experience in which educators, counselors, and students 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.

# Nature-based Counseling

## Graduate Certificate in Nature-based Counseling

### OVERVIEW

The Graduate Certificate in Nature-based Counseling is a five course, 15 credit-hour program with a program objective to integrate ecological perspectives within the concepts and practices of mental health counseling. Students interested in 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 possess competencies in both conventional counseling and nature-based counseling.

### LEARNING OUTCOMES

- To develop basic skills and knowledge necessary to incorporate the experience of nature-based modalities to provide culturally relevant mental health healing as well as to facilitate well-being. This includes a general understanding of the history of the field, foundational theory, broad treatment applications, and ethical practices.
- 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, and integration of current research.
- To possess competencies in nature-based counseling to be employable in a range of field-based practitioner settings.

### REQUIREMENTS

The graduate certificate in 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.

#### Required Foundational Courses

Course Code	Title	Credits
MAEP51010	Foundations of Experiential Counseling	3
MAEP51031	Treatment Applications in Nature-based Counseling	3
MAEP51032	Assessment and Interventions in Nature-based Counseling	3
MAEP51033	Ethics and Risk Mitigation in Nature-based Counseling	3
MAEP51034	Research in Nature-based Counseling	3

#### Other Requirements

- MAEPINTENSIVE (Wilderness/Front-Country/Urban/Special Issue): Four non-credit bearing experiential field intensives.
- Documentation of 100 direct service hours that must utilize nature-based counseling interventions.



# Critical Psychology and Human Services

## Master of Arts in Critical Psychology and Human Services

### OVERVIEW

Critical Psychology is a rapidly growing field incorporating critical theory, psychology, and social justice. Critical Psychology aims to examine the historical, political, economic, and cultural underpinnings of mainstream psychology as well as its role in issues such as power and oppression. Critical lenses are also employed in understanding the relationships between social issues, such as inequalities, and wellbeing. Finally, Critical Psychology goes beyond critique to generate possibilities for progressive psychologies which emphasize social justice, liberation, and equality in the aim of facilitating the wellbeing of individuals, communities, and societies.

The MACHPH degree is available both as a traditional program (for new incoming students) and an accelerated masters program for (students completing undergraduate programs at Prescott College).

### TRACKS: PROFESSIONAL, ACADEMIC, OR GENERAL

Three 36-credit tracks are available to support students' future goals. The Professional Track focuses on providing theoretical knowledge and professional skills for students who wish to pursue work in human services (nonprofits, social service agencies, educational entities, psycho-educational consulting, advocacy work, etc.) and who do not seek a program for state-regulated therapy licensure. The Academic Track focuses on providing theoretical knowledge and research skills for students seeking to pursue careers in research and/or doctoral work in Critical Psychology, Community Psychology, and other related areas. The General Track provides an option for students who may not need further professional or academic skills and desire greater flexibility in their coursework.

### PROGRAM LEARNING OUTCOMES

The MACPHS program prepares students to:

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

### PROGRAM REQUIREMENTS

- 36 total credits (18 credits under General Requirements and 18 credits under either Professional Track, Academic Track, or General Track)

- *All graduate courses are 3 credits unless otherwise specified*
  - For students transferring in similar courses, substitutions may be allowed where appropriate.

## GENERAL REQUIREMENTS (ALL TRACKS)

- 18 credits
- Concepts in Critical Psychology (HDP52212)
  - \*Upper Division Concepts in Critical Psychology (HDP42212) will be accepted for this requirement if taken as an undergraduate student. Lower Division Concepts in Critical Psychology (HDP22212) will not be accepted for this requirement.
- Critical Theoretical and Historical Foundations of Psychology (HDP52220)
  - Theories of Change (MASJC50004) OR Comparative Political and Social Theory(MASJC500050)
- One Advanced Critical Psychology course
  - Examples: Community Psychology (HDP51000), Liberation Psychology (HDP57000), Peace Psychology (HDP54000), Psychology of Globalization (HDP56000), Psychology of Culture and Diversity (HDP53000)
- Two Electives
  - Can be any relevant grad level PC course

## PROFESSIONAL TRACK

- 18 Credits
- Three Professional Skills courses:
  - Examples: Funding Change: Grant Writing & Nonprofit Essentials (GRA51102), Helping Skills (HDP58500), Community Health (ENV55505), Organizational Transformation and Sustainable Leadership (SBM57501)
- One Research course: Critical Foundations of Research & Scholarship (COR57114; OR approved equivalent)
  - HDP59900 Capstone: Critical Psychology & Human Services; Practicum Emphasis; (6credits)

## ACADEMIC TRACK

- 18 credits
- Three Research/Academic Writing courses:
  - Critical Foundations of Research & Scholarship (COR57114; OR approved equivalent)
  - Two additional - Examples: Qualitative Research Methods (GRA58002), Art-Based Research Methods (EDU76000), Academic Writing Seminar (WRW57001)
- One Professional Skills course:
  - Examples: Funding Change: Grant Writing & Nonprofit Essentials (GRA51102), Helping Skills (HDP58500), Community Health (ENV55505), Organizational Transformation and Sustainable Leadership (SBM57501)
  - HDP59900 Capstone: Critical Psychology & Human Services; Academic Article Emphasis; (6 credits)

## GENERAL TRACK

- 18 credits
- One additional Advanced Critical Psychology course

- HDP59900 Capstone: Critical Psychology & Human Services; Practicum OR Academic Article Emphasis: (6 credits)
- Remaining 9 credits can be any relevant and approved graduate level courses

## EXAMPLE COURSE OPTIONS Within Areas

\*(advisor may approve other courses for each area on a case by case basis)

<p><b>Advanced Critical Psychology</b></p> <ul style="list-style-type: none"> <li>• Community Psychology (HDP51000)</li> <li>• Liberation Psychology (HDP57000)</li> <li>• Peace Psychology (HDP54000)</li> <li>• Psychology of Globalization (HDP56000)</li> <li>• Psychology of Culture and Diversity (HDP53000)</li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• Funding Change: Grant Writing &amp; Nonprofit Essentials (GRA51102)</li> <li>• Helping Skills (HDP58500)</li> <li>• Community Health (ENV55505)</li> <li>• Sustainable Solutions: Impact Measurement and Program Design (ENV58500)</li> <li>• Fundamentals of Teaching and Learning Online (GRA53150)</li> <li>• Creating and Managing Learning Communities (MAED57040)</li> <li>• The Economics of Sustainable Organizations &amp; Communities (SBM53000)</li> <li>• SBM57501/MSES Organizational Transformation and Sustainable Leadership</li> <li>• The Adventure of Enterprise: Ecopreneurs, Innovation, and Sustainability (SBM57510)</li> <li>• Group Dynamics Processing and Counseling (MASG50080)</li> <li>• Counseling Theories &amp; Techniques (MASG51010)</li> <li>• Mobilization Change (MASJC50005)</li> <li>• Leadership Development (MASJC50060)</li> </ul>	<p><b>Research/Academic Writing</b></p> <ul style="list-style-type: none"> <li>• Critical Foundations of Research &amp; Scholarship (COR57114; OR approved equivalent)</li> <li>• Qualitative Research Methods (GRA58002)</li> <li>• Quantitative Research Methods (GRA58001)</li> <li>• Art-Based Research Methods (EDU76000)</li> <li>• Academic Writing Seminar (WRW57001)</li> <li>• Going Public: Strategies for Socially Engaged Scholarship (EDU72100)</li> </ul> <p><b>Electives</b></p> <ul style="list-style-type: none"> <li>• Anything from the Advanced Critical Psychology, Professional Skills, or Research Lists</li> <li>• Any relevant graduate course from any PC program upon approval. Examples include:</li> <li>• Art as Social and Environmental Practice (AHU57000)</li> <li>• The Art of Social Practice: Changing the World (AHU57001)</li> <li>• Ecology, Culture, and Community (ENV57100)</li> <li>• Globalization and Urban Politics (MASJC50003)</li> <li>• Race, Class &amp; Housing Justice (MASJC52000)</li> <li>• Understanding Climate Change (ENV57876)</li> <li>• Social Equity &amp; Community Engagement (ENV57700)</li> <li>• Traditional Ecological Knowledge &amp; Wisdom (GRA52100)</li> <li>• Human Growth &amp; Development (MASG50020)</li> <li>• Social and Ecological Perspectives (MASG50030)</li> <li>• Landscapes of Neoliberalism (MASJC50020)</li> <li>• Methods in Identity, Archive and Documentary Photography (AHU55001)</li> </ul>
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## MACPHS Accelerated Master's

Students generally apply for the Master's program in their junior year and start taking master's courses in the second semester of their junior year or senior year. To apply, students complete the traditional admissions process. Approved students are then granted conditional admission pending bachelor's degree conferral. Graduate course credits can be applied to the completion of an undergraduate degree. Students pay undergraduate tuition. Accelerated students are eligible for one or two semesters of tuition-free courses after the conferral of their Bachelor's degree (12 credits/one semester for transfer students; 24 credits/two semesters for non-transfer students).

The following courses should be taken by Accelerated MACPHS students:

- Four Accelerated Masters' 1-credit on-campus support courses
    - *Accelerated Master's Orientation (COR47100) each Session A of accelerated work and Graduate Seminar (COR47101) each Session B of accelerated work.*
  - HDP52212 Concepts in Critical Psychology
    - *Concepts in Critical Psychology (HDP42212) will be accepted for this requirement if taken as an undergraduate student.*
  - HDP52220 Critical Theoretical and Historical Foundations of Psychology
  - MASJC50004 Theories of Change OR MASJC50050 Comparative Political and Social Theory
  - Up to 5 other courses outlined in MACPHS guidelines fitting with student's chosen track
- \*students will work with masters' advisor to select these course

# Education

## Master of Arts in Education

### OVERVIEW

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

### LEARNING OUTCOMES

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

### MASTER OF ARTS: EDUCATION (Experiential Education)

As far as is feasible, Prescott College's Master of Arts and Master of Science Programs encourage students to direct and organize their own course of study and training. With the support of highly qualified faculty, students will earn a degree with foundational knowledge as well as develop their own passions. Every effort is made to support students in developing themselves and achieving their educational goals to the highest possible standards, without having to relocate, cease employment, or sacrifice personal and community responsibilities. We are proud to offer our educational services in the context of an institution with a commitment of over 50 years to social justice and ecological stewardship and sustainability.

## REQUIREMENTS

### Core Required Courses

Course Code	Course Title	Credits
EDU71003	Modes of Inquiry I	3
EDU71122	Culturally Responsive and Sustaining Pedagogy	3
MAED57005	Learning Theories	3
GRA58003	Advanced Research Methods	3
MEDL50010	Data Analysis and Decision-Making	3

### Electives (choose one course for total of 15 credits)

Course Code	Course Title	Credits
ADV57050	Philosophies and Methods in Experiential and Adventure Education	3
COR57114	Graduate Scholarship and Leadership Methodology	3
MASJC50020	Landscapes of Neoliberalism	3
MASJC50003	Globalization and Urban Politics	3
ENV57900	Food Systems	
SBM47010	Organizational Behavior Through a Sustainability Lens	3
SBM47015	Intercultural Leadership in Sustainability Organizations	3
ENV57950	Theory and Practice in Agroecological Systems	3
ENV57901	Place, Sustainability & Diets: Eco-nutrition	3
SBM58000	Realizing the Vision: Integrating Strategic Systems Thinking, Sustainable Supply Chains and Operations	3
ENV57902	Food Justice and Sustainable Food Systems	3
MEDL50000	Foundations of Educational Leadership	3
MAED57005	Learning Theories	3
ENV54400	Conservation Biology	3
ENV57130	Biogeography	
ENV57150	Ecological Restoration	3
AHU56601	Environmental Communication	3
AHU56602	Media Advocacy	3
AHU52235	Natural History Writing	3
COR57703	Online Content Creation	3
ENV57100	Ecology, Culture and Community	3
ENV57876	Understanding Climate Change	3
ENV58750	Sustainability and Resilience: From Theory to Practice	3
SBM53000	The Economics of Sustainable Organizations & Communities	3
ENV52225	Energy and the Environment	3
ENV51250	Land Use Planning and Policy	3
ENV57903	Food Systems Biodiversity: The Marketplace	3
ENV57700	Social Equity and Community Engagement	3
SBM57501	Organizational Transformation and Sustainable Leadership	3
AHU53150	Community Arts and Placemaking	3
ENV51950	Ecological Design	3
ENV55505	Community Health	3

## MASTER OF ARTS IN EDUCATION WITH EMPHASIS IN ENVIRONMENTAL EDUCATION

The Master of Arts in Education with an Emphasis in Environmental Education is designed to cultivate the knowledge and skills required for researchers and practitioners in environmental education programs.

This program does not lead to an Institutional Recommendation for certified practice within K-12 schools.

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

## REQUIREMENTS

### Core Required Courses

Course Code	Course Title	Credits
ENV57101	Ecology	3
ADV51020	Diversity, Equity, and Inclusion: Outdoor Education for a Just World	3
MAED52000	Facilitating Age-Appropriate Environmental Education	3
EDU57514	Philosophies and Trends in Environmental Education	3
MAED57033	Place-Based Education Theory	3
MEDL50045	Designing the Educational Program: Curriculum, Instruction and Assessment	3
GRA58003	Advanced Research Methods	3
MA51111	Practicum for Educators	3
EDU59900	Environmental Education Capstone	6

### Electives (choose one course for total of 6 credits)

Course Code	Course Title	Credits
ADV57050	Philosophies and Methods in Experiential and Adventure Education	3
COR57114	Graduate Scholarship and Leadership Methodology	3
MASJC50020	Landscapes of Neoliberalism	3
MASJC50003	Globalization and Urban Politics	3
ENV57900	Food Systems	
SBM47010	Organizational Behavior Through a Sustainability Lens	3
SBM57503	Intercultural Leadership in Sustainability Organizations	3
ENV57950	Theory and Practice in Agroecological Systems	3
ENV57901	Place, Sustainability & Diets: Eco-nutrition	3
SBM58000	Realizing the Vision: Integrating Strategic Systems Thinking, Sustainable Supply Chains and Operations	3
ENV57902	Food Justice and Sustainable Food Systems	3
MEDL50000	Foundations of Educational Leadership	3
MAED57005	Learning Theories	3
ENV54400	Conservation Biology	3
ENV57130	Biogeography	
ENV57150	Ecological Restoration	3
AHU56601	Environmental Communication	3
AHU56602	Media Advocacy	3
AHU52235	Natural History Writing	3
COR57703	Online Content Creation	3
ENV57100	Ecology, Culture and Community	3
ENV57876	Understanding Climate Change	3
ENV58750	Sustainability and Resilience: From Theory to Practice	3
SBM53000	The Economics of Sustainable Organizations & Communities	3
ENV52225	Energy and the Environment	3
ENV51250	Land Use Planning and Policy	3

ENV57903	Food Systems Biodiversity: The Marketplace	3
ENV57700	Social Equity and Community Engagement	3
SBM57501	Organizational Transformation and Sustainable Leadership	3
AHU53150	Community Arts and Placemaking	3
ENV51950	Ecological Design	3
ENV55505	Community Health	3

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

### Practicum Requirements

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

### Thesis Requirements

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

<p><b>Environmental Education Course Descriptions</b></p>
<p><b>Philosophies and Trends in Environmental Education 3 credits</b>  This course covers the history, philosophy, and theory and evolution of environmental education. Students will explore the theoretical and philosophical framework of environmental education and seek to understand the relationship to disciplines which inform the field: environmental studies, education, psychology, political science, fine arts, language arts, history, performance studies, etc. Educators will also explore problems and emerging trends in environmental education and relationships of environmental education in formal, non-formal, and informal contexts. The North American Association for Environmental Education's Guidelines for Excellence (NAAEE) six key characteristics that are used to guide the development or selection of comprehensive, high-quality environmental education curricula will be studied.</p>
<p><b>Place-Based Education Theory (3 credits)</b>  In this course, students will engage with a Sense of Place from a variety of cultural and theoretical viewpoints, examining the philosophies, benefits, and methods, while also critically reflecting on their personal past and present connections to place. These understandings will then expand to include the scholastic perspectives of Place-based Education: a pedagogy and methodology that utilizes local community and environment as a starting point to teach concepts in a variety of disciplines. Emphasizing experiential and interdisciplinary learning, Place-based Education has been shown to increase academic achievement, strengthen communities, enhance students' appreciation for the natural world, and foster a healthy commitment to serving as active, contributing citizens. Students in this course will critically examine these claims through research, discussion, and observation of initiatives in their community. In culmination, students will design and facilitate a lesson cultivating a sense of place through what they perceive to be the most efficacious place-based educational method.</p>



**Diversity, Equity, and Inclusion: Outdoor Education for a Just World (3 credits)**

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.

**Facilitating Age-Appropriate Environmental Education (3 credits)**

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

**SUITE II: Methods (12 Credits)****Ecology (3 credits)**

This course provides a rigorous overview of six major organizing areas for study of ecology: physiological ecology, dynamics of energy and element cycles, population ecology, population interactions, community ecology, and evolutionary ecology—the latter especially as it relates to conservation issues. Each major section of the course begins with one or more case studies, then proceeds to the theoretical underpinnings that allow us to understand the ecological processes in question. Students will read a body of current literature and produce a significant paper centered on ecological issues of their bioregion.

**Pedagogical-Andragogical Methods in Teaching & Learning (3 credits)**

This course is designed to provide environmental, experiential and outdoor educators with current and emerging research, skills and strategies in meeting the learning needs of children, adolescents, and adults. Environmental, experiential and outdoor educators will learn and understand how children, adolescents, and adults develop over time and how emerging research on learning affects instruction, assessment, and the decisions made by educators.

Effective educators understand the holistic nature of learning and attend to the collective and individual cognitive, emotional, physical, and social needs of their students. To facilitate deep learning, effective educators understand the role of prior knowledge and experiences, language, human development, self-efficacy, creativity, motivation, and influence of culture and community in the learning process.

**Designing the Educational Program: Curriculum, Instruction and Assessment (3 credits)** In this course educational leaders will study the design, implementation, monitoring and evaluation of a comprehensive education program. This course will explore the means to work collaboratively with students, colleagues, support personnel, organization and community partners. Educators will gain skills in designing, developing and implementing a program, as well as determining outcomes and conducting program evaluations that guide practice.

**SUITE III: Capstones (12 credits)****Advanced Research Methods (3 credits)**

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.

**Environmental Education Internship/Practicum (3 credits)**

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

**Education Capstone (6 credits)**

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

# Education

## Master of Education

### OVERVIEW

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

### LEARNING OUTCOMES

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

#### Core Education Outcomes

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

- PROFESSIONAL RESPONSIBILITY & ETHICAL PRACTICE—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- LEADERSHIP & COLLABORATION—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## INTERNSHIP SUPERVISION FOR EDUCATION CERTIFICATION

Course instructors work with supervisors in the field, in collaboration with the student and are guided by the national accreditation standards associated with the program. Course instructors approve the final evaluations, oversee the assessments, and submit the final grade for the course.

### Elementary Education Certification

**36 CREDITS**

	FULL TIME ENROLLMENT 16 CREDITS SEMESTER	3/4 ENROLLMENT APPROX 9 CREDITS SEMESTER
<b>FALL</b>	EDU47050/MAED57050 - Working in Schools (1 cr) EDU47010/MAED57010 - Curriculum Design and Evaluation (4 cr) EDU47029/MAED57029 - Integrated LA/SS (4 cr) EDU47035/MAED57035 - Intro to Special Education (3 cr)	EDU47050/MAED57050 - Working in Schools (1 cr) EDU47010/MAED57010 - Curriculum Design and Evaluation (4cr) EDU47029/MAED57029 - Integrated LA/SS (4cr)
<b>SPRING</b>	EDU47001/MAED57001 - Foundations of Education (3 cr) EDU47020/MAED57020 - Reading Methods & Practice (3 cr) EDU47019/MAED57019 - Integrated S.T.E.M. (4 cr) EDU47004/MAED57004 - SEI Complete (3 cr)	EDU47001/MAED57001 - Foundations of Education (3 cr) EDU47019/MAED57019 - Integrated S.T.E.M. (4 cr) EDU47004/MAED57004 - SEI Complete (3 cr)
<b>SUMMER</b>	EDU47040/MAED57040 - Creating and Managing Learning Communities (3 cr)	EDU47035/MAED57035 - Intro to Special Education (3 cr) EDU47020/MAED57020 - Reading Methods & Practice (3cr) EDU47004/MAED57004 - SEI Complete (3 cr)
<b>FALL</b>	STUDENT TEACHING - 8 CR	STUDENT TEACHING - 8 CR

## Master of Education in Elementary Education

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

Course Code	Title	Credits
EDU47050/MAED57050	Working in Schools	1
EDU47010/MAED57010	Curriculum Design and Evaluation	4
EDU47029/MAED57029	Integrated LA/SS	4
EDU47035/MAED57035	Intro to Special Education	3
EDU47001/MAED57001	Foundations of Education	3
EDU47020/MAED57020	Reading Methods and Practice	3
EDU47019/MAED57019	Integrated S.T.E.M	4
EDU47004/MAED57004	SEI Complete	3
EDU47040/MAED57040	Creating and Managing Learning Communities	3
<b>EDU47199/MAED57199</b>	<b>Student Teaching</b>	<b>8</b>

## Master of Education in Secondary Education

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

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

## Master of Education in Early Childhood Education

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

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

## Master of Education in Early Childhood Special Education

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

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

## Master of Education in Special Education (Mild to Moderate)

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

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

## Master of Education in School Counseling

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

Course Code	Title	Credits
MASG 50000	Foundations of School Counseling	3
MASG 51010	Counseling Theories and Techniques	3
MASG 50020	Human Growth and Development	3
MASG 50030	Social and Ecological Perspectives	3
MASG 50070	Vocational Counseling and Career Development	3
MASG 50080	Group Dynamics Processing and Counseling	3
MASG 50081	The Transformed School Counselor: 21st Century Ready	3
MASG 50111	Research Practices for School Counselors	3
MASG 50112	School Counseling: Program Development, Implementation and Evaluation	3
MASG 59000 or MASG 51300	Elective Options: Current Issues in School Counseling (Fall & Summer) and Creative and Expressive Arts in School Counseling (Spring)	3
MASG 51020	Supervised School Counseling Internship	6

## Master of Education in Educational Leadership

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

Course Code	Title	Credits
MEDL50000	Foundations of Educational Leadership	3
MEDL50010	Data Analysis & Decision making	3
MEDL50090	Personnel Management in Education	3
MEDL50030	School Law	3

MEDL50040	School Finance	3
MEDL50045	Designing the Educational Program: Curriculum, Instruction and Assessment	3
MEDL51020	Educational Leadership Internship I	3
MEDL51021	Educational Leadership Internship II	3
MEDL59002	Master of Educational Leadership Portfolio	3
MEDL50026	Collaboratively Meeting the Needs of Students: Current Issues in Educational Leadership	3
MEDL50047	Education Politics and Policy	3
MEDL50046	Ethics, Equity and Educational Leadership	3

## Master of Education Degree: Experiential Education

### OVERVIEW

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

### REQUIREMENTS

Foundational Coursework in Education, 18-19 Core Credits:

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

<b>Requirement Category, Course Number, Course Title, and Semester Credits</b>			
<b>Foundations in Education (6 Credits)</b>			
<i>Select 2 Foundations in Education courses that include theories of learning and foundations in the system(s) of education</i>			
<b>General Education</b>	<b>Leadership</b>	<b>Counseling/ Human Dev.</b>	<b>Experiential Ed.</b>
MAED 57001 Foundations of Ed (3) and/ or MAED 57050 Working in Schools	MEDL 50000 Foundations of Ed. Leadership (3)	MASG 50000 Foundations of School Counseling	MAED 57514 Philosophies and Trends in Environmental Education
MAED 57005 Learning Theories	MASG 51010 Counseling Theories	MASG 50020 Human Growth & Dev	MAED 52000 Facilitating Age- Appropriate Environmental Education
<b>Methodology in Education (9-10 Credits)</b>			
<i>Select 3 Methodology in Education courses that include curriculum and/ or program design, learning communities development, and support for learner differentiation</i>			



MAED 57010 Curriculum Design & Assessment (4)	MEDL 50045 Designing the Educational Program: Curriculum, Instruction, and Assessment	MASG 50112 School Counseling: Program Development, Implementation & Evaluation	MAED57010 Curriculum Design & Experiential Ed
MAED 57040 Creating & Managing Learning Comm. (3)	MAED57040 Leading Learning Communities	MASG 50080 Group Dynamics Processing & Counseling (4)	MA 57121 Connected Learning
MAED 57035 Introduction to Special Education (3)	MEDL 50095 Instructional Supervision	MASG 50090 Current Issues in School Counseling: Meeting the Needs of the Whole Child in a Collaborative Team Approach (3)	
<b>Culturally and Ecologically Responsive Education (3-6 Credits)</b> <i>Select one or two courses that meet the culturally and ecologically responsive education requirement</i>			
EDU22705/42705 Rethinking our Classroom: Race, Power & Identity	EDU57518 Sustainable Leadership for Diversity: Authentic Applications	MASG 50030 Social and Ecological Perspectives	MASG 50030 Social and Ecological Perspectives
MAED 57004 Structured English Immersion (SEI) or EDU41200 Pedagogy of Multicultural & Social Justice Education	MEDL 50020 Sustainable Leadership (3) or EDU45100 Culture, Power & Societal Change (4)	EDU25100/45100 Culture, Power & Societal Change	EDU41200 Pedagogy of Multicultural & Social Justice Education or MAED 51500 Culture, Power & Societal Change (3)

**Design and Practice (6-18 Credits)**

**Research**

General Education	Leadership	Counseling/ Human Dev.	Environmental Ed
		MASG 50111 Research Practices for School Counselors (3)	GRA58003 Advanced Research Methods (3)

**Elective Coursework (9-10 Credits)**

**(from departmental and college-wide graduate courses) Examples:**

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

**Practicum (8 Credits)**

MAED 51020	Practicum	4 to 8
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# Environmental Studies

## Master of Science in Environmental Studies

### OVERVIEW

From policy, law, and ethics to conservation, restoration, and education, environmental issues encompass many disciplines; the study of these interrelationships is increasingly important as we enter the Anthropocene and struggle with how to live sustainably on this planet. Our Master of Science in Environmental Studies is ideal for those who want to influence our direction in meeting the challenges of our time, whether they are working professionals, career changers, or just starting out. Its applied emphasis on practical and local application of knowledge prepares students for professional work. It provides breadth through the common core, as well as depth in their choice of concentration. The bioregional focus of the program helps students become connected to their local natural and human communities, enabling them to go beyond a conventional education and learn to identify and solve problems at multiple scales.

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

### LEARNING OUTCOMES

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

### REQUIREMENTS

- 36 credits
- Online Orientation

#### Core Required Courses

Course Code	Title	Credits
ENV57100	Ecology, Culture & Community	3

ENV54500	Environmental Law & Policy	3
ENV57876	Understanding Climate Change	3
ENV57101	Ecology	3
ENV50505	Environmental History & Philosophy	3
SBM57501	Organizational Transformation and Sustainable Leadership	3
ENV51020	Practicum - MSES	6
<b>Capstone</b>		
COR57702	Capstone Portfolio OR	3
COR57700	Capstone Project	3

### Concentrations – Students choose one of the following concentrations

#### Conservation Biology

Course Code	Title	Credits
ENV54400	Conservation Biology	3
One of the following		
ENV57130	Biogeography	3
ENV57150	Ecological Restoration	3
ENV54505	Environmental Administrative Law	3

#### Environmental Communication

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

#### Self-Designed Concentration

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

#### Electives (6 credits required) from this list, or other approved courses

ENV54400	Conservation Biology	3
ENV57130	Biogeography	3
ENV57150	Ecological Restoration	3
ENV51100	Forest Ecology	3
ENV57135	Field Botany	3
ENV58285	Limnology	3
ENV54100	GIS	3
ENV58750	Sustainability and Resilience: From Theory to Practice	3
ENV51250	Land-Use Planning and Policy	3
ENV52225	Energy and Environment	3
ENV57900	Food Systems	3
ENV54505	Environmental Administrative Law	3
ENV58800	Emergency Management and Communication	3
ENV51950	Ecological Design	3
ENV53000	Resilient Infrastructure and Transportation Systems	3
AHU56601	Environmental Communication	3
AHU56602	Media Advocacy	3

AHU52235	Natural History Writing	3
COR57703	Online Content Creation	3
ENV56500	Science Writing	3
ENV58350	Field Journaling	3

# Fine Arts in Social and Environmental Arts Practice

## Master of Fine Arts in Social and Environmental Arts Practice

### OVERVIEW

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

The interdisciplinary MFA in Social and Environmental Arts Practice degree is designed to utilize art as a way to positively and effectively respond to social and environmental problems in ways that inspire and mobilize community-based solutions. Unlike traditional MFA programs in which students concentrate on a specific medium or form, the interdisciplinary MFA in Social and Environmental Arts Practice focuses on concept, purpose and intentional engagement within community. A student entering the MFA in Social and Environmental Arts Practice 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.

### LEARNING OUTCOMES

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

### REQUIREMENTS

- 48 credits
- Online Orientation

#### Core Required Courses

Course Code	Title	Credits
AHU57000	Art as Social and Environmental Practice	3

AHU57500	Art History I: Global Art Through Mid-Twentieth Century	3
AHU57001	The Art of Social Practice: Changing the World	3
AHU53000	The Rise of Performance Art in the Fine Arts World	3
AHU57600	Art and Healing	3
AHU55001	Methods in Identity, Archive and Documentary Photography	3
AHU53500	Introduction to Critical Museology	3
AHU57501	Artists' Efficacy	3
MASJC50020	Landscapes of Neoliberalism	3
AHU59900/01/02/03	Studio Practice I, II, III, IV	12
AHU59500	MFA Capstone	3

**Electives            6 credits – choose two courses**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
EDU76000	Art-Based Research Methods	3
PHD77513	Ecofeminism	3
MASJC50003	Globalization and Urban Politics	3
MASJC50002	Radical Pedagogy as Praxis	3

# Interdisciplinary Studies

## Master of Arts in Interdisciplinary Studies

### OVERVIEW

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

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

### LEARNING OUTCOMES

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

### REQUIREMENTS

- 30 credits
- Online Orientation

#### Core Required Courses

Course Code	Title	Credits
COR57113	Successful Interdisciplinary Learning Strategies	1
COR57114	Critical Foundations of Research & Scholarship	3
MA59500	Capstone	3-6

#### Electives (23 credits required)

GRA52100	Traditional Ecological Knowledge	3
GRA52000	Digital Storytelling	3
HDP51000	Community Psychology	3

ENV57100	Ecology Culture and Community	3
MASJC50004	Theories of Change	3
HDP57000	Liberation Psychology	3
HDP53000	Psychology of Culture and Diversity	3
HDP54000	Peace Psychology	3
ENV57900	Food Systems	3
ENV52225	Energy and the Environment	3
MASJC50050	Comparative Political and Social Theory	3
AHU57600	Art and Healing	3
ENV57876	Understanding Climate Change	3
AHU56602	Media Advocacy	3
ENV58750	Sustainability & Resilience: From Theory to Practice	3
ENV57700	Social Equity and Community Engagement	3
AHU53150	Community Arts and Placemaking	3
SBM57510	The Adventure of Enterprise: Ecopreneurs, Innovation, and Sustainability	3
GRA51102	Funding Change: Grant Writing	3
AHU57000	Art as Social and Environmental Practice	3
MASJC50003	Globalization and Urban Politics	3
ENV57130	Biogeography	3
AHU57001	The Art of Social Practice: Changing the World	3
AHU52235	Natural History Writing	3
ENV57700	Social Equity and Community Engagement	3
SBM53000	The Economics of Sustainable Organizations & Communities	3



# Outdoor Education Leadership

## Master of Arts in Outdoor Education Leadership

### OVERVIEW

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

#### Emphasis areas include:

- Leadership and Program Administration
- Environmental Education and Outdoor Programming
- Experiential and Transformational Education
- Wellness, Ecopsychology, and Integrative practices
- Curricular Development and Evaluation
- Social Justice and DEI in Outdoor education
- Nature and Place-based Programming
- Adventure Tourism and Travel

### LEARNING OUTCOMES

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

## REQUIREMENTS

- 36 credits
- Online Orientation

## REQUIRED COURSES

### Core Required Courses (18 credits)

Course Code	Course Title	Credits
ADV57050	Philosophies and Methods in Outdoor Experiential Education	3
ADV57075	Leadership & Administration of Outdoor Programs	3
ADV57100	Risk and Reward: Managing Risk in Outdoor Programming	3
ADV51000	Sources of Knowledge: Applied Research & Evaluation in Outdoor Education	3
ADV52000	Earth in Mind: Ecological Literacies for Outdoor Educators	3
ADV52010	Diversity, Equity, and Inclusion: Outdoor Education for a Just World	3

### Capstone

ADV59001	Capstone	3
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Upon completion of the 6 core courses (or 18 credit hours of study), 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 a 3-credit Capstone course where they will finalize their capstone writing and documentation.

### Electives (15 credits)

Can be any Master's or PhD course offered across the college. Ideally, the courses are matched to develop a thematic cognate area that supports the student's academic and career goals. In some cases, electives may be taken as mentored courses with approved PC Faculty. Upon prior approval, up to three (3) on-campus upper-division undergraduate courses (which equates to 9 MA credits) with an earned grade of B or higher may be applied towards degree requirements.

\*Note: Students without previous coursework in curriculum design and instruction, as reflected in the student's official transcript, will be required to take 'Curriculum Design Assessment and Evaluation (MAED 57010)', or an approved equivalent.

# Resilient and Sustainable Communities

## Master of Science in Resilient and Sustainable Communities

### OVERVIEW

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

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

### LEARNING OUTCOMES

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

### REQUIREMENTS

- 36 Credits
- Online Orientation Required Courses

Course Code	Title	Credits
ENV57100	Ecology, Culture and Community	3
ENV57876	Understanding Climate Change	3
ENV58750	Sustainability and Resilience: From Theory to Practice	3
SBM53000	The Economics of Sustainable Organizations & Communities	3
ENV52225	Energy and the Environment	3

ENV51250	Land-Use Planning and Policy	3
ENV57900	Food Systems	3
ENV57700	Social Equity and Community Engagement	3
SBM57501	Organizational Transformation and Sustainable Leadership	3

**Capstone**

Course Code	Title	Credits
COR57700	Capstone Project	3
<b>OR</b>		
COR57702	Capstone Portfolio	3

**Electives**

Choose any two of the following (other Prescott College graduate courses can be approved by the program director)

ENV53050	Alternative Dispute Resolution	3
ENV55505	Community Health	3
ENV58800	Emergency Management and Communication	3
ENV51950	Ecological Design	3
ENV53000	Resilient Infrastructure and Transportation	3
AHU53150	Community Arts and Placemaking	3

# Social Justice and Community Organizing

## Master of Arts in Social Justice and Community Organizing

### OVERVIEW

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

### LEARNING OUTCOMES

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

SJCO Online students may choose to enroll full-time or part-time. Courses are offered in 8-week sessions in the Fall, Spring and 6-week sessions in the Summer.

### REQUIREMENTS AND COURSE SEQUENCE

Course Title	Term	Credits
MASJC50002 Radical Pedagogy as Praxis	1st	3

MASJC50003 Globalization and Urban Politics	1st	3
MASJC50004 Theories of Change	1st	3
MASJC50005 Mobilizing Change	1st	3
MASJC50020 Landscapes of Neoliberalism	2nd	3
MASJC50050 Comparative Political and Social Theory	2nd	3
MASJC50060 Leadership Development	2nd	3
MASJC51111 Advocacy Research	2nd	3
<b>Electives: Choose 2</b>		6
MACSJC59001 Capstone	3rd	6
<b>36 total credits needed</b>		

### ONLINE COURSE DESCRIPTIONS

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

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

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

movement intellectuals engage in understanding the world with the purpose of changing it? How are socio- environmental crises and systemic injustices produced, reproduced, resisted, and challenged by human beings acting across and within different scales and modalities of time and space?

**MASJC50005 *Mobilizing Change* and MASJC50060 *Leadership Development*** (two separate courses): What does it mean to “build power” and what is the role of organizers in this process? In these two, related courses (that can be taken in any order), students investigate contemporary theories and learn to practice key skills for building power to make change as they participate in and reflect on grassroots organizing. Students will explore, analyze, and practice different approaches to developing leadership and designing and driving strategic campaigns. At the completion of these two courses, students will demonstrate knowledge in: 1. community organizing, 2. electoral organizing, and 3. union organizing.

**MASJC50020 *Landscapes of Neoliberalism***: Landscapes of Neoliberalism examines social crises and movement building at the transnational scale, exploring the rise of neoliberalism and the implications of neoliberal ideologies and practices for communities experiencing the most negative impacts of contemporary global development, governance, and policy. Combining close reading, discussion and scholarly research with hands-on interviews and experiential engagement, students will explore a diverse array of community perspectives and organized challenges to neoliberalism, as well as projects and visions for alternatives using new frameworks and perspectives to make sense of the crises that characterize contemporary globalization.

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

## ELECTIVES

Students may choose one of the SJCO electives below or choose a course from one of the other Prescott College online graduate programs to fulfill this requirement.

**MASJC52000 *Race, Class and Housing Justice***: This course investigates housing as a key site of struggle, where systems of colonization, racialized subordination, economic inequality, and gender/ sexual regulation all intersect. We will begin by building a theoretical and historical framework for understanding housing in relation to labor, consumption, and racial capitalism. We will then consider housing through a number of topics, including homelessness, redlining, gentrification, indigenous “relocation” programs, public housing, and the 2008 subprime mortgage crisis. We will also study how communities have organized to access housing and secure safe living conditions, such as mutual aid projects, squatting and housing takeovers, and rent strikes. In addition to contemporary media and social movement documents (from organizations like Picture the Homeless, Take Back the Land, and LA CAN), readings will include scholarly works by Neil Smith, Cheryl Harris, George Lipsitz, Rahim Kurwa, Christina Hanhardt, and others.

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

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

## CAPSTONE

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

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

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

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



# Sustainable Food Systems

## Master of Science in Sustainable Food Systems

### OVERVIEW

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

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

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

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

### LEARNING OUTCOMES

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

- Recognize and analyze problems and opportunities and develop solutions for local and global food system issues that integrate (1) skills and knowledge of the functional areas of food systems and (2) the interdisciplinary analysis of food system dynamics.

## REQUIREMENTS

- 36 Credits
- Online Orientation

### Core Required Courses

Course Code	Title	Credits
ENV57900	Food Systems	3
ENV57950	Theory and Practice in Agroecological Systems	3
ENV57901	Place, Sustainability & Diets: Eco-nutrition	3
ENV57955	Social Values and Value Chains: Farm to Plate Sustainability	3
ENV57902	Food Justice and Sustainable Food Systems	3
ENV57960	Food and Agriculture: Advanced Policy	3
SBM57510	The Adventure of Enterprise: Ecopreneurs, Innovation & Sustainability	3
OR		
SBM57501	Organizational Transformation & Sustainable Leadership	3

### Capstone

Course Code	Title	Credits
ENV58500	Sustainable Solutions: Impact Measurement and Program Design	3
COR57550	Sustainable Food Systems Solutions: Capstone Project	3

### Electives

Choose any three of the following (other courses can be approved by the program director)

Course Code	Title	Credits
ENV57904	Biodiversity Issues in Food Systems: Sustainable Diets and Biodiversity	3
ENV58903	Biodiversity Issues in Food Systems: Conservation in the Marketplace	3
ENV58910	Biodiversity Issues in Food Systems: Ecosystem Services	3
ENV57920	The Living Soil: Concepts in Soil Science & Compost Ecology	3
ENV57910	Building Diverse Networks	3
ENV57905	Food Traditions and Markets	3
GRA59700	Sustainability Intensive	1
MASJC50005	Mobilizing Change	3
SBM58000	Realizing the Vision: Integrating Strategic Systems Thinking	3
SBM55500	Sustainable Marketing and Brand Management	3

## OPTIONAL CONCENTRATIONS

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

Course Code	Title	Credits
ENV57904	Sustainable Diets and Biodiversity	3
ENV57901	Place, Sustainability and Diets	3
ENV57955	Social Values and Value Chains	3

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

Course Code	Title	Credits
SBM57510	The Adventure of Enterprise: Ecopreneurs, Innovation and Sustainability OR	3
SBM57501	Organization Transformation & Sustainable Leadership	3
SBM55500	Sustainable Marketing & Brand Management	3
ENV57955	Social Values and Value Chains: Farm to Plate Sustainability OR	3
SBM58000	Realizing the Vision: Integrating Strategic Systems Thinking, Sustainable Supply Chains and Operations	3

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

Course Code	Title	Credits
ENV57900	Food Systems	3
ENV57902	Food Justice and Sustainable Food Systems	3
MASJC50005	Mobilizing Change	3

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

with optional concentrations in:

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

### OVERVIEW

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

### LEARNING OUTCOMES

See MBA and MSFS Learning Outcomes and Descriptions in the catalog for further details

### REQUIREMENTS

- Complete 45 credits as described below
- Online Orientation

Course Code	Title	Credits
ENV57900	Food Systems	3
ENV57950	Theory and Practice in Agroecological Systems	3
ENV57901	Place, Sustainability & Diets: Eco-nutrition	3
ENV57955	Social Values and Value Chains: Farm to Plate Sustainability	3
<b>OR</b>		
SBM58000	Realizing the Vision: Integrating Strategic Systems Thinking, Sustainable Supply Chains and Operations	3
ENV57902	Food Justice and Sustainable Food Systems	3
ENV57960	Food and Agriculture: Advanced Policy	3
SBM57501	Organizational Transformation & Sustainable Leadership	3
SBM53000	The Economics of Sustainable Organizations & Communities	3
SBM52000	Triple Bottom Line Measurement, Reporting & Data Analytics	3
SBM55500	Sustainable Marketing & Brand Management	3
SBM52001	Accounting Practices in the Ethical Organization	3
SBM52002	Financial Decision-making in the Triple Bottom Line Organization	3
ENV 58500	Sustainable Solutions: Impact Measurement and Project Design	3
SBM59000	Strategic Sustainable Management Capstone (Substitutes for COR 57550)	3
At least one elective course from Prescott College graduate programs with approval from program director		3

# Sustainability Education

## Ph.D. Education: Sustainability Education

### OVERVIEW

As the first doctoral program in sustainability education in North America (started in 2005) Prescott College offers a unique model of a cohort-based and collaborative learning environment for its doctoral students. The primary goal of the Ph.D. Program in Sustainability Education is to help prepare a new generation of sustainability educators and leaders who possess the necessary knowledge, skills, and dispositions to effectively serve in those roles in their own respective communities. Most uniquely, the program focuses on economic and ecological sustainability as well as social equity, bio-cultural and linguistic diversities. Building on Prescott College's over five decades of reputation on experiential, adventure, and ecological education, the Ph.D. program's learning environment is hands-on, engaged, collaborative, and participatory. Achieving sustainability in all dimensions depends on adopting an educational paradigm that manifests and supports change toward a sustainable, equitable, and secure society. The Ph.D. Program strives to contribute to equitable educational change and building a more just future: through a socially and environmentally oriented lens.

The Ph.D. program in Sustainability Education, provides an opportunity for advanced, interdisciplinary, applied, and student-centered learning that addresses important global and local issues. It is based on the traditions, values, and educational and ecological as well as social justice philosophies that have differentiated Prescott College from other educational institutions since the 1960s. This Ph.D. Program emphasizes rigorous scholarship, critical thinking, and experiential, action-oriented, and community-based research. Based on a cohort-model of learning and scholarship, the program fosters open discourse and design of an ecologically sustainable and socially just and diverse world in the 21st century. Through respect for diverse perspectives and scholarly collaboration, integrated, applied and interdisciplinary thinking, the Ph.D. program promotes the evolution of ecological understanding, psychological/philosophical consciousness, and equitable learning for a humane and sustainable future.

### LEARNING OUTCOMES

Prescott College Sustainability Education doctoral students will:

1. 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.
2. Analyze sustainability education as a social and environmental justice phenomenon, expressly employing an equity literacy lens.
3. Synthesize critical, innovative, and systems thinking skills as reflected in sustainability education theory, inquiry, research, and practice.
4. Produce and disseminate scholarly knowledge, including: written, visual, and oral products.
5. Build leadership skills that foster environmental and social justice values and pedagogies.

Demonstration of competence will occur in the course signature assignments, the qualifying paper, the dissertation proposal, and dissertation, and will be assessed by departmental faculty and committee members.

## **Program Plan/Degree Completion Specifications:**

The PhD Program consists of 72 credits (at a minimum). The program is limited residency, primarily conducted online with annual optional residential offerings, with two total mandatory on-campus residencies. 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 required for graduating doctoral students. The degree must be completed in ten or fewer years.

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

**Required on Campus Residencies:** First-year Orientation (Fall semester), and one's last term Spring Sustainability Education Symposium/graduation. All other residencies are optional to attend, but recommended.

## **Coursework in three phases:**

**Phase I consists of 24 credits.** The following courses are required:

1. Critical Foundations of Research and Scholarship (3 credits)
2. Sustainability: Principles and Practices (3 credits)
3. Culturally Responsive and Sustaining Pedagogy (3 credits)
4. Sustainability Education (3 credits)
5. Climate Advocacy and Praxis (3 credits)
6. Additional Research Methods:
  - a. Quantitative Research Methods (3 Credits)
  - b. Qualitative Research Methods (3 Credits)
  - c. Advanced Research Design (3 credits)

**Phase II consists of 24 Elective Credits.**

Students may take no more than 18 credits of electives in Master's courses, and therefore must take a minimum of 6 credits in PhD-specific 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 student's Core Faculty Advisor. Students need some combination of:

- Up to 24 credits in 7,000 level courses (at least 6 credits of Ph.D. specific electives)
- Up to 18 credits in 5,000/6,000 level courses;
  - This could include a practicum (Up to 6 credits)

Identify in collaboration with Core Faculty Advisor the student's two Dissertation Committee Members and Expert External Reader prior to Phase 3. Launch Electronic Dissertation Committee Member Request form for each committee member.

**Phase III consists of 24 credits**, is the benchmark and dissertation phase, and consists of:

7. Academic Writing Seminar (3 credits) (Outcome: Qualifying Paper, if approved, leads to:)\**Note: This could also be accomplished during Phase II.*
8. Dissertation Proposal: Doctoral Research Design: Doctoral Research Design (3 credits) (if approved, leads to:)  
One must present the Dissertation Proposal to the Committee in a Zoom meeting, or as a public presentation. The Institutional Review Board (IRB) proposal and appropriate consent forms reviewed and approved by the primary Dissertation Committee Members, and the Institutional Review Board. The Dissertation Proposal (DP) is then on file with the Registrar. The Dissertation Proposal must be approved by the Dissertation Committee prior to candidacy and prior to taking dissertation credits. The student advances to candidacy when phase three projects are complete and the dissertation proposal/project has been approved by the Doctoral Committee.
9. Dissertation: 18 credits total.
  - Present Dissertation at (mandatory) Sustainability Education Symposium.

For three and four year possible study plans, visit this document.

**Additional Information on Program Benchmarks:**

- Qualifying Paper – Each Student is expected to submit a “publishable” Qualifying Paper (QP) to demonstrate their ability to write a doctoral level research paper. (Research scholarly journals for the guidelines for publishing in each specific journal.)
- Approved Qualifying Paper submitted to the Registrar using the Electronic Submission link

**Dissertation/Project Proposal:**

- Approved IRB Proposal submitted to Academic Operations (if required see IRB section below)
- Approved Dissertation/Project Proposal submitted using the Electronic Submission link
- Dissertation Presentation at the Sustainability Education Symposium
- Launched and signed electronic Dissertation Approval Page
- Dissertation Defense 6 weeks prior to end of final semester
- Approved Dissertation uploaded to ProQuest for publishing

**ACCELERATED MASTERS TO PHD**

Students interested in an accelerated Master Degree to PhD at Prescott College may apply to the PhD in the fall of the final year of their Prescott College master's program. Students will complete the master's program in its entirety, and after graduating, can segue directly into the PhD program. Students will be able to transfer 15 credits of their master's coursework directly to graduate elective requirements for the PhD program. Students will be required to take all core PhD course requirements and fulfill all PhD benchmarks, including the qualifying paper and dissertation requirements.

**PhD Course Descriptions:**

### **Critical Foundations of Research and Scholarship (3 credits)**

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.

### **Culturally Responsive and Sustaining Pedagogy (3 credits)**

As a foundational course in Prescott College's Sustainability Education Ph.D. program, Culturally Responsive and Sustaining Pedagogy is intended to offer insight on pedagogy and curricular praxis that demand equity. An aim of this course is to model critical pedagogy and culturally responsive and sustaining teaching that is intellectual and experiential, individual and collective, and theoretical and practical. Students taking this course will study actionable aspects of the classroom that include high level lesson planning, teaching techniques, reflections on student learning, all within the backdrop of the power-laden 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 and liberatory ways of seeing and acting in the field of education, operationalizing teaching and learning for problem-solving a multitude of social and environmental injustices. This course is intended to push against hegemonic norms that permeate teaching and learning, and students will produce their own culturally sustaining pedagogical framework, teaching statement, and curricular plan as course outcomes, bridging theory and practice.

### **Sustainability Education (3 credits)**

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.

### **Sustainability: Principles and Practice (3 credits)**

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.

### **Climate Advocacy and Praxis (3 credits)**

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.

### **Quantitative Research Methods (3 credits)**

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.

### **Qualitative Research Methods (3 credits)**

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.

### **Advanced Research Design (3 credits)**

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.

### **Academic Writing Seminar (3 credits)**

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. Master's students will produce a Capstone Paper, journal article, or other document supporting their thesis development.

### **Dissertation Proposal: Doctoral Research Design (3 credits)**

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.

### **Dissertation (18 credits)**

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 2021 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.

**Sample Master's Electives:**

GRA51102 Funding Change: Grant Writing and Nonprofit Essentials ENV51250  
Land Use Planning and Policy  
MAED57033 Place-Based Education Theory  
MAED52000 Designing & Facilitating Age-Appropriate Environmental Education ENV57876  
Understanding Climate Change  
MASJC52000 Race, Class, and Housing Justice  
ENV57902 Food Justice and Sustainable Food Systems  
MASJC50005 Mobilizing Change  
SBM57501 Organization Transformation and Sustainable Leadership  
SBM53000 The Economics of Sustainable Organizations & Communities  
MEDL50045 Designing the Educational Program  
MEDL50090 Personnel Management in the Schools  
MASJC50004 Theories of Change  
MASJC 50050 Comparative Political and Social Theory  
MASJC50003 Globalization and Urban Politics  
MASJC50002 Radical Pedagogy as Praxis  
MASJC50020 Landscapes of Neoliberalism  
HDP 52230 Psychology of Consumerism

## Appendix D: Sample Course Descriptions

### **Writing the Wild : A Creative Writing Workshop**

**ACS47560**

**4CR**

SPECIAL NOTES: This course is a writing emphasis course. COURSE DESCRIPTION: What do writing and wildness have in common? What can the natural world teach us about accessing our most wild selves so we can create energized, potent, and engaging stories? In this creative writing workshop, students will explore the role of wildness in their lives through experiential assignments, reading, playful writing exercise, and the completion and revision of one polished piece. Whether you live in the city or the country, you will be asked to explore the world around you almost as much as you will be asked to write. This workshop is suitable for writers of all experience levels, and is especially friendly to beginners.

### **Adventure Education I: Expeditionary & Techniques**

**ADV21000**

**4CR**

SPECIAL NOTES: In addition to listed prerequisites students ideally have a rank of 2.0 or higher, a river log with 1 multi-day expedition or 10 day runs on class II or higher OR Intro to Rock or equivalent rock climbing experience. Course meets 1st week in San Juan 201-A from 1-5pm and then travels extensively on extended backcountry expeditions throughout the Southwest; Estimated \$200.00 - \$500.00 student expense for field rations, personal equipment, certifications, etc. depending on personal equipment. This course will introduce students to fundamental expedition skills and models through presentations, discussions, and practice. Topics will include minimum impact camping techniques, map and compass, equipment use and management, group living and decision-making processes, public land access issues, and recreational considerations in a variety of environments. We will also investigate fundamental theories and current issues in expedition leadership. In rigorous field settings, students will cultivate proficiency in outdoor technical skills congruent with the environment in which they are traveling; rock, snow, water.

### **Adventure Education II: Teaching Methods**

**ADV21002**

**4CR**

SPECIAL NOTES: See Adventure Education 1 for all special notes, requirement and fees. Theoretical rationale for current practices will be examined through research, discussion, and student presentations in the backcountry. Topics will include lesson planning, ethically responsible group management, risk management, as well as facilitation skills such as framing, delivery and debriefing. While expediting, students will also be asked to explore their own style of teaching, leading and living in wilderness environments. Students will use this course to develop a diverse range of experiential teaching methods in preparation for the practical phase of the course.

### **Environmental Topics for Educators**

**ADV21010**

**4CR**

SPECIAL NOTES: WRITING EMPHASIS. It is recommend that students have a background in adventure education and/or environmental studies. One all-day field trip, date TBD; \$40.00 estimated student expense for food in the field, misc. This course examines environmental topics and issues associated with the field of Adventure Education (AE), and encourages students to consider how recreation-based adventure programs may be compatible with environmental sustainability. We begin by taking a critical look at the spectrum of values promoted through AE, and the environmental ethics espoused by conservationists such as Aldo Leopold, John Muir, and Jack Turner. The interface of public lands management, environmental education, and adventure education will also be considered. Students will examine environmental issues specific to the Adventure Education Program at Prescott College, and assess how to best incorporate environmental studies and environmental education into existing adventure education courses. Finally, students will also explore a philosophical and ethical rationale for integrating environmental studies and adventure education, and identify practical strategies for adopting such integration into their own teaching.

**WELS I: (Plateau) Expeditionary Leadership****ADV21014****4CR**

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.

**WELS I: (Marine) Expeditionary & Techniques****ADV21015****4CR**

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!!

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.

**WELS II: (Marine) The Ocean Classroom****ADV21016****4CR**

SPECIAL NOTES: SEE PHASE 1 FOR ALL FEE, SPECIAL NOTES AND REQUIREMENTS

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.

**WELS II: (Geography) Canyon Country Geography****ADV21022****4CR**

This course is an exploration of landscapes of canyon country of the Colorado Plateau. Study will emphasize physical, biological, and cultural geographic factors at work in this varied environment. The curricular focus will be on geomorphic processes and landscape evolution, weather and climate, aridity

and desertification, and geographic patterns of distribution and migration of flora, fauna, and past human occupation. This course has a strong regional focus but also includes a survey of arid regions and desert people across the globe.

**Risk Management**

**ADV21030**

**4CR**

SPECIAL NOTES: None This course provides a broad introduction to the concept of risk management across a variety of disciplines. Students can apply these principles and practices of risk management in adventure education, field sciences or other career contexts. An overview of the field will include the 'lessons learned' approach from industry, aviation, and especially outdoor and wilderness programming. In class discussions of case histories will provide an introduction to practices and potential problems inherent in the field. This fosters critical thinking and peer communication skills while developing a working knowledge of risk management topics. Basic concepts such as "risk versus reward", "consequence versus likelihood", and "risk aversion versus acceptance" will be covered. Students develop a professional approach to risk management for their future careers. Additionally, behavioral research concerning possible fallacies and "traps" inherent in decision making will help students evaluate their own thinking and judgment for use in their work and recreational pursuits. Legal approaches to risk mitigation, such as acknowledgement of risk, liability waivers, and an overview of Tort law will be covered. Risks associated with international travel and programming are also addressed. Students personalize the course in a research topic of their choice.

**Outdoor Education & Recreation**

**ADV21052**

**4CR**

SPECIAL NOTES: Friday's will take place in the field. There will be 3 required weekend field trips. Dates TBD DESCRIPTION: This course offers an introduction to the manifold facets of the Adventure Education program. Students from all disciplines are encouraged to enroll and explore the broad field of adventure education. Students will have opportunity for personal and professional growth by way of planning, and implementing several adventure pursuits (i.e. rock climbing, river running, navigation, expeditionary backpacking) in outdoor settings. Students will take part in, and practice, group development, communication, feedback and self-directed learning skills and techniques setting themselves up for success in future field based courses. Complimentary topics including a history of adventure and exploration, landscape and place based studies, and the origins of outdoor education will enrich students' perspective on adventure education and serve as a means of assessing and determining their own commitment and suitability for outdoor leadership and recreational pursuits.

**Recreation Management Practicum**

**ADV21053**

**4CR**

SPECIAL NOTES: \$25.00 estimated student expense for misc. expenses This course is designed to embrace and explore the concepts of service learning through direct community participation. Within the context of the course, students will interact with various public land managers to not only learn about recreation management, but also how they can actively participate in the stewardship of public lands. Through these interactions, students will gain knowledge and understanding related to the management of various forms of recreation on public lands. The laws, history, and ethics related to commercial and non-commercial recreation activities such as rock climbing, backpacking, equestrian use, river running, mountain biking, and off road vehicle use will also be explored. Students will also gain skills and experience in trail restoration and maintenance, wilderness inventory, and recreation site inventory and restoration. This course takes place on public lands throughout Northern Arizona, with a focus on our National Forest lands.

**ST in ADV: Ways of Being in Wilderness**

**ADV21055**

**4CR**

SPECIAL NOTES: <<<STUDENTS MUST HAVE VALID PASSPORT>>> This course is part of a 12 credit suit

that take place at the Prescott College Dopoi Education Center in southern Kenya. Student must take all 3 courses to receive credit. The 3 courses are Maasai Lands and Colonial Legacies. Special Topics in Adventure Education: Ways of Being in Wilderness, & Behavior and Conservations: East African Wildlife. Students will begin class in Prescott then fly to the field during Spring Break. Contact instructor at mpoole@prescott.edu for questions and information. COURSE DESCRIPTION: How do Non-Western cultures view and interact with the natural landscape? How do our American views of nature and conservations export globally and affect people worldwide? In this class, we examine the ways in which a nature-loving culture and scientific based methods of conservation and preservation coming out of the west move in critical ways around the world, and ask how these ideas and practices have transformed cultural, social and economic practices globally. In particular, we focus on the affect to indigenous communities.

**Youth Empowerment: Developing and Leading**

**ADV21066**

**4CR**

SPECIAL NOTES:: There will be an optional extended field component in Kanab, UT over Spring Break for students who would like the opportunity to run additional field experiences with teens. What does it mean to empower youth, to create youth driven spaces and programs, and to facilitate transformational experiences that are rooted in the developmental needs of adolescents? We will explore these questions and put the answers into practice through weekly adventure based programming with local teens from The Launch Pad Teen Center. Every week students will immerse themselves in classroom discussions on the latest theories around youth empowerment, using the YDS (Youth Driven Space) Model. This cutting edge model was developed by the nationally acclaimed Weikart Center for Research and The Neutral Zone Teen Center. Students will design programming that puts YDS and Youth Empowerment theory into practice, and then facilitate weekly programming with middle school and high school students through The Launch Pad's After-school Adventure Club.

This course will provide students with new knowledge and tools, resume building experiences, and the rare opportunity to lead weekly programs under the mentorship of a leading youth organization in Yavapai County.

**Maps & Wilderness Navigation**

**ADV21200**

**4CR**

SPECIAL NOTES: Tuesdays and Thursdays will be all-day field days; Involves rugged hiking and an overnight field; \$75.00 estimated student expense for compass, misc. COURSE DESCRIPTION: This course will balance theory and practical applications of wilderness navigation techniques. The primary outcome will be competence in the use of map and compass to navigate in wilderness settings. Equally important will be the development of cartographic literacy. Students will gain an understanding of the history of cartography and its role in the development of human conceptions of place. We will look at the changes in technology, including GPS systems and mapping programs, and examine their impact on our understanding of the world and our place in it. The strengths and limitations of maps, including the ways they reflect cultural assumptions and are used to further them, will also be explored. Weekly field trips will provide opportunities for refinement of practical skills and serve as an introduction to local geography.

**Wilderness Emergency Care**

**ADV21210**

**4CR**

SPECIAL NOTES: NONE DESCRIPTION: This course is designed to provide students with the tools to make critical medical and evacuation decisions in remote locations. The curriculum includes standards for urban and extended care situations. Special topics include but are not limited to: wound management and infection, realigning fractures and dislocations, improvised splinting techniques, patient monitoring and long-term management problems, up-to-date information on all environmental emergencies, plus advice on drug therapies. Emphasis is placed on prevention and decision-making. Much of the course will

be spent completing practical skills, case studies and scenarios. Upon successful completion, students will earn a NOLS Wilderness Medicine Wilderness First Responder (WFR) and Adult and Child CPR certifications. This course also serves as a prerequisite to the hands-on 'Global Health Responder' credential conducted in collaboration with the University of Colorado School of Medicine and the Institute for International Medicine.

**Whole Athlete, The**

**ADV21215**

**4CR**

SPECIAL NOTES: This primarily classroom based course is complimented by an independent field based experiential component. Writing Emphasis; \$50.00 estimated student expense for miscellaneous expenses. COURSE DESCRIPTION: This course takes a wholistic approach to physical training and coaching. Modern and traditional principles of exercise physiology will be studied from eastern and western medical traditions. "Alternative" training methods are also considered. This foundation will then be applied in rigorous student-designed exercise programs; these programs are integral academic components of the course. Students will learn techniques for increasing body and mental strength and their connection to the health of the whole person. An emphasis will be placed on the study of awareness as an athlete. The goal of the course is to raise levels of overall fitness and bodily awareness. Students are encouraged to look beyond issues pertaining to their own health and discover how methods acquired in this course can be transferred to others while working in a facilitator role such as coach, outdoor instructor, or classroom teacher.

**Teaching & Learning in Adventure Education**

**ADV21225**

**4CR**

SPECIAL NOTES: NONE COURSE DESCRIPTION: What does it mean to be a highly effective educator? This course introduces students to the intentional application of a variety of effective teaching practices applicable to a wide range of educational endeavors with an emphasis on adventure education settings. Particular focus is placed on facilitating cognitive and psychomotor skills development, increasing student engagement through the effective use of questions and discussions, formulating learning outcomes, planning lessons, and assessing student learning. Students gain practical experience in developing and delivering lessons through multiple peer teaching sessions where ample opportunity is provided to refine their skills as educators. Students also develop and practice the ability to give and receive meaningful, growth-oriented feedback. With this course as a foundation, appropriate subsequent courses for adventure educators may include The Art of Teaching, Curriculum Design, Learning Theories, Group Process, and teaching practicum courses.

**Interpersonal Communication**

**ADV21300**

**4CR**

SPECIAL NOTES: This course is a prerequisite for many Psychology & Human Development and Adventure Education courses, and it is recommended for all competence areas across all of these programs. DESCRIPTION: The ability to effectively communicate with others is an essential life skill. Whether a student wants to have an effective career working with people or to develop satisfying personal relationships, having excellent interpersonal communication skills can make the difference between mediocrity and success. This course covers the theories and practice of interpersonal communication. Students develop an awareness of their own unique style of communicating and develop strategies to maximize their potential. An emphasis is placed on practicing the skills of effective speaking and listening, and developing skills of generative and critical thinking. Topics covered include active listening, giving and receiving feedback, non-verbal communication, resolving conflicts, relationship building, and communicating under pressure, and principled negotiation.

**Women's Topics in Wilderness Leadership**

**ADV21704**

**4CR**

SPECIAL NOTES: This course will include several required multi-day expeditions: 10/23-10/27; 11/6-11/9



Course fee included money for food in the field. DESCRIPTION: In this course, students will explore women's unique psychology, learning styles, and group behaviors in the context of wilderness expeditioning. The ultimate intention will be to discuss and develop methods for effectively serving female adventure education participants. Building competence and confidence, students will practice technical skills, which may include rock climbing, backpacking, canyoneering, boating, mountaineering, navigation, and low-impact camping in a supportive, non-competitive environment. Students successfully completing this course will be more able to perform in single and mixed-gender adventure education settings as leaders and participants. This course is also intended to serve as additional preparation for upper division technical skills courses.

**Leading Inclusively: Theories & Practice**

**ADV21710**

**4CR**

SPECIAL NOTES: Many, but not all, Thursdays will be field days. Students will need to be prepared with appropriate gear and food. Field schedule and gear and food needs will be discussed during the first week. Please note - food expenses are not included in course fee. \$100 estimate expense for food in the field. This leadership course is intended to cultivate more effective outdoor instructors through culturally responsive pedagogy. This course will develop skills in recognizing, understanding, and addressing social issues as they manifest in outdoor programming. Students will be introduced to, and apply, theories (e.g. critical race theory, feminist theories, gender theory) and concepts relative to gender, racial, ethnic, and class identity as applied to adventure education. With weekly Field days and a field practicum experience, students will apply their learning in real adventure education contexts. A strong emphasis will be placed on studying the needs of outdoor program participants, and developing empowering and culturally responsive teaching techniques. As society moves toward awareness and acceptance of diverse social identities, the field of adventure education can be on the cutting edge of compassionate, accessible, and inclusive outdoor programming.

**Rock Climbing, Introduction to**

**ADV22010**

**4CR**

SPECIAL NOTES: Estimated 250.00 expense for the following required equipment: climbing helmet, climbing shoes, harness, belay carabiner, belay device. Equipment list will be provided following registration. All other equipment provided by Prescott College warehouse. 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.

**Top-Rope Climbing, Introduction to**

**ADV22012**

**1CR**

SPECIAL NOTES: This is a 1 credit 3 day course will be held November 6-8, 2020 COURSE DESCRIPTION: This course offering is designed to introduce the basic elements of climbing in a condensed format within a supportive and inclusive environment. Students are introduced to the activity of rock climbing and the personal group development inherent to the sport. Three field days follow this introduction in which students learn the basic knots and equipment used in climbing, and then have a chance to explore movement on the vertical realm. The human experience is emphasized during this introduction with particular attention paid to emotional growth, group experience and the joy of being in an outdoor environment. The course emphasizes group debriefs and attentiveness to the emotional elements inspired by rock. Students' progress through a series of lessons including basic safety protocols,

equipment, belaying, movement and mental aspects. The course concludes with a reflective practice designed to transfer inter and intrapersonal learnings to other elements of life.

**Introduction to Rock II: Ropework**

**ADV22016**

**1CR**

SPECIAL NOTES: This is a 1 credit course - This is a pop-up course. COURSE DESCRIPTION: Introduction to Rock II, is the second course in a sequence of classes focused on an introduction to the craft and pursuit of technical outdoor rock climbing. Where Introduction to Rock I takes a holistic approach, addressing climbing literacy, trends, mental perspectives, self-development and technical skills, Introduction to Rock II focuses in on the technical and applied aspects of climbing. This course can serve as a refresher for those wanting to sharpen their ropework and movement skills before enrolling in Intermediate Rock Climbing, (where lead climbing becomes the focus), or as an opportunity to practice top-rope set-up and single pitch skills, so that they may pursue a personal climbing practice utilizing the safest and most efficient techniques. The course begins by reviewing the movement and ropework techniques delivered in Introduction to Rock Climbing I, then allows students to practice these skills while being actively coached and mentored, and finally concludes by having students apply these skills independently, in accordance with institutional requirements. Movement and ropework skills are practiced in a variety of top-rope single-pitch environments, including crack-climbs, face climbs, top-approached sites, bottom-approached sites, and natural and fixed anchor sites. Finally, the course delivers, rescue, safety and teaching techniques common to Single Pitch Instructor curriculum.

**Rock Climbing & Geology**

**ADV22048**

**4CR**

SPECIAL NOTES: This course takes place primarily in the field with interspersed classroom days. One overnight field will be required. \$240.00 estimated Student expense for climbing gear, supplies and food in the field.

COURSE DESCRIPTION: Every rock-climbing venue presents new challenges to climbers because of its unique rock texture, composition, and environment. All rock climbers are thus empirical geologists because of the direct personal experience they have with a variety of rock types. This class is designed to expand the climber's knowledge of the rock to include the geologic processes involved in its creation and sculpting. We will climb at a number of areas that have experienced various geologic histories and that are composed of diverse rock types. Such detailed study of the rocks will allow us to comprehend many important geologic concepts such as rock classification, plate tectonics, geologic time, weathering, and erosion. We will trace the geologic events that created the rock at each venue and scrutinize the weathering processes that have created every hold on which we rely. We will also introduce all of the skills covered in the Basic Rock Climbing course, such as climbing techniques for specific rock types, anchor systems, lead climbing procedures and practice, rescue techniques, ethical issues, and some land management concerns.

**Rock Climbing & Yoga**

**ADV22050**

**4CR**

SPECIAL NOTES: Class will be held Monday - Friday, the field schedule subject to change depending on daily weather; \$200.00 estimated student expense for gear, yoga mat, and food in the field.

DESCRIPTION: This course is designed to introduce and explore the connections between rock climbing and hatha yoga with the anticipation that the practice of each will enhance the other. The curriculum consists of an even balance of rock climbing and hatha yoga practice. Students with experience in either discipline will explore and discover the complementary relationship of the two pursuits. Hatha yoga postures, breathing, and meditation transfer directly to graceful movement, awareness, and control on the rock. Strength, courage, and focus - qualities that run parallel in each pursuit - will be developed in this course. All the skills covered in an introduction to rock climbing course will be introduced or reviewed. These include knot-tying, anchor systems, multi-pitch lead climbing, and rescue techniques.

There is space in the curriculum to develop each climber's technical repertoire.

**Explorers & Geographers**

**ADV22211**

**4CR**

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.

**International Mountain Expedition: Ecuador**

**ADV23000**

**4CR**

**SPECIAL NOTES: \*\*VALID PASSPORT REQUIRED\*\*** Students interested in registering for this course **MUST** attend a pre-registration informational meeting at 5:00 p.m., November 5th, Crossroads 206. A Course Application form and Intent to Register form will be handed out at the meeting and required before acceptance. This information will be used by the instructors to determine appropriate enrollment. Further information will be given when students are notified of their acceptance into the course. Students accepted for enrollment will be required to attend an additional pre-course planning meeting, for additional details about gear requirements and International details. Meeting will be December 3rd at 5:00pm in San Juan 201-A. Students will be required to schedule individual flights to Quito, Ecuador where shuttle service will be waiting to transport students from the airport to a TBD group hostel in downtown Quito. \$1250.00 estimated student expense for airfare, food, personal equipment, and misc. Students are required to have climbing gear and other personal equipment, so costs may be higher if students need to purchase/rent additional gear. **VALID PASSPORT REQUIRED. December 2nd, 2019 DEADLINE** for students to have a valid passport, **AND** individually purchase round trip ticket to and from Quito, Ecuador. Send documentation of both to Julie Munro and course instructors Arthur Herlitzka. **COURSE DESCRIPTION:** This intensive, field based course is appropriate for intermediate and advanced students with solid backgrounds in extended backcountry travel in remote environments. The focus is on implementation of a self-contained high-altitude mountaineering progression in a foreign country. The course will include explorations of regional cultures, geography, and ascents of appropriate mountaineering objectives. The expectation is that students will be building on existing backcountry skills and knowledge, but no previous mountaineering experience is required. Topics to be covered include: expedition planning and logistics, itinerary development, leadership, area-specific technical skills, safety and hazard evaluation, and place-based natural history and cultural studies.

**Backcountry Skiing & Avalanche Training**

**ADV23151**

**4CR**

**SPECIAL NOTES:** See Mathieu Brown for additional information; an informational meeting for all interested students will be held on Wednesday, October 30th at 6:00 pm in San Juan 201C. This course is based in the field after initial classroom meetings. Open to beginning backcountry skiers & snowboarders. Split board equipment available for rent. This course is a yurt and cabin based course with immediate access to the backcountry. \$100.00 estimated student expense for personal lift tickets. Alpine touring skis, boots, poles, transceivers, probe, and rescue shovels provided by the College. Course fee includes \$125 for Group food (lunches not included). Lodging included in the course fee. **COURSE**

DESCRIPTION: This course is designed to equip aspiring backcountry skiers with the skills and information needed to safely travel through and understand the winter environment.

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

**Backcountry Ski Touring & Winter Ecology**

**ADV23152**

**4CR**

SPECIAL NOTES: See Mathieu Brown for additional information; an informational meeting for all interested students will be held on Wednesday, October 30th at 6:00 pm in San Juan 201C. Successful completion of Natural History and Ecology or Concepts of Ecology recommended as well as some experience in winter conditions. Class meets first two days on campus and is based in the field after initial classroom meetings. Open to beginning backcountry skiers; Alpine Touring and Split Board Equipment may be available; \$200.00 estimated student expense for lift tickets and personal food costs. Alpine touring skis, boots, poles, transceivers, probes, and rescue shovels provided by the College. Course fee includes \$75 for Group food (dinners only); hut and lodging accommodations also included in course fee.

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 subfreezing temperatures are defining elements. Winter ecology topics will include characteristics of winter and the nival 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.

**Environmental Perspectives & Rafting**

**ADV24050**

**4CR**

SPECIAL NOTES: This course meets the first three days 9 AM - 3 PM San Juan 201C. After the initial classroom meetings, class is based in the field for the duration of the block. There is a \$300.00 Student Food fee included in the course fee for food while in the field. \$100 estimated student expenses for equipment, books, guides, & misc. DESCRIPTION: In the context of an expedition on one or more 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 geography, geology, vegetation, wildlife, high desert ecology,

general aspects of Indian and non-Indian cultures of the bioregion, and critical analysis of contemporary conservation issues. Developing skills in whitewater hydrology, piloting 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 issues, and backcountry river travel in a seamless fashion.

**Sea Kayaking & Marine Natural History**

**ADV24110**

**4CR**

SPECIAL NOTES: Students MUST be able to swim. This course takes place the 1st 3 days and last 2 days in the classroom then the course will take place in Kino Bay, Sonora, Mexico; STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! This is a station based, non-expedition course format.

We will be living at the Kino Field Station and will have one or two overnight trips during the block.

Course fee includes \$150 for Group food. \$150.00 estimated student expense for equipment, supplies, misc. This course offers an optional ACA Level 2 Skills assessment DESCRIPTION: Sea kayaking places us in intimate contact with the ocean environment. Kayakers are as much in the water as they are upon it. This unique perspective allows us to experience the power of the ocean's physical nature as well as giving us the opportunity to closely observe the living communities in the water and on the shore. This course is an introductory study of the interrelated topics of marine natural history and expeditionary sea kayaking.

Topics for study include tides and currents, wind and waves, and the natural history of nearshore organisms including fishes, seabirds, marine invertebrates and marine mammals. Students learn minimum impact travel and camping skills and be introduced to the regional impacts of coastal commerce and recreation. As apprentices to the sea, students learn and practice paddling skills, navigation, and ocean survival techniques drawn from the rich, thousand year history of sea kayaking.

**St in AE: Path of the Paddle**

**ADV24150**

**4CR**

SPECIAL NOTES: Students MUST be able to swim. This course takes place the 1st 3 days and last 2 days in the classroom then the course will take place in Kino Bay, Sonora, Mexico; STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! This is an expedition course format. The course fee includes \$150 for Group food. \$150.00 estimated student expense for equipment, supplies, misc. If the course is unable to travel to Mexico due to pandemic-related issues, classroom and field activities will take place in Prescott and various Southwestern lakes and rivers within a day's drive of Prescott. 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.

**Canoeing: Introduction to Expeditionary**

**ADV24200**

**4CR**

SPECIAL NOTES: Students MUST be able to swim. Friday's will be field days in addition to class time. Three multi-day weekend field trips required: TBD. \$100.00 estimated student expense for personal equipment, food, supplies. COURSE DESCRIPTION: This course is designed as an introduction to the skills and techniques of expeditionary canoeing as practiced on flatwater and Class I/II rivers. In addition to paddling skills, the class will look at the history of canoe design and construction, the role of the canoe in the history of exploration, river systems and relevant environmental, conservation and land management issues, river hydrology and reading moving water, safety and river rescue, expedition planning and a variety of relevant outdoor skills. Effective communication and teamwork between partners within the

context of the larger group will be emphasized. We will also be looking at our curriculum progression and outcomes for insight into how we learn any new skill. The course will include class time to develop theoretical foundations, day trips to facilitate skills development and expeditionary paddling. Exact locations are dependent upon water levels.

**River Guides Training**

**ADV24202**

**4CR**

SPECIAL NOTES: This class meets first 3 days and the last 2 days of Block 1 in San Juan 201-A. Prescott College provides most personal equipment such as "lifejacket, helmets, splash jackets paddles. Individuals are responsible for small group food contribution, river shoes, and a sleep kit. Course is a combination between daily and overnight trips. Class includes a Swift Water Rescue course. Opportunity to obtain Utah Guides License. DESCRIPTION: This course is designed to teach the art and science of whitewater raft operation by paddle and oar, on Class 3 whitewater. While the course emphasis is on training for those interested in professional commercial guiding, students seeking to develop or improve their whitewater boating skills are also encouraged to enroll. Both whitewater rafting and expeditionary river trip leadership are primary components of the curriculum. Boat operation skills will be acquired by rafting a variety of day long stretches of river, and multi-day river journeys. During the course a broad spectrum of river trip related topics will be covered. These include: raft piloting and whitewater hydrology, safety, first aid and emergency rescue, equipment care and repair, protocols for camping, food preparation and camp sanitation, client/guide relations, conducting side-hikes and interpretive presentations on regional, natural and cultural history, current conservation issues, legal and ethical issues for private and commercial guiding and planning and leading personal river trips.

**In the Creeks and Canyons: Exploration**

**ADV25008**

**4CR**

SPECIAL NOTES: First 4 days of class will meet in San Juan 201-C 8:00am - 12:00pm. \$480.00 estimated student expense for waterproof backpack, wet/dry hiking shoes, waterproof field notebooks and food in the field. In the arid southwest water is the elusive catalyst to life and beauty. On the southern boundary of the Colorado Plateau, known as the Mogollon Rim, geology and hydrology coalesce creating a series of majestic perennial wet canyons of rare aesthetic and environmental significance. In this field-based course, students will gain a comprehensive understanding of the geographical and ecological value of these high desert gems, and also of the historical and ongoing threats to their long- term survival. Course themes will include: natural history, geomorphology, aquatic biology, botany and riparian ecology (including threatened species), human impact - past and present, safe travel and navigational techniques for technical canyoneering, and low impact travel and camping methods. Students will learn to conduct environmental assessments of the canyons explored, which will assist land managers in their appraisal of ecosystem health.

**ST in AE: Atmospheric Dynamics**

**ADV25011**

**4CR**

SPECIAL NOTES: One field trip will take place March 22-24, 2019 visiting the Nation Weather Service office in Bellemont , AZ and a high elevation weather station on San Francisco Peaks. Winter appraisal and a means of travelling on snow will be necessary for the station visit. Prerequisites: Upper division students must have completed either college level onramp. Algebra prior to enrolling. This course explores atmospheric dynamics and the essentials of meteorology. Its goal is to provide students with basic working understanding of the components, physical processes, patterns, and current concepts of weather and climate. The course is structured around three main segments: 1. Global scale influences, 2. Physics of our atmosphere and 3. Interactions of earth and the atmosphere in creating weather and climate. Foundational information will be supported using videotaped lectures, supplemented by textbook readings. Students are expected to watch lectures and read corresponding chapters in the textbook. Evaluation will be based on each student's responses to study questions on pertinent topics

such as: layers of the atmosphere, the earth's energy budget; global circulation systems; local and regional weather patterns; greenhouse gasses and climate change; severe storms development, and practical weather forecasting. The course also provides an introduction to the art and science of reading and interpreting weather maps models and images. To add relevance to real-time conditions, students will keep a log of local meteorological data during the course and create a written synopsis of patterns and anomalies at the culmination. The course will visit the National Weather Service (NWS) facility near Flagstaff, AZ, and a mountain weather station on San Francisco Peaks.

**Adventure Education I: Expeditionary & Techniques      ADV41000      4CR**

SPECIAL NOTES: In addition to listed prerequisites students ideally have a rank of 2.0 or higher, a river log with 1 multi-day expedition or 10 day runs on class II or higher OR Intro to Rock or equivalent rock climbing experience. Course meets 1st week in San Juan 201-A from 1-5pm and then travels extensively on extended backcountry expeditions throughout the Southwest; Estimated \$200.00 - \$500.00 student expense for field rations, personal equipment, certifications, etc. depending on personal equipment. This course will introduce students to fundamental expedition skills and models through presentations, discussions, and practice. Topics will include minimum impact camping techniques, map and compass, equipment use and management, group living and decision-making processes, public land access issues, and recreational considerations in a variety of environments. We will also investigate fundamental theories and current issues in expedition leadership. In rigorous field settings, students will cultivate proficiency in outdoor technical skills congruent with the environment in which they are traveling; rock, snow, water.

**Adventure Education III: Teaching Practice      ADV41004      4CR**

SPECIAL NOTES: See Adventure Education 1 for all special notes, requirement and fees. This course will provide students a practical introduction to the leadership of adventure education activities. Students will implement outdoor programs for both their peers and for groups from the community. The focus will be on teaching basic backcountry living and traveling skills, top rope climbing technique, and water-based expeditioning. Students will receive regular feedback and mentorship regarding their development as educators.

**Environmental Topics for Educators      ADV41010      4CR**

SPECIAL NOTES: WRITING EMPHASIS. It is recommended that students have a background in adventure education and/or environmental studies. One all-day field trip, date TBD; \$40.00 estimated student expense for food in the field, misc. PREREQUISITES: LD: Writing Certification I or concurrent enrollment in Writing Workshop; recommend some background in adventure education and/or environmental studies. UD: Writing Certification I plus successful completion of at least two college level courses in environmental studies. DESCRIPTION: This course examines environmental topics and issues associated with the field of Adventure Education (AE), and encourages students to consider how recreation-based adventure programs may be compatible with environmental sustainability. We begin by taking a critical look at the spectrum of values promoted through AE, and the environmental ethics espoused by conservationists such as Aldo Leopold, John Muir, and Jack Turner. The interface of public lands management, environmental education, and adventure education will also be considered. Students will examine environmental issues specific to the Adventure Education Program at Prescott College, and assess how to best incorporate environmental studies and environmental education into existing adventure education courses. Finally, students will also explore a philosophical and ethical rationale for integrating environmental studies and adventure education, and identify practical strategies for adopting such integration into their own teaching.

**WELS I: (Marine) Expeditionary & Techniques****ADV41015****4CR**

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.

**WELS III: Teaching & Facilitation Method****ADV41017****4CR**

SPECIAL NOTES: SEE PHASE 1 FOR ALL FEE, SPECIAL NOTES AND REQUIREMENTS

DESCRIPTION: This course builds on students' knowledge of basic expedition and technical skills by allowing them to study and practice the implementation of adventure education activities. Topics include ethically responsible group management, risk management, and lesson planning, as well as facilitation skills such as framing, delivery and debriefing. Students are guided in implementing activities and lessons for their peers. Focus is placed on teaching expedition and technical skills, Leave No Trace, and natural history topics. Students take a major role in course planning and logistics, decision-making, and the establishment of an effective and mutually supportive community of traveling scholars.

**WELS III: (Plateau) Expeditionary Conservation Education****ADV41027****4CR**

The overarching objective of this course is multi-faceted– to develop a sense of place in a landscape, to consciously connect ecological literacy with the sense of place to explore ecological identity and to engage in and critically analyze the conservation and resource management challenges on public lands on the Colorado Plateau. In alignment with the theories of sustainability and conservation education, this course will develop a sense of place through facilitating place-based landscape studies and an intentional adventure experience to inspire, inform, and educate students on topics of sustainability and conservation of the West. Building upon a foundation of the regional landscape ecology and ecological literacy, students will examine water and mineral resources, public land management and controversies, climate change projections, and socio-economic/socio-political pressures.

Teaching, leadership, writing, service, and advocacy skills will be applied to express and inform each student's evolving sustainability ethos and ecological identity.

**Professional Training for Facilitating****ADV41042****4CR**

SPECIAL NOTES: This course begins on Tuesday Feb. 19th at 10:30 with an in-person class meeting. This will be an opportunity to introduce ourselves and go over the schedule for the course. COURSE

DESCRIPTION: This in-person and online hybrid learning course model, prepares the student for facilitating adventure education programs along an educational and therapeutic spectrum. It is the intersection between concepts in human development and adventure education from a variety of vantage points. Topics explored will include but are not limited to non-violent communication, behavioral guidance, conflict resolution, empowered ("clean") communication, child and teen development, thriving dyadic relationship models, forgiveness, fear, group dynamics, narrative therapy, consensus building, and various models of love. Although not a requirement of the course, a primary goal is to prepare students to APPLY this knowledge to on-site community living and counseling work at an outdoor children's summer camp in Northern California. Through a combination of on-line course readings, in-person



discussion and application of techniques and concepts, and individual mentorship from instructors, students are exposed to diverse teachings in a primarily academic model (with applied opportunities), with intense mentorship available. This course prepares students for an optional and highly-encouraged summer employment at Camp Augusta, a nonprofit outdoor education center. An optional opportunity available upon successful completion of this course is an additional 25 days of on-site staff training, that deepens students' understanding and application of course material, while also training in emergency preparedness, risk assessment and prevention. Students also may become trained facilitators in activities such as: ACCA-certified zip lines and challenge courses, visual and performance arts, rock climbing and rappelling, etc. See <http://campaugusta.org/summer/activities/> for a complete list of activities. This training would likely result in employment.

**Origins & Directions in Adventure Education**

**ADV41050**

**4CR**

SPECIAL NOTES: This class takes place online from 11am - 1pm COURSE DESCRIPTION: This course provides students with academic literacy in the field of adventure education. Through lecture, discussion, research, and experiential projects, this course explores the many facets comprising this unique discipline. Through examining historical influences relative to exploration and industrialization, as well as the changing views of the concepts of both leisure and nature, students see how and why adventure education emerged as a field. Similarities and differences to related fields, such as outdoor education, recreation, environmental sciences and experiential education are investigated. Students practice several modes of research and writing while critically examining current trends in adventure education. Upon course completion the successful student will have developed the ability to converse intelligently and with depth regarding the past, current and future significance of adventure education as a field of study and career.

**Recreation Management Practicum**

**ADV41053**

**4CR**

SPECIAL NOTES: \$25.00 estimated student expense for misc. expenses This course is designed to embrace and explore the concepts of service learning through direct community participation. Within the context of the course, students will interact with various public land managers to not only learn about recreation management, but also how they can actively participate in the stewardship of public lands. Through these interactions, students will gain knowledge and understanding related to the management of various forms of recreation on public lands. The laws, history, and ethics related to commercial and non-commercial recreation activities such as rock climbing, backpacking, equestrian use, river running, mountain biking, and off road vehicle use will also be explored. Students will also gain skills and experience in trail restoration and maintenance, wilderness inventory, and recreation site inventory and restoration. This course takes place on public lands throughout Northern Arizona, with a focus on our National Forest lands.

**ST in ADV: Ways of Being in Wilderness**

**ADV41055**

**4CR**

SPECIAL NOTES: <<<STUDENTS MUST HAVE VALID PASSPORT>>> This course part of a 12 credit suit that take place at the Prescott College Dopoi Education Center in southern Kenya. Student must take all 3 courses to receive credit. The 3 courses are Maasai Lands and Colonial Legacies. Special Topics in Adventure Education: Ways of Being in Wilderness, & Behavior and Conservations: East African Wildlife. Students will begin class in Prescott then fly to the field during Spring Break. Contact instructor at [mpoole@prescott.edu](mailto:mpoole@prescott.edu) for questions and information. COURSE DESCRIPTION: How do Non- Western cultures view and interact with the natural landscape? How do our American views of nature and conservation export globally and affect people worldwide? In this class, we examine the ways in which a nature-loving culture and scientific based methods of conservation and preservation coming out of the west move in critical ways around the world, and ask how these ideas and practices have transformed

cultural, social and economic practices globally. In particular, we focus on the effect to indigenous communities.

**Outdoor Program Administration**

**ADV41060**

**4CR**

SPECIAL NOTES: SPECIAL NOTES: Writing Emphasis; Must be a rank 3.0 or above (Jr. level, 96-143 credits). Highly recommended for students with a competence in Adventure Education. DESCRIPTION: This course will introduce students to the administrative and leadership skills required to operate a successful outdoor program. Topics covered include: safety and risk management; hiring, supervising, and evaluating staff; fiscal management; legal liability; access to public lands; and program leadership. Course content will be driven by student engagement in program scenarios, course readings, site visits and guest speakers. Students will explore the concepts of administration responsibilities through various lenses including that of participant, instructor, administrator, legal guardians, etc. We will explore the qualifications required of administrators in the field of outdoor programming and establish methods for developing professional level resumes. Students will select a topic of special interest to research and create a detailed written exploration of the chosen subject.

**Youth Empowerment: Developing and Leading**

**ADV41066**

**4CR**

SPECIAL NOTES:: There will be an optional extended field component in Kanab, UT over Spring Break for students who would like the opportunity to run additional field experiences with teens. What does it mean to empower youth, to create youth driven spaces and programs, and to facilitate transformational experiences that are rooted in the developmental needs of adolescents? We will explore these questions and put the answers into practice through weekly adventure based programming with local teens from The Launch Pad Teen Center. Every week students will immerse themselves in classroom discussions on the latest theories around youth empowerment, using the YDS (Youth Driven Space) Model. This cutting edge model was developed by the nationally acclaimed Weikart Center for Research and The Neutral Zone Teen Center. Students will design programming that puts YDS and Youth Empowerment theory into practice, and then facilitate weekly programming with middle school and high school students through The Launch Pad's After-school Adventure Club. This course will provide students with new knowledge and tools, resume building experiences, and the rare opportunity to lead weekly programs under the mentorship of a leading youth organization in Yavapai County.

**Group Process for Adventure Educators**

**ADV41100**

**4CR**

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

**ST in AE: The Deeper Dimensions of Yoga**

**ADV41156**

**4CR**

SPECIAL NOTES: NONE This course is designed for the student with previous experience in yoga and an interest in deepening their studies in both yoga philosophy and techniques. It is a course of both academic study and experiential, physical practice. Students will have the opportunity to advance their yoga asana and breathing practices, as well as learn therapeutic applications and adaptations for each. There will be an emphasis on developing and maintaining a meditation practice. This course looks at a number of ancient spiritual texts including the Yoga Sutras of Patanjali, the Bhagavad Gita, and Hatha

Yoga Pradipika and how they relate to modern daily life. Other topics to be studied and discussed will include kriya yoga, the identified 'schools of yoga', energetic anatomy and current trends in the field.

**Maps & Wilderness Navigation**

**ADV41200**

**4CR**

SPECIAL NOTES: Tuesdays and Thursdays will be all-day field days; Involves rugged hiking and an overnight field trip 10/15-10/162020; \$75.00 estimated student expense for compass, misc. COURSE DESCRIPTION: This course will balance theory and practical applications of wilderness navigation techniques. The primary outcome will be competence in the use of map and compass to navigate in wilderness settings. Equally important will be the development of cartographic literacy. Students will gain an understanding of the history of cartography and its role in the development of human conceptions of place. We will look at the changes in technology, including GPS systems and mapping programs, and examine their impact on our understanding of the world and our place in it. The strengths and limitations of maps, including the ways they reflect cultural assumptions and are used to further them, will also be explored. Weekly field trips will provide opportunities for refinement of practical skills and serve as an introduction to local geography.

**Whole Athlete, The**

**ADV41215**

**4CR**

SPECIAL NOTES: This primarily classroom-based course is complimented by an independent field based experiential component. Writing Emphasis; \$50.00 estimated student expense for miscellaneous expenses. COURSE DESCRIPTION: This course takes a wholistic approach to physical training and coaching. Modern and traditional principles of exercise physiology will be studied from eastern and western medical traditions. "Alternative" training methods are also considered. This foundation will then be applied in rigorous student-designed exercise programs; these programs are integral academic components of the course. Students will learn techniques for increasing body and mental strength and their connection to the health of the whole person. An emphasis will be placed on the study of awareness as an athlete. The goal of the course is to raise levels of overall fitness and bodily awareness. Students are encouraged to look beyond issues pertaining to their own health and discover how methods acquired in this course can be transferred to others while working in a facilitator role such as coach, outdoor instructor, or classroom teacher.

**Search & Rescue**

**ADV41250**

**4 CR**

This course is designed to teach basic concepts and techniques for the safe location and evacuation of injured persons in backcountry and high angle environments. The goal of the course is to expose students to the critical thinking and analysis skills necessary to safely effect a variety of SAR activities. Material covered in this course may include: Risk awareness and management, component analysis and testing, managing and executing rescue operations, lowering and raising loads, mechanical advantage systems, belay systems, equipment care and use, search techniques and strategies, technical communications, and preventative SAR tactics.

**Adventure Therapy Program Models and Models**

**ADV41500**

**4CR**

SPECIAL NOTES: As of 7/20/20, this course will be delivered online. While academic goals listed in the description will still be addressed, the course will not meet face to face or take field trips DESCRIPTION: 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.

**Wilderness Leadership, I**

**ADV41701**

**4CR**

SPECIAL NOTES: Course takes place in the field after the 1st 4 days 8am - 1pm in the classroom. Must enroll in all three phases concurrently. Qualifications: Adventure Education, WELS, or equivalent field experience. Intermediate/advanced skills in backcountry skiing and Avalanche Level I or II (preferred) required. Intermediate Rock with a climbing log documenting >10 traditional leads OR River Guides Training (or equivalent) required. Wilderness Emergency Care training such as OEC, EMT or WFR certification recommended. After initial classroom meeting, this course is primarily field based in remote locations across the West. \$500-\$1200.00 estimated student expense for personal equipment, clothing, supplies, food, misc. (depends on the amount of equipment student already owns.) Course fee includes \$250.00 for Group food while in the field. DESCRIPTION: This capstone field-semester takes an experiential and holistic approach to the study of outdoor leadership. In addition to being an advanced skills course, it is also a content and inquiry based journey of the outdoors and the self, taking place in complex wilderness-based settings. This phase focuses on the praxis of adventure, and the expedition and programming skills necessary for design and implementation of transformative experience. Students study and then apply the myriad of potential programming tools through the design of an experience that best fulfills the overarching goals and objectives of outdoor adventure education theory. The course culminates in the implementation of a student-designed and led expedition, and the design of a research tool intended to assess planned outcomes. In addition to testing logistical aptitude, planning proficiency, and administrative skills, regular reflections and group discussions provide direct and timely feedback on whether the intended program benefits and outcomes are being achieved, thus delivering the set of tools used in program assessment.

**Wilderness Leadership, II**

**ADV41702**

**4CR**

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.

**Wilderness Leadership, III**

**ADV41703**

**4CR**

SEE WILDERNESS LEADERSHIP I FOR DESCRIPTION, PRE-REQUISITES, FEES, AND SPECIAL NOTES! This capstone field-semester takes an experiential and holistic approach to the study of outdoor leadership. This phase explores the means and process by which leadership is applied. Through this progression a myriad of contemporary outdoor topics such as therapeutic use of wilderness, equity, gender, privilege and social responsibility are addressed. Students utilize their prior professional experience as educators, guides, and instructors to further reflect on their behavior and better develop their own maturity, initiative and proficiency. This critical examination of outdoor industry and culture helps define the meaning of leadership and shapes performance in both formal and informal leadership roles. Through

this examination students work to tease out the purpose, value and long-term benefits of contributions made to the outdoor environmental culture and profession. The end goal of which, is to better conceptualize, articulate and transfer the value of a life lived outdoors.

**Women's Topics in Wilderness Leadership**

**ADV41704**

**4CR**

SPECIAL NOTES: This block course will include several multi day field expeditions. DESCRIPTION: In this course students will explore what it means to express and boldly embody the feminine within the context of wilderness expeditions. Drawing inspiration from womxn's writing and expression as well as our own unique experiences, we will discuss many of the challenges faced by womxn in relation to access, representation, and group dynamics. The ultimate intention of the course is to make contact with our own feminine in order to discuss and develop methods for effectively serving female identifying adventure education participants. Building competence and confidence, students will also practice technical skills, which may include rock climbing, backpacking, canyoneering, boating, mountaineering, skiing, navigation, and low-impact camping in a supportive, non-competitive environment. Students successfully completing this course will be more able to perform in single and mixed-gender adventure education settings as leaders and participants. This course is also intended to serve as additional preparation for upper division technical skills courses.

**ST in AE: Diverse Modes of Facilitation**

**ADV41705**

**4CR**

SPECIAL NOTES: NONE What does it look like to lead across the diverse fields of adventure and outdoor experiential education? How can we as adventure educators build the tools that empower students in a range of environments and educational modalities? In this course, students will investigate multiple facilitation models for outdoor experiential education including traditional group process in youth, teen, and adult adventure education courses, adaptive sports education and recreation, wilderness therapy, and focused courses for specific users such as all female groups, Students of Color, or Veterans groups. Together we will build upon the basics of group process and explore advanced leadership and facilitation models that meet specific student and group needs. Course activities include learning from practitioners in the field, interviewing experts, and visiting programs to learn about and experience different approaches to the group process. Students will also have the opportunity to put into practice learned facilitation tools in field settings to build a strong skills set in group facilitation models across the fields of outdoor experiential education.

**Leading Inclusively: Theories & Practice**

**ADV41710**

**4CR**

SPECIAL NOTES: Many, but not all, Thursdays will be field days. Students will need to be prepared with appropriate gear and food. Field schedule and gear and food needs will be discussed during the first week. Please note - food expenses are not included in course fee. \$100 estimate expense for food in the field. Acceptable prerequisite to enroll as UD includes successful TA role in an AE course. This leadership course is intended to cultivate more effective outdoor instructors through culturally responsive pedagogy. This course will develop skills in recognizing, understanding, and addressing social issues as they manifest in outdoor programming. Students will be introduced to, and apply, theories (e.g. critical race theory, feminist theories, gender theory) and concepts relative to gender, racial, ethnic, and class identity as applied to adventure education. With weekly Field days and a field practicum experience, students will apply their learning in real adventure education contexts. A strong emphasis will be placed on studying the needs of outdoor program participants, and developing empowering and culturally responsive teaching techniques. As society moves toward awareness and acceptance of diverse social identities, the field of adventure education can be on the cutting edge of compassionate, accessible, and inclusive outdoor programming.

**Rock Climbing, Intermediate****ADV42015****4CR**

SPECIAL NOTES: Previous climbing experience required. This course takes place 8-5 in the field after initial classroom meeting; Meets the prereq for Adventure Education; some overnight field trips: \$230.00 estimated student expense for climbing gear, supplies, food in the field, misc. COURSE DESCRIPTION: This course is designed to introduce students to high angle, traditionally protected multi-pitch rock climbing. It is a concentrated course designed to equip aspiring lead climbers with the necessary skills, decision-making ability, and safety consciousness to accomplish traditionally protected multi-pitch rock climbs in a self-sufficient manner. A review of basic skills and anchors precedes a basic lead climbing progression. Students have an opportunity to climb in teams and practice lead climbing protection placement, route finding, cleaning and descents in multi-pitch settings. The course is not designed solely around pushing student climbing standards, but rather providing a supportive environment in which to reinforce technical skills and safe climbing practices at a comfortable standard. Other intermediate skills such as belay escape, self-rescue, rappel retrieval, ascending fixed lines, and problem solving are also covered. Current trends and issues in rock climbing are covered including land management policies, impacts of rock climbing, ethics, and service work in local climbing areas. If student interest and skills are suitable, an introduction to aid climbing and hauling, and/or an overview of curricular standards followed in the Single Pitch Instructors (SPI) certification used by the American Mountain Guide Association (AMGA) may be included.

**Rock Climbing & Yoga****ADV42050****4CR**

SPECIAL NOTES: Field schedule subject to change depending on daily weather; \$200.00 estimated student expense for gear, yoga mat, and food in the field. This course is designed to introduce and explore the connections between rock climbing and hatha yoga with the anticipation that the practice of each will enhance the other. The curriculum consists of an even balance of rock climbing and hatha yoga practice. Students with experience in either discipline will explore and discover the complementary relationship of the two pursuits. Hatha yoga postures, breathing, and meditation transfer directly to graceful movement, awareness, and control on the rock. Strength, courage, and focus - qualities that run parallel in each pursuit - will be developed in this course. All the skills covered in an introduction to rock climbing course will be introduced or reviewed. These include knot-tying, anchor systems, multi-pitch lead climbing, and rescue techniques. There is space in the curriculum to develop each climber's technical repertoire.

**International Mountain Expedition: Ecuador****ADV43000****4CR**

SPECIAL NOTES: **\*\*VALID PASSPORT REQUIRED\*\*** Students interested in registering for this course **MUST** attend a pre-registration informational meeting at 5:00 p.m., November 5th, Crossroads 206. A Course Application form and Intent to Register form will be handed out at the meeting and required before acceptance. This information will be used by the instructors to determine appropriate enrollment. Further information will be given when students are notified of their acceptance into the course. Students accepted for enrollment will be required to attend an additional pre-course planning meeting, for additional details about gear requirements and International details. Meeting will be December 3rd at 5:00pm in San Juan 201-A. Students will be required to schedule individual flights to Quito, Ecuador where shuttle service will be waiting to transport students from the airport to a TBD group hostel in downtown Quito. \$1250.00 estimated student expense for airfare, food, personal equipment, and misc. Students are required to have climbing gear and other personal equipment, so costs may be higher if students need to purchase/rent additional gear. **VALID PASSPORT REQUIRED. December 2nd, 2019 DEADLINE** for students to have a valid passport, **AND** individually purchase round trip ticket to and from Quito, Ecuador. Send documentation of both to Julie Munro and course instructors Arthur Herlitzka. COURSE DESCRIPTION: This intensive, field-based course is appropriate for intermediate and advanced students with solid backgrounds in extended backcountry travel in remote environments. The focus is on

implementation of a self-contained high-altitude mountaineering progression in a foreign country. The course will include explorations of regional cultures, geography, and ascents of appropriate mountaineering objectives. The expectation is that students will be building on existing backcountry skills and knowledge, but no previous mountaineering experience is required. Topics to be covered include: expedition planning and logistics, itinerary development, leadership, area-specific technical skills, safety and hazard evaluation, and place-based natural history and cultural studies.

Alpine Mountaineering

ADV43005

4CR

SPECIAL NOTES: First 2 days of class is 8am-1pm in San Juan 201-B. Students who enroll in this course should have the ability to lead climb 5.7 traditional routes, at least 2 multi-pitch rock climbs and efficient anchor building skills. A climbing logbook with a minimum of 15 documented  $\geq$  5.7 traditional leads is required; Wilderness Emergency Care or WFR certification recommended. This course is based in the field after initial classroom meetings; \$400.00 estimated student expense for personal equipment (i.e., stormproof clothing), food in the field, misc. DESCRIPTION: This is an intermediate/advanced course for students with solid backgrounds in rock climbing and general back country skills. The concentration is on acquiring basic alpine mountaineering skills and perfecting them to a level suitable for use in conducting adventure experiences in an alpine setting. This field oriented course takes place in a suitable alpine region and emphasizes ascents of mountains with a broad range of characteristics. Topics covered include: expedition planning and logistics; safety and hazard evaluation; communication and leadership; self-rescue and emergency procedures; basic snow climbing technique; glacier travel and crevasse rescue; avalanche awareness; route finding; applied rock climbing; practical weather forecasting, accident prevention, and modern trends in mountaineering

Avalanche Forecasting

ADV43010

4CR

SPECIAL NOTES: Required completion of a Level 1 avalanche course. Course will meet first 2 days in San Juan 201-C then in the field. Estimated student expense of \$350 -\$1750 for ski and warm weather gear. Course includes \$250.00 refundable fee for Group food while in the field and additionally the fee includes lodging during first winter phase. COURSE DESCRIPTION: This advanced course focuses on avalanche forecasting for backcountry skiers or snowboarders. While spending three weeks in a suitable mountain environment, students will learn about "snow" in all of its aspects. Students will also gather and interpret information that allows them to make informed decisions about avalanche formation. The topics include mountain meteorology, mountain snowpack, snow formation and metamorphism, avalanche phenomena, stability testing and evaluation, safety and rescue, critical route finding, and group management. American Avalanche Association level 2 curriculum will be used as a foundation. However, field activities will go far beyond in practical application of theory. The course will emphasize all aspects of operational and site specific forecasting methodology relevant to professional and recreational applications in snow science and avalanche hazard evaluation.

St in AE: Path of the Paddle

ADV44150

4CR

SPECIAL NOTES: Students MUST be able to swim. This course takes place the 1st 3 days and last 2 days in the classroom then the course will take place in Kino Bay, Sonora, Mexico; STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! This is an expedition course format. The course fee includes \$150 for Group food. \$150.00 estimated student expense for equipment, supplies, misc. If the course is unable to travel to Mexico due to pandemic-related issues, classroom and field activities will take place in Prescott and various Southwestern lakes and rivers within a day's drive of Prescott. 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.

River Guides Training

ADV44202

4CR

SPECIAL NOTES: This class meets first 3 days and the last 2 days of Block 1 in San Juan 201-A. Prescott College provides most personal equipment such as "lifejacket, helmets, splash jackets paddles. Individuals are responsible for small group food contribution, river shoes, and a sleep kit. Course is a combination between daily and overnight trips. Class includes a Swift Water Rescue course. Opportunity to obtain Utah Guides License. UD credit will require a culminating project. DESCRIPTION: This course is designed to teach the art and science of whitewater raft operation by paddle and oar, on Class 3 whitewater. While the course emphasis is on training for those interested in professional commercial guiding, students seeking to develop or improve their whitewater boating skills are also encouraged to enroll. Both whitewater rafting and expeditionary river trip leadership are primary components of the curriculum. Boat operation skills will be acquired by rafting a variety of day long stretches of river, and multi-day river journeys. During the course a broad spectrum of river trip related topics will be covered. These include: raft piloting and whitewater hydrology, safety, first aid and emergency rescue, equipment care and repair, protocols for camping, food preparation and camp sanitation, client/guide relations, conducting side-hikes and interpretive presentations on regional, natural and cultural history, current conservation issues, legal and ethical issues for private and commercial guiding and planning and leading personal river trips.

In the Creeks and Canyons: Exploration

ADV45008

4CR

SPECIAL NOTES: First 2 days of class will meet in San Juan 201-C 8:00am - 12:00pm. \$480.00 estimated student expense for waterproof backpack, wet/dry hiking shoes, waterproof field notebooks and food in the field. In the arid southwest water is the elusive catalyst to life and beauty. On the southern boundary of the Colorado Plateau, known as the Mogollon Rim, geology and hydrology coalesce creating a series of majestic perennial wet canyons of rare aesthetic and environmental significance. In this field-based course, students will gain a comprehensive understanding of the geographical and ecological value of these high desert gems, and also of the historical and ongoing threats to their long- term survival. Course themes will include: natural history, geomorphology, aquatic biology, botany and riparian ecology (including threatened species), human impact - past and present, safe travel and navigational techniques for technical canyoneering, and low impact travel and camping methods. Students will learn to conduct environmental assessments of the canyons explored, which will assist land managers in their appraisal of ecosystem health.

ST in AE: Atmospheric Dynamics

ADV45011

4CR

SPECIAL NOTES: Students seeking upper division credit will develop and write a research paper on a relevant topic of personal interest and approved by the instructor. One field trip will take place March 22-24, 2019 visiting the Nation Weather Service office in Bellemont , AZ and a high elevation weather station on San Francisco Peaks. Winter appraisal and a means of travelling on snow will be necessary for the station visit. Prerequisites: Upper division students must have completed either college level or A.P. Algebra prior to enrolling. This course explores atmospheric dynamics and the essentials of meteorology. Its goal is to provide students with basic working understanding of the components, physical processes, patterns, and current concepts of weather and climate. The course is structured around three main segments: 1. Global scale influences, 2. Physics of our atmosphere and 3. Interactions of earth and the atmosphere in creating weather and climate. Foundational information will



be supported using videotaped lectures, supplemented by textbook readings. Students are expected to watch lectures and read corresponding chapters in the textbook. Evaluation will be based on each student's responses to study questions on pertinent topics such as: layers of the atmosphere, the earth's energy budget; global circulation systems; local and regional weather patterns; greenhouse gasses and climate change; severe storms development, and practical weather forecasting. The course also provides an introduction to the art and science of reading and interpreting weather maps models and images. To add relevance to real-time conditions, students will keep a log of local meteorological data during the course and create a written synopsis of patters and anomalies at the culmination. The course will visits the National Weather Service (NWS) facility near Flagstaff, AZ, and a mountain weather station on San Francisco Peaks.

Wilderness Orientation Instructors Practicum

ADV46000

4CR

PREREQUISITES: Permission of instructor after application process (please contact instructor to apply):

Cecil Goodman and Courses: Successful completion of at least 1 semester-length field course (i.e.

Adventure Education I, II, III; Wilderness Leadership I, II, III; WELS I, II, III)SPECIAL NOTES: Senior level status preferred. Current Wilderness First Responder certification required. Completion of the application process includes a supportive AE faculty reference. Contact Orientation Director (Cecil Goodman).

Students will receive a \$400 food and gear stipend. COURSE DESCRIPTION: This advanced course represents a practical demonstration of wilderness leadership. It enables student leaders to apply knowledge and skills that have been gained through their prior coursework. Student leaders conduct a three-week wilderness expedition for students entering the Resident Undergraduate Program. The student leaders are responsible for the organization, documentation, and facilitation of the expedition which serves as a personal demonstration of competence in leadership, teaching, community building, and logistical skills. Thirty leadership days will be credited toward competence or breadth in Adventure Education.

Sources of Knowledge: Applied Research

ADV51000

3CR

SPECIAL NOTES: NONECOURSE 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.

Earth in Mind: Ecological Literacies for Outdoor Educators ADV52000

3CR

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.

Diversity, Equity, and Inclusion: Outdoor Education for a Just World ADV52010

3CR

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.

Philosophy and Methods of Experiential

ADV57050

3CR

SPECIAL NOTES: Graduate students (including those approved for 4+1) are responsible for the same learning outcomes as undergrads, though they also will need a solid theoretical understanding of the foundational work and primary texts in adventure education and to demonstrate the complex level of thinking required at a graduate level. COURSE DESCRIPTION: This course provides students with academic literacy in the field of adventure education. Through lecture, discussion, research, and experiential projects, this course explores the many facets comprising this unique discipline. Through examining historical influences relative to exploration and industrialization, as well as the changing views of the concepts of both leisure and nature, students see how and why adventure education emerged as a field and why it is now conceptualized under experiential education philosophy.

Similarities and differences to related fields, such as outdoor education, recreation, environmental sciences, and adventure therapy are investigated. Students practice several modes of research and writing while critically examining current trends in adventure education. Upon course completion the successful student will have developed the ability to converse intelligently and with depth regarding the past, current, and future significance of adventure education as a field of study and career. All students will cultivate social and ecological considerations and literacies throughout the course during dialogue and written assignments about current critical issues in the field.

Risk and Reward: Managing Risk in Outdoor Programming ADV57075

3CR

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course will explore the various interactions and relationships between ethics and risk management as it relates to the application of Adventure Education modalities across a variety of settings. Students will explore ethical issues, competence and scope of practice, client welfare, confidentiality, informed consent, boundaries, cultural considerations, and environmental impact, as well as tort liability, relevant case law, risk evaluation, legal management strategies, and the principles of waivers and releases. As a way to avoid and mitigate potential incidents, this course explores ethics and risk management as a central component of expeditionary thinking and learning.

Leadership & Administration of Outdoor Program Administration ADV57100

3CR

COURSE DESCRIPTION: This course provides students with an overview of the essential administrative realms program managers and supervisors need to be familiar with and have knowledge and understanding of, in order to provide professional and ethical services in outdoor education. Through discussion, reading, weekly activities, research, site visits, and interviews with professionals, this course explores the many facets comprising this unique discipline.

Capstone: Adventure Education

AHU59001

3CR

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 student 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).

Gallery Management in a Contemporary AHU21020 4CR  
SPECIAL NOTES: NONE DESCRIPTION: This semester's focus will be a Pop-up Gallery. In collaboration with the instructor, students will manage the process of organizing an art event in a temporary space – whether a rented retail space, the back of a u-haul truck, or outdoor space. Students will create artwork in their media of choice during the semester and take their work to the people – exhibiting their work publicly in a temporary art space. Where formal gallery spaces are exclusive or costly, a Pop-Up event can engage and generate conversation with the general public. Students will be responsible for all aspects of Pop-Up gallery management, which includes installation, archiving, public relations, fundraising, and working in cooperation with the end-of-year student visual arts show. All students enrolled in this practicum will work in the Pop-Up gallery as attendants and installation assistants. This course can be repeated for upper division credit.

Film & Literature: Elements of Desire AHU22025 4CR  
SPECIAL NOTES: Writing Emphasis. Students who would like to take this course for upper division credit must meet prerequisite requirement plus have successfully completed one lower-division writing and literature course.

“Behind all art is an element of desire...Love of life, of existence, love of another human being, love of human beings is in some way behind all art—even the most angry, even the darkest, even the most grief-stricken....has that element somewhere behind it,” said poet Adrienne Rich. While exploring the symbiotic relationship between art and desire, the course focuses on the power and complexity of narrative as told in both visual and written media. Students will read classic and contemporary prose works as well as learn to read films as texts. They will also examine what happens when literature is adapted into film. In addition to sharpening their appreciation for both media, students will consider the historical implications as well as thematic and structural concerns of the works. Texts may include works by Coppola, Kazan, Lee, Mendes, Nabokov, Ondaatje, Proulx, and Williams.

Film & Literature: Stories from the Land AHU22026 4CR  
SPECIAL NOTES: Writing Emphasis DESCRIPTION: “A place,” writes Joan Didion, “belongs forever to whoever claims it hardest, remembers it most obsessively, wrenches it from itself, shapes it, renders it...” Similarly, one of Steinbeck’s characters says what gives true title to land is not a piece of paper, but the “being born on it, working it, dying on it” In this course, students will expand their understanding of the human connection to place by reading works of literature and by viewing films in which the land or “homeplace” is of central concern. While offering a variety of perspectives-- those of natives, transplants and the dispossessed—the course will focus on the power and complexity of narrative as told in both visual and written media. Students will read classic and contemporary fiction and nonfiction, and learn how to read films as texts. In addition to sharpening their appreciation for both media, students will consider the historical implications as well as thematic and structural concerns of the works.

Just Art: Art & Social Change AHU21045 4CR  
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.

Dance Improvisation

AHU22351

4CR

SPECIAL NOTES: This semester the class will be focused on Political Theatre. There will be an opportunity to present at a conference geared towards racial equity/defeating white nationalism the third weekend of September as the class concludes. Enlivening and liberating, dance improvisation- the process of spontaneously creating movement--provides essential life skills and practice, and naturally integrates with diverse disciplines and passions. Improvisation encourages trust, creativity, innovation, authenticity, intuition, freedom, and play. Exploring diverse contemporary forms--such as authentic movement, contemplative dance, nature and dance, and contact improvisation--enriches students' skill base. Areas of study may include kinesthetic awareness, organic process, ensemble thinking, composition, imagery and metaphor, voice-work, creation of scores, breath and energy awareness, and ritual. Students will practice somatic awareness and presence while attending to outward connections in an atmosphere of open expression, collaboration, and art-making. Solo, duet and ensemble work will allow students to gain confidence in nonverbal communication and being witnessed. This course welcomes students of all experience levels.

Boal & Beyond: Theatre as Transformative

AHU22381

4CR

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.

ST in AHU: Acting/Non-acting: Developing Openness &

Resilience through Performance

AHU22382

4CR

SPECIAL NOTES: NONE COURSE DESCRIPTION: This is a studio course for actors and non-actors in which students will explore different approaches to acting and the ways in which various acting exercises and techniques operate to nurture and support individual and communal, emotional and physical, openness and resilience. Studio work begins the basics of presence and awareness, connecting body, mind, and being through breath and movement, cultivating emptiness, trust, and receptivity, and developing instincts that are fundamental for entering explorations as an actor. The diverse sources of the techniques introduced within the course include: Butoh / Kundalini Yoga / Red Nose clowning / Yoshi Oida / Peter Brook / Standford Meisner / Konstantin Stanislavski / Augusto Boal. During the course students will develop individual ways of employing acting techniques as tools to form personal strategies for engaging diverse subject matter encompassing, roles and situations within a theatre play, as well as, circumstances and conflicts that arise in life.

Introduction to Digital Photography: AHU22705 4CR  
SPECIAL NOTES: Students should have Basic Computing Skills, access to a DSLR camera (Learning Technologies has cameras available to borrow), and a recommended external hard drive or flash drive. Estimated student expense of \$500 for camera and flash drive. 2 required field trips on 08/28/20 and 09/04/20. COURSE DESCRIPTION: This course is designed for students across academic disciplines to gain an essential understanding of Digital Photography as a means of visual expression and communication in the Digital Age. Skills include: manual DSLR camera operation, image editing in Adobe Photoshop, introduction to digital printing, and final presentation methods for print-based and virtual platforms. Relevant historic and contemporary photographers and approaches will be covered. Emphasis is on the development of visual communication through photography, enabling students to expertly document and visually articulate their learning from any academic or extracurricular area, as well as gain an aesthetic appreciation for the natural world, the cultural environment, and the power of photography.

SP in AHU: Stop Motion Photography AHU22802 4CR  
SPECIAL NOTES: Students will need a DSLR camera, smart phone or Tablet and an external hard drive for this course. The Art Department and Learning Technologies have camera's that can be reserved for the course. Estimated student expense \$50-\$500. 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.

Introduction to Video AHU22855 4CR  
SPECIAL NOTES: Students are required to have a DSLR Camera with Video capabilities or other Digital Video Device (Smartphone with digital video capability is acceptable) The Art Department and Learning Technologies have a limited number of DSLR Camera's available for student loan. Please contact them to reserve you camera. Students must also have 1TB external hard drive. Estimated Student Expenses \$50.00 - \$500.00 COURSE DESCRIPTION: Description: This entry-level course explores contemporary video practice, concentrating on creating, presenting, and analyzing the moving image. Students will be introduced to the basics of video and sound editing in Adobe Premiere, while learning the concepts and techniques utilized in video production since its development as an art form in the late-60s. Instruction will be supported with screenings of narrative, experimental and documentary approaches to video, including performance and video installation. Through discussions of style, technique, approach, content and context, students will build a working knowledge of video as an art form. Using technical skills learned in this class, students will research and develop a conceptual framework aligned with a personal, social, political, or environmental narrative.

Photoshop I AHU22860 4CR  
SPECIAL NOTES: A digital camera (DSLR, point and shoot, or cell phone) is required. An external hard drive or flash drive is recommended. Learning Technologies has DSLR camera's to check out on a first come first served basis. COURSE DESCRIPTION: Photoshop I is designed to provide students with an opportunity to learn technical and creative use of Adobe Photoshop CC. Students will be exposed to the technical application of design principles and encourage to develop their own concepts and propositions. In this course students will learn to: articulate compositional elements of the digital image, use the functions of the Adobe Photoshop image manipulation program, convert images to a digital format using scanning hardware and software, import elements into an Adobe Photoshop document, export Adobe Photoshop images to other software programs, manipulate and enhance digital images, plan, design and execute an original digital image project, output digital images to a printer or electronic file, identify, analyze and

utilize the formal elements and principles of design, recognize historical or contemporary examples of the fine arts or crafts, and use media specific terminology to critique and evaluate works of art.

Documentary Photography: Theory & Practice

AHU22910

4CR

SPECIAL NOTES: Students should have access to a DSLR camera (Learning Technologies has some Camera's available to check out), and an external hard drive or flash drive. Estimated student expense of \$500 for camera and flash drive. 2 required field trips on 10/7/19 and 10/31/19. This course is designed for the student who is interested in exploring theory, history, and application of photography from an objective documentary perspective. Students will define the field by synthesizing a study of the history of their medium with their own personal vision which reflects a critical connection between social and environmental perspectives. Various assignments will be used to focus the learning on designing documentary projects where the student has a chance to explore the different styles and creative approaches to making photographic images that reflect both a strong ability of objective documentation as well as making a strong aesthetic statement.

Voices From the American Mosaic

AHU23053

4CR

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.

Poetry Workshop

AHU23350

4CR

SPECIAL NOTES: N/A COURSE DESCRIPTION: "The world is never the same once a poem has been added to it," said Dylan Thomas....this "contribution to reality....helps to change the shape of the universe" by extending our understanding of ourselves and the world around us. In Poetry Workshop, student writers experiment with ways of translating their experience of the world into a language and form accessible to others. During the first few weeks of the course, students will engage in informal, in-class writing exercises and discussions of published poetry. After gaining some familiarity and facility with a variety of expressive techniques, students will begin drafting their own poems, and reading and responding to their classmates' work. The workshop will not only provide students with the invaluable gift of an attentive audience for their works-in-progress, but also the gift of learning to give and receive thoughtful, constructive criticism. Students will also compile a manuscript of revisions and complete an individual project.

Short Shorts: Adventures in Flash Prose

AHU23422

4CR

SPECIAL NOTES: None DESCRIPTION: Flash prose is exercise in nuance with content and meaning distilled to the purest essence as in the deceptively simple short often attributed to Hemingway: "For sale: baby shoes, never worn." In this creative writing workshop, students will experiment with very short prose forms, some up to 99 words, some up to 999 words. Through a series of writing prompts and readings, students will generate ideas for flash stories, essays, memoir, and hybrid pieces, as well as learn a variety of techniques for making their creations shine. Students will polish drafts for workshop and revise their work as well as further explore this dynamic art form through independent projects.

Creative Nonfiction

AHU23425

4CR

SPECIAL NOTES: Writing Emphasis. Transfer basic writing course also meets prerequisite. 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

The Derivative Image: Abstract Painting AHU24110 4CR  
In this course students will learn a variety of painting techniques in acrylics and oils while developing a personalized language of abstraction. The course will begin with perceptual exercises, from which students will work towards varying degrees of abstraction. Students will develop content and imagery along individualized themes, and be challenged to articulate their ideas with painting approaches that support their thematic interests. This course will cover significant artists and trends in the history of abstract art, as well as look at the relationship of visual art to modes of abstraction in literature and performance. Students will develop technical skills in acrylic, oil, and mixed media painting, while learning approaches to image development, juxtaposition, color theory, inclusion of text, appropriation, and critique.

Figure Drawing AHU24150 4CR  
SPECIAL NOTES: NONE COURSE DESCRIPTION: In this course, students will develop technical drawing skills and seek visual expression through the human form. Working from live models, students will learn to accurately depict scale and proportion, volume, color, gesture, and motion. Students will work from the nude model one class each week, and spend another class each week in other figurative exercises including anatomy and self-portraiture. Readings and discussions will examine the figurative artwork of influential contemporary and classical artists.

The Art of Drawing: Contemporary Approaches AHU24155 4CR  
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.

Ceramics AHU24510 4CR  
SPECIAL NOTES: NONE 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.

Form & Function: Sculpture in Theory & Practice AHU24651 4CR  
SPECIAL NOTES: NONE This course will cover methods and concepts of three-dimensional art, with a focus on sustainable and alternative practices in unfired clay and found materials. Students will develop individualized content culminating in a final portfolio of sculptural pieces. This course will include

relevant art history and contemporary approaches, artist research, critiques, visits to museums and galleries, and guest artist lectures and/or studio visits.

Public Art: Mural Painting

AHU24652

4CR

SPECIAL NOTES: NONE 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.

Gallery Management in a Contemporary

AHU41020

4CR

SPECIAL NOTES: NONE DESCRIPTION: This semester's focus will be a Pop-up Gallery. In collaboration with the instructor, students will manage the process of organizing an art event in a temporary space – whether a rented retail space, the back of a u-haul truck, or outdoor space. Students will create artwork in their media of choice during the semester and take their work to the people – exhibiting their work publicly in a temporary art space. Where formal gallery spaces are exclusive or costly, a Pop-Up event can engage and generate conversation with the general public. Students will be responsible for all aspects of Pop-Up gallery management, which includes installation, archiving, public relations, fundraising, and working in cooperation with the end-of-year student visual arts show. All students enrolled in this practicum will work in the Pop-Up gallery as attendants and installation assistants. This course can be repeated for upper division credit.

Film & Literature: Stories from the Land

AHU42026

4CR

SPECIAL NOTES: Writing Emphasis. Students registering for UD credit must have successfully completed a college level writing/literature course. DESCRIPTION: “A place,” writes Joan Didion, “belongs forever to whoever claims it hardest, remembers it most obsessively, wrenches it from itself, shapes it, renders it....” Similarly, one of Steinbeck’s characters says what gives true title to land is not a piece of paper, but the “being born on it, working it, dying on it” In this course, students will expand their understanding of the human connection to place by reading works of literature and by viewing films in which the land or “homeplace” is of central concern. While offering a variety of perspectives--those of natives, transplants and the dispossessed—the course will focus on the power and complexity of narrative as told in both visual and written media. Students will read classic and contemporary fiction and nonfiction, and learn how to read films as texts. In addition to sharpening their appreciation for both media, students will consider the historical implications as well as thematic and structural concerns of the works.

Just Art: Art & Social Change

AHU41045

4CR

SPECIAL NOTES: There is a \$150.00 estimated student expense for art supplies and other materials. COURSE DESCRIPTION: Art and Social Change exposes students to the role of Interdisciplinary Art in engaging personal and political experience, while informing students about conceptual art and methods that have been used historically and in contemporary culture for social discourse. Through research and discussion, students will learn about the impact of the arts on society, and explore a range of social and environmental aesthetic interventions. Students will create individual and collaborative projects, learn fundamental concepts of design, critical skills, and relevant art theories that respond to social issues including power and privilege in the art world.

Dance Improvisation

AHU42351

4CR

SPECIAL NOTES: NONE Enlivening and liberating, dance improvisation--the process of spontaneously



creating movement--provides essential life skills and practice, and naturally integrates with diverse disciplines and passions. Improvisation encourages trust, creativity, innovation, authenticity, intuition, freedom, and play. Exploring diverse contemporary forms--such as authentic movement, contemplative dance, nature and dance, and contact improvisation--enriches students' skill base. Areas of study may include kinesthetic awareness, organic process, ensemble thinking, composition, imagery and metaphor, voice-work, creation of scores, breath and energy awareness, and ritual. Students will practice somatic awareness and presence while attending to outward connections in an atmosphere of open expression, collaboration, and art-making. Solo, duet and ensemble work will allow students to gain confidence in nonverbal communication and being witnessed. This course welcomes students of all experience levels.

Boal & Beyond: Theatre as Transformative

AHU42381

4CR

SPECIAL NOTES: NONE DESCRIPTION: This course actively immerses students in the process of exploring and understanding performance as a valid method for gathering embodied information and for conducting transformative participatory social research. Coursework is comprised of academic and experiential components that compliment and reinforce each other. Researching case studies familiarizes students with relevant terminology and effective methods. Performance laboratory work introduces students to how Boal techniques work in practice and provides students with the opportunity to develop individual experiential knowledge of them. As a final project student's will create a realizable proposal for a theatre workshop using Boal-based methods as instruments to conduct transformative, participatory embodied research with participants from a specified target community. Some proposals including those related to communities in Myanmar and Thailand could find an opportunity to become independent mentored projects in the following semester.

ST in AHU: Acting/Non-acting: Developing

AHU42382

4CR

SPECIAL NOTES: NONE 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.

SP in AHU: Stop Motion Photography

AHU42802

4CR

SPECIAL NOTES: Students will need a DSLR camera, smart phone or Tablet and an external hard drive for this course. The Art Department and Learning Technologies have camera's that can be reserved for the course. Estimated student expense \$50-\$500. 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.

Advance Photoshop

AHU42860

4CR

SPECIAL NOTES: A digital camera (DSLR, point and shoot, or cell phone) is required. An external hard drive or flash drive is recommended. Learning Technologies has DSLR cameras to check out on a first come first

served basis. COURSE DESCRIPTION: Advance Photoshop is designed to provide students with an opportunity to advance their learning in technical and creative use of Adobe Photoshop CC. Students will be exposed to the technical application of design principles and encourage to develop their own concepts and propositions. In this course students will learn to: articulate compositional elements of the digital image, use the functions of the Adobe Photoshop image manipulation program, convert images to a digital format using scanning hardware and software, import elements into an Adobe Photoshop document, export Adobe Photoshop images to other software programs, manipulate and enhance digital images, plan, design and execute an original digital image project, output digital images to a printer or electronic file, identify, analyze and utilize the formal elements and principles of design, recognize historical or contemporary examples of the fine arts or crafts, and use media specific terminology to critique and evaluate works of art.

Voices from the American Mosaic  
SPECIAL NOTES: Writing Emphasis

AHU43053

4CR

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 Mark Twain, William Faulkner, Zora Neale Hurston, Toni Morrison, John Steinbeck, Vladimir Nabokov, and Chang-rae Lee. This course requires extensive reading, discussion, and writing.

Memoir, The

AHU43330

4CR

SPECIAL NOTES: Students must have successfully completed a previous creative writing/literature course. Students may contract for Writing Emphasis credit for this class, with instructor permission and appropriate prerequisites. DESCRIPTION: "Memoir isn't the summary of a life; it's a window into a life," says William Zinsser in his classic text *On Writing Well*. And rather than attempting to offer a view of the writer's entire life, memoir offers a richly textured view into one aspect of the writer's life. This creative writing and literature course on the memoir is designed to help students generate and shape the stories central to their life experience. In addition to learning from published models— book-length memoirs as well as essays, articles, and chapter-length excerpts—students will engage in a variety of in-class writing exercises to inspire creativity and experimentation. Students will present original works-in-progress for class critique, receive and offer thoughtful, constructive criticism, and revise their work.

Poetry Workshop

AHU43350

4CR

SPECIAL NOTES: Transfer basic writing course also meets prerequisite. Students should have successfully completed one additional writing or literature course. COURSE DESCRIPTION: "The world is never the same once a poem has been added to it," said Dylan Thomas.... this "contribution to reality.... helps to change the shape of the universe" by extending our understanding of ourselves and the world around us. In Poetry Workshop, student writers experiment with ways of translating their experience of the world into a language and form accessible to others. During the first few weeks of the course, students will engage in informal, in-class writing exercises and discussions of published poetry. After gaining some familiarity and facility with a variety of expressive techniques, students will begin drafting their own poems, and reading and responding to their classmates' work. The workshop will not only provide students with the invaluable gift of an attentive audience for their works-in-progress, but also the gift of learning to give and receive thoughtful, constructive criticism. Students will also compile a manuscript of revisions and complete an individual project.

Short Shorts: Adventures in Flash Prose AHU43422 4CR  
SPECIAL NOTES: Students registering for UD credit must have successfully completed a previous college level creative writing/literature course. DESCRIPTION: Flash prose is exercise in nuance with content and meaning distilled to the purest essence as in the deceptively simple short short often attributed to Hemingway: "For sale: baby shoes, never worn." In this creative writing workshop, students will experiment with very short prose forms, some up to 99 words, some up to 999 words. Through a series of writing prompts and readings, students will generate ideas for flash stories, essays, memoir, and hybrid pieces, as well as learn a variety of techniques for making their creations shine. Students will polish drafts for workshop and revise their work as well as further explore this dynamic art form through independent projects.

Creative Nonfiction AHU43425 4CR  
SPECIAL NOTES: Writing Emphasis. Transfer basic writing course also meets prerequisite. 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

Nature's Voice: Reading Writing About Natural History AHU43500 4CR  
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 we will examine the contemporary genre of nature writing, learning from others' work as we improve our own. We will read a wide variety of nature writing--essays, poems, and stories--and critique it regarding content and style. We also will work at developing our observation and writing skills through writing exercises and workshops. Our ultimate goal is to become as fluent as possible in advocating for nature.

Figure Drawing AHU44150 4CR  
SPECIAL NOTES: NONE COURSE DESCRIPTION: In this course, students will develop technical drawing skills and seek visual expression through the human form. Working from live models, students will learn to accurately depict scale and proportion, volume, color, gesture, and motion. Students will work from the nude model one class each week, and spend another class each week in other figurative exercises including anatomy and self-portraiture. Readings and discussions will examine the figurative artwork of influential contemporary and classical artists.

The Art of Drawing: Contemporary Approaches AHU44155 4CR  
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.

Ceramics AHU44510 4CR

SPECIAL NOTES: NONE 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.

Public Art: Mural Painting AHU44652 4CR

SPECIAL NOTES: NONE 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.

Creative Nonfiction: The Lyric Essay AHU45010 4CR

Course Description: This course will explore the techniques and characteristics of creative nonfiction writing with an emphasis on the lyric essay. Students engage in writing exercises, discussions of the assigned readings, and sharing of their work. Prompts, generation of work, and revision will be part of the writing process. For both beginning and advanced writers.

Photographic Tactics for the Environment AHU47210 4CR

SPECIAL NOTES: A digital camera is required. COURSE DESCRIPTION: From the dawn of photography, image-makers have been exploring how their technologically driven medium can depict and represent the world around them. These historically situated methods of recording the environment offer us present day insights into how the environment can be investigated with a camera. Given the contemporary digital condition of photography and the new parameters this technology adds to the medium, it is imperative that today's environmental thinkers develop and capitalize on these contemporary tools and perspectives. In this course students will explore basic camera controls while developing the conceptual tools needed to document, sample, and express their ideas about the natural world and its ecosystems. Classes will be held online through a combination of educational, blogging and social networking sites. Students will work with digital cameras and will be introduced to the wide range of tactics needed to visualize the landscape and its many diverse ecosystems and social conditions. Each student needs his or her own digital camera for the duration of the course.

The Pursuit of Wisdom AHU47400 4CR

What value is a liberal arts education in the 21st century? This course suggests that wisdom may be the primary goal of a successful life and that a liberal arts education may be essential to the pursuit of wisdom. In this course we explore four vital components in the pursuit of wisdom: we deepen our self-knowledge, purpose, and lifepath through a series of introspective journaling exercises; we develop a better understanding of the human condition and our own potential through reading and reflecting on Thoreau's Walden and Gandhi's Autobiography; we cultivate personal meaning and connection to others through a self-chosen experiential service project; and we sharpen our ability to think well and to love well through all of the course opportunities. The intention of this course is that we will be inspired to become lifelong learners in pursuit of wisdom. Special Notes: N/A Pre-requisites: N/A Required Texts: Title: An Autobiography : The Story of My Experiments with Truth Author/Publisher: Gandhi, Mohandas K.: Beacon Press ISBN: 978-0-8070-5909-8 Price: \$16.00 Title: Walden : A Fully Annotated Edition - 6th

Edition, Annotated, Illustrated Author/Publisher: Thoreau, Henry David: Yale University Press ISBN: 978-0-300-10466-0 Price: \$30

Literature for a Living Planet

AHU47530

4CR

COURSE DESCRIPTION: As long as it has existed literature has served to inform, incite, engage and inspire to act towards their own worlds in new and different ways. In literature for a living planet we will devour a range of literature works by authors whose visions offer guidance as we seek a healthy long-term relationship with earth and its inhabitants. The works we read will cover everything from education, spirituality, and eco-justice to the very way we perceive our animal selves in the world around us. We will spend the semester reading, discussing, and ultimately writing our own pieces of "literature for a living planet".

Natural History Writing

AHU52235

3CR

COURSE DESCRIPTION: From the Systema Naturae of Carl Linnaeus to the works of contemporary writers such as Barry Lopez, Annie Dillard, and Gary Paul Nabhan, this course will explore the many ways in which scientists and writers have represented, classified, and drawn insights from the nonhuman world. Supplemental readings in environmental history and philosophy will provide students with the context necessary to theorize how and why modes of literary naturalism changed when they did. While students will become familiar with Thomas Lyon's "Taxonomy of Nature Writing" and use its principles to analyze a broad selection of texts, they will also learn to diagram the chains of narrative strategies and rhetorical approaches in classical and contemporary examples of natural history writing, leading toward the production of an article-length critical analysis.

The Rise of Performance Art in the Fine

AHU53000

3CR

SPECIAL NOTES: NONE COURSE DESCRIPTION: In this course students study performance as a competing practice in the traditional art market. Students take a close look at queer, trans, women, and artists of color who have used -and currently use performance art to challenge the art canon.

Community Arts and Placemaking

AHU53150

3CR

COURSE DESCRIPTION: Students in this course will explore the theoretical foundations and practical expressions of community art and recreation projects, with special attention to how such community cultural development contributes to the larger project of creating more resilient and sustainable communities. In particular, students will explore the possibilities of instigating such projects in their own communities, evaluating their potential in terms of increasing social cohesion and providing a range of health benefits.

Introduction to Critical Museology

AHU53500

3CR

COURSE DESCRIPTION: In this course students examine the history of museums and protest in the 20th and 21st Centuries, looking at pivotal case studies which have propelled the critical dialogue and discourse around what and how museums should perform and operate for a public. Students examine museum structures; private vs. public funding; patron ethics and its influence upon representation; the history of artist-run galleries; micro and macro-institutions; and strategies in decolonizing as museology praxis. There is a strong emphasis on a course-long research project to be in dialogue with students' studio practice.

Methods in Identity, Archive and Document

AHU55001

3CR

SPECIAL NOTES: NONE COURSE DESCRIPTION: In this course students examine the critical processes in the archiving of ancestral and geographical histories through post-colonial lenses. Methodologies include

documentary photography, oral interviews and research. There is a strong emphasis in a course-long research project to be in dialogue with students' studio practice.

Environmental Communication

AHU56601

3CR

Course Description: Through readings and online discussion of communication theory, audience and rhetorical analysis, and persuasion in the mass media, students will identify mechanisms and professional practices required to communicate environmental and science policy issues. Case studies of key environmental issues in various bioregions and organizations will provide a sampling of communication models, including informational and public policy reports, objective and persuasive media reporting, and advocacy campaigns. Students will research and conduct an environmental communications campaign that incorporates public policy and planning processes, assessment of scientific data and claims, and audience analysis. This project will incorporate a pre-campaign analysis of audience and core concepts; the authoring of a coordinated body of messages, publications, and media; a timeline and budget; and an assessment process to evaluate the campaign's success.

Media Advocacy

AHU56602

3CR

COURSE DESCRIPTION: Successful advocacy campaigns rely on explanatory and persuasive messages published in a range of media for diverse audiences. In this workshop-focused course, students develop expertise in research, writing, editing, media production and strategic communication analysis. Writing and media assignments develop messages on bioregional and global issues and include presentations, audio/video scripts, media productions, news releases commentary, blog posts and websites. A portfolio of work features explanatory and persuasive publications that support civic engagement, sustainability, and environmental advocacy campaigns.

Art as Social and Environmental Practice

AHU57000

3CR

SPECIAL NOTES: NONE COURSE DESCRIPTION: This course introduces students to foundational theories and concepts related to art as social and environmental practice. Topics include art as change agent, social justice, and activism. In addition, in this course students embark on an arts practice that leads to a program capstone work to be presented at the end of the program.

The Art of Social Practice: Changing the

AHU57001

3CR

SPECIAL NOTES: NONE COURSE DESCRIPTION: This course examines the ways in which social practice has evolved from 1960 to the present. Students study the artists and movements that have utilized social practice to evolve the political landscape. Topics include: How social practice has navigated the private and public spheres; and how artists and movements negotiate the difference between the individual and the collective. Students explore the most critical theorists, artists, and movements inside of social practice.

The History of Art in Social Change

AHU57500

3CR

SPECIAL NOTES: NONE COURSE DESCRIPTION: In this course students examine the history of art through to the mid-twentieth century. The course focuses on the relationship between art and society, and on art as expression of values at a specific time and of a specific place.

Artists' Efficacy

AHU57501

3CR

COURSE DESCRIPTION: The history and theory of art is often told through the writings of historians and theorists; that is to say, by people other than the artists themselves. This course focuses specifically on material by and of artists. By focusing on instances throughout history in which artists both succeed and fail in shaping the reception of their work, students explore what goes into the production of meaning in

art.

Art & Healing AHU57600 3CR  
COURSE DESCRIPTION: This course examines the artist as a healing agent in society. Topics include art as a healing modality and how it's developed; art criticism; the role of art in culture and human development; the role of art and healing justice; and identity and place through the arts

MFA Capstone AHU59500 3 CR  
Pre-Requisite: Completion of Studio Practice I-IV.  
COURSE DESCRIPTION: In this course students complete and present the capstone work developed during studio practice I-IV. The capstone work is typically a juried show, performance, campaign or other significant initiative documented in an electronic portfolio with accompanying capstone essay.

Studio Practice I AHU59900 3CR  
SPECIAL NOTES: Students must be accepted into the MFA program to enroll in this course. COURSE DESCRIPTION: Students work with distinguished faculty and artist mentors through a series of private studio visits and/ or practice-building experiences locally, where the student lives, or through travel to Los Angeles or elsewhere. In the case of visits, these typically occur weekly, but may occur more or less frequently, as determined by individual student needs and artist mentors. In addition, students create the work that will be presented during the MFA capstone course.

Studio Practice: II AHU59901 3CR  
SPECIAL NOTES: Students must be accepted into the MFA program to enroll in this course. COURSE DESCRIPTION: Students work with distinguished faculty and artist mentors through a series of private studio visits and/ or practice-building experiences locally, where the student lives, or through travel to Los Angeles or elsewhere. In the case of visits, these typically occur weekly, but may occur more or less frequently, as determined by individual student needs and artist mentors. In addition, students create the work that will be presented during the MFA capstone course.

Studio Practice: III AHU59902 3CR  
SPECIAL NOTES: Students must be accepted into the MFA program to enroll in this course. COURSE DESCRIPTION: Students work with distinguished faculty and artist mentors through a series of private studio visits and/ or practice-building experiences locally, where the student lives, or through travel to Los Angeles or elsewhere. In the case of visits, these typically occur weekly, but may occur more or less frequently, as determined by individual student needs and artist mentors. In addition, students create the work that will be presented during the MFA capstone course.

Studio Practice: IV AHU59903 3CR  
SPECIAL NOTES: Students must be accepted into the MFA program to enroll in this course. COURSE DESCRIPTION: Students work with distinguished faculty and artist mentors through a series of private studio visits and/ or practice-building experiences locally, where the student lives, or through travel to Los Angeles or elsewhere. In the case of visits, these typically occur weekly, but may occur more or less frequently, as determined by individual student needs and artist mentors. In addition, students create the work that will be presented during the MFA capstone course.

In & Out of Africa AHU23320 4CR  
SPECIAL NOTES: This course is part of a 12 credit Kenya Semester taking place in Kenya, Africa. Students

must have a <<<<<VALID PASSPORT>>>>> and purchase their own airline ticket. Estimated student expense is \$1600.00 or food and airline ticket. In this course, students will explore the modern and contemporary literature of Africa. Through the eyes of black and white natives as well as through those of occupiers and visitors, students will explore authors whose voices are unique in responding to an evolving world. Students will examine thematic and structural elements of the works as well as survey the issues facing that continent from the late nineteenth century pre-colonial period to the present.

Sense of Place

AHU23323

4CR

SPECIAL NOTES: Students who would like upper division credit must meet prerequisite requirement plus successful completion of 2 college-level writing and/or literature classes. See ALE23320 for all fees, special notes and schedule. This course is part of a 12 credit Kenya Semester taking place in Kenya, Africa. Students must have a <<<<<VALID PASSPORT>>>>> and purchase their own airline ticket. Estimated student expense is \$1600.00 or food and airline ticket.

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

Journalism (Digital Communications)

AHU28051

4CR

The Journalism/Digital Communications instructional program prepares the students to collect, write, edit and present the news utilizing a variety of mediums, i.e. newspaper, magazine, yearbook, blog. Digital Communications is a form of writing that tells people about the things that really happened but that they might not have known about already. These individuals might work for newspapers, magazines, websites, TV or Radio. These students will gather, analyze and disseminate socially relevant information in a consistent, transparent and honest way. The certifications that a student can leave with from Digital Communications are: • Adobe Certified Associate in InDesign • Adobe Certified Associate in Photoshop The program is designed and delivered as a coherent sequence of school-based and work-based experiences. Leadership skills are developed through the state recognized Career and Technical Student Organization SkillsUSA.

In & Out of Africa

AHU43320

4CR

SPECIAL NOTES: This course is part of a 12 credit Kenya Semester taking place in Kenya, Africa. Students must have a <<<<<VALID PASSPORT>>>>> and purchase their own airline ticket. Estimated student expense is \$1600.00 or food and airline ticket. In this course, students will explore the modern and contemporary literature of Africa. Through the eyes of black and white natives as well as through those of occupiers and visitors, students will explore authors whose voices are unique in responding to an evolving world. Students will examine thematic and structural elements of the works as well as survey the issues facing that continent from the late nineteenth century pre-colonial period to the present.

Sense of Place

AHU43323

4CR

SPECIAL NOTES: See ALE23320 for all fees, special notes and schedule. This course is part of a 12 credit Kenya Semester taking place in Kenya, Africa. Students must have a <<<<<VALID PASSPORT>>>>> and purchase their own airline ticket. Estimated student expense is \$1600.00 or food and airline ticket. In this creative writing and literature course, students will explore their relationships to places by writing about them as well as expand their understanding of the human connection to place by reading works of literature in which place is central. They will read poetry and prose by both classic and contemporary



authors; engage in a variety of writing exercises designed to enhance their facility with a variety of literary techniques; present their own works-in-progress for class critique; and compile a manuscript of revisions.

#### Nature & Dance

ALE22362

4CR

In this course students will explore and develop their relationship with nature as a primary source of movement and creative expression. Students will research the origins of dance in earth-based cultures, as well as contemporary and emergent forms in the field. These studies will inform and guide the class's engagement with the natural environment and investigation of the interdependency of all life. The practice of deep reverence and receptivity will be used to enhance artistic development. Components of this integrative course will include dance, physical conditioning, voice, writing, theater, movement meditation, perception, and ritual. Students will develop abilities to create solo, duet, and ensemble pieces that express personal and collective art in nature. Students' unique interests will be encouraged and supported.

#### Digital Imaging

ALE22850

4CR

This course provides students with a progressive foundation of digital skills that will allow them to expand their visual photographic and artistic vocabularies through computer-based applications. Basic digital techniques in image manipulation will be taught using programs from the Adobe Creative Suite. Students will draw on fundamental art and design concepts as they learn and use Photoshop (CS5) to create and present digital media. The following areas will be covered: image input, image manipulation, image output, historical and philosophical approaches, as well as current copyright law. Students will study various production applications, from image manipulation for personal expression to commercial applications within society and the global arena of the internet. Students will develop a body of digital images and explore a variety of avenues for presentation, such as standard printed images, electronic documents, and virtual galleries.

#### Nature & Dance

ALE42362

4CR

In this course students will explore and develop their relationship with nature as a primary source of movement and creative expression. Students will research the origins of dance in earth-based cultures, as well as contemporary and emergent forms in the field. These studies will inform and guide the class's engagement with the natural environment and investigation of the interdependency of all life. The practice of deep reverence and receptivity will be used to enhance artistic development. Components of this integrative course will include dance, physical conditioning, voice, writing, theater, movement meditation, perception, and ritual. Students will develop abilities to create solo, duet, and ensemble pieces that express personal and collective art in nature. Students' unique interests will be encouraged and supported.

#### Creative Practice & Performing Arts

ALE22380

4CR

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.

Ceramics Sculpture ALE45304 4CR  
COURSE DESCRIPTION: This course will be a hands-on workshop in creating 3-D ceramic sculpture and will cover methods and concepts of ceramic construction, installation, and site-specific art, as well as technical methods of glazing techniques and kiln-firings. This course will include relevant art history and contemporary approaches, artist research, critiques, visits to museums and galleries, and guest artist lectures and/or studio visits. Students taking this course for upper division will further hone their ceramics skills, with special attention to improved craftsmanship and advanced design. Upper-division students will be expected to take on a leadership role in the class.

Core Curriculum 1: Explorations of Self: COR20000 4CR  
SPECIAL NOTES: Students in this section will explore gender and sexuality through creative practice.  
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.

Core Curriculum 2: Ways of Knowing COR20005 4CR  
SPECIAL NOTES: Writing Emphasis COURSE DESCRIPTION: This course strives to build shared understanding of the challenges defining the world today and the circumstances that helped create them. Students will discover the multitude of communities, movements, and scholars working to solve these challenges and the role they can also play in discovering solutions. Building from the foundations of CC1 courses, CC2 broadens the scope of discovery from that of self-inquiry and engagement on a local scale to understanding the larger complexities of other identities and the world in which we live. Within CC2 students also explore the inspirational events and learning moments that led them to the passions they study today and the work they desire to do in the future. This reflective experience prepares students to consider the personal and professional paths ahead and to craft a degree plan for pursuit of an undergraduate degree in an area of their choosing.

Core Curriculum 3: Inquiry & Analysis in COR40000 4CR  
SPECIAL NOTES: Writing Emphasis 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.

Core Curriculum 4: The Senior Project Co COR40005 4CR  
SPECIAL NOTES: Contact Gretchen Gano for day and meeting time.

PASS 1 - Education COR47001 1CR  
SPECIAL NOTES: N/A COURSE DESCRIPTION: Professional and Academic Success Seminar (PASS 1) provides new students with the essential tools to successfully navigate their academic journey through the Limited-Residency Undergraduate (LRU) program. PASS 1 addresses every advising need, including creation of the degree plan, and offers weekly academic and professional resource sites, which remain available at all times for each student's entire duration of enrollment in LRU. In addition, PASS 1 teaches students how to create their e-portfolio that displays and reflects on learning outcomes for each course and serves as a professional showcase for post-graduate endeavors.

Accelerated Master's Orientation COR47100 1CR  
SPECIAL NOTES: None 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.

Graduate Seminar COR47101 1CR  
SPECIAL NOTES: NONE COURSE DESCRIPTION: Graduate Seminars are 1-credit, 8-week courses designed to support the development of graduate-level interdisciplinary research and analysis skills for Accelerated Master's students. Each course will introduce students to a significant contemporary social and environmental problem and explore emerging solutions from a broad range of academic, community, and organizational perspectives. Through hands-on workshops, expert speakers, field trips, research projects, and other collaborative activities, students will develop and refine the ability to pose timely, ethical research questions addressing relevant subjects, debates, and problems in their field of graduate study.

Successful Interdisciplinary Learning St COR57113 1CR  
SPECIAL NOTES: NONE 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 is unique to each student.

Graduate Scholarship for Interdisciplinary COR57114 3CR  
COURSE DESCRIPTION: This course provides an overview of scholarly thinking, research, and writing necessary for graduate students to critically disseminate, design, and conduct sound research in interdisciplinary studies. In this course, students will develop an understanding on how to: 1) select a research problem; 2) conduct a literature review; 3) design a research question or statement; 4) go about thorough and appropriate research design; 5) incorporate theory and epistemology; and 6) decide on the appropriate research methodology(ies) and method(s). Through readings, discussions, and assignments students will consider how ethics and knowledge are situated. It focuses on the interdisciplinary conceptual and methodological approaches necessary to understand complex social and natural systems, and will include creative and emergent approaches to conducting and presenting research.

Sustainable Food Systems Solutions: Caps COR57550 3CR  
COURSE DESCRIPTION: As the concluding experience in the graduate program, the Capstone Project provides students with the opportunity to leverage the skills and knowledge acquired through the

program into a project that launches students into their anticipated professional/academic trajectory. Culminating in a project that offers a solution to a food sustainability challenge or a thesis, the capstone is a mentored networking and professional development experience that is the strategic step between the graduate program and a student's career and/or academic aspirations.

Capstone Project: MSES & MSRSC

COR57700

3CR

SPECIAL NOTES: N/ACOURSE DESCRIPTION: 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. During the first weeks of the course, students will draft a substantive Capstone Proposal and assemble a Capstone Committee, after which they will typically take an incomplete at the end of the block which is designed to allow ample time for them to complete and write up the project.

Capstone Portfolio

COR57702

3CR

COURSE DESCRIPTION: Following completion of the coursework, the student will draw upon the completed materials to create a portfolio that demonstrates accomplishments in accordance with program goals and a set of goals the student has drafted. Typically a student will decide at the end of the first year if they are moving working toward a capstone project or a portfolio. The portfolio is tied together by a substantive reflective paper, which describes the case for the academic integrity of her coursework, the activities she has engaged within the coursework, and the connection to the student's career.

Online Content Creation

COR57703

3CR

Course Description: A convergence of online media tools and platforms allow communicators to create a vibrant messaging environment. In Online Content Creation, students learn the web publishing skills needed to curate online content and publish original work. Students will survey bioregional content, assess a variety of platforms and delivery processes, and curate media, write blog posts, and produce original digital media while developing a thematic online portfolio.

Spanish Intensive in Kino Bay

CRS21016

4CR

SPECIAL NOTES: Class meets first week of the BLOCK from 1:00 PM - 4:00 PM in Crossroad Center room 204. Aside from the initial and final classroom meetings, course takes place in Kino Bay, Mexico. STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! \$100.00 estimated student expense for food, visas, etc. COURSE DESCRIPTION: Spanish Intensive is an immersion language course offered through Prescott College's Kino Bay Center in Sonora, Mexico. Students will formally study an intermediate or advanced language curriculum during daily classes focusing on grammar and vocabulary, as well as speaking and comprehension skills. Students will live with local host families in Kino Viejo, providing the opportunity to informally practice and advance their language and inter cultural communication abilities. Additionally, students will participate in service projects, guest lectures, discussions, and local field outings allowing them to further engage in Spanish, while experiencing the culture, history, and ecology of coastal Sonora. This course provides an excellent foundation for students wishing to pursue further studies at the Kino Bay Center or in Latin American Studies.

Foundations in Global Studies: Power, Place, & Knowledge CRS21040

4CR

This course presents the foundations of the curriculum in Social Justice 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.

Spanish Intensive I Online, Beginning

CRS21020

4CR

SPECIAL NOTES: This class will take place ONLINE due to COVID-19. Classes will still focus on individualized Spanish language learning and be conducted with peers and host families via Zoom and MyClassroom. COURSE DESCRIPTION: Spanish Intensive is an immersion language course that introduces the student to the Spanish language and Hispanic cultures. Students will formally study a beginning or intermediate language curriculum during daily classes focusing on grammar and vocabulary, as well as speaking and comprehension skills. Students will visit via Zoom with local, native speaking host families in Kino Viejo, Mexico, providing the opportunity to informally practice and advance their language and intercultural communication abilities. Active student participation and use of contemporary multimedia resources are integral aspects of the course design.

Image & Power in Mass Culture

CRS21050

4CR

SPECIAL NOTES: Writing Emphasis DESCRIPTION: Image and Power in Mass Culture explores the meaning, production, and uses of images and how they are embedded in the popular imagination by what Marxist theorist, Louis Althusser, named "Ideological State Apparatuses". Through deep investigation of what has become known as the "occult" (a word that has its roots in the Latin, "occultus," meaning "hidden, secret"), we will explore and critique closely held, common sense notions of hope and reason by applying theories of representation put forward by Stuart Hall and Roland Barthes, and the postmodernist reasoning of Jean Baudrillard, Jacques Derrida and other thinkers of the late 20th Century. Assignments will include exploring ways alternative thinkers have written about psychedelic drugs as gateways to the expansion of consciousness, reflecting on the power of the manifesto through writing, and uncovering hidden texts within texts through cut up and collage making.

Funding Change

CRS21102

4CR

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.

Digital Storytelling: Giving People A Voice

CRS21200

4CR

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

The Documentary: Film-making for Fun, Profit & Justice CRS21201      4CR  
 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.

Bamboozled: Race, Power, and Representation CRS21202      4CR  
 SPECIAL NOTES: NONE Estimated student expense \$50 for printing fees Bamboozled: Race, Power, and Representation in Cinema explores the politics and production of racial representation in contemporary US film. Students will learn to analyze narrative structures and visual codifications of race and identity in both Hollywood and independent films. They will also examine the dynamics of race, racism, and efforts to dismantle racial inequities through cultural production by and for oppressed communities. Students will develop the analytical tools to critically assess the impacts of social systems on cinematic representations and ways in which cinematic images, in turn, shape group identity, political consciousness, and movements for racial justice.

Radical Media: Podcasting CRS21205      4CR  
 SPECIAL NOTES: N/A 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.

Cinema & the (Post) Colonial Gaze CRS21206      4CR  
 SPECIAL NOTES: Writing Emphasis  
 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.

#### Biocultural Landscapes

CRS21401

4CR

SPECIAL NOTES: NONEDESCRIPTION: Biocultural Landscapes explores the nexus of culture, environment, place, and community and how it plays out in our socially, politically, and economically complex world. This includes the connections between cultural diversity and biodiversity, social justice and environmental justice, where we live and how we live. We will map out a range of global environmental issues and topics, focusing on cultural and community impacts, as well as power, voice, equity, and strategies being used by communities to bridge the gaps between stakeholder groups. The goal of the course is to equip students with the knowledge, critical perspectives, and tools to evaluate, apply, and develop different methods, theories, and solutions to preserve and nurture biocultural systems. Some of the theories we will discuss include: biocultural diversity, *sumak kawsay* (*buen vivir*), and endogenous development.

#### Climate Advocacy Under the Law

CRS21500

4CR

SPECIAL NOTES: NONE DESCRIPTION: This course introduces students to the extremely dynamic field of climate change policy with a focus on contemporary climate advocacy. We will examine the historic failure to develop comprehensive climate change policy in the United States and internationally, assess the current use of federal and state legal regimes to address climate, and consider the future of climate advocacy under the law. Students will critically evaluate existing and proposed legal mechanisms that seek to mitigate against and adapt to the impacts of climate change—including the Clean Air Act, the Endangered Species Act, the Public Trust Doctrine, and the international regime under the United Nations Framework Convention. Although the course will focus on the role of advocates using law to address climate change, discussions will be broad-based and interdisciplinary. Together students will consider how policies are informed and influenced by science, economics, politics, and culture.

#### Economic and Social History of the U.S.

CRS22001

4CR

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

#### History of the U.S. Mexico Border Region

CRS22010

4CR

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.

Indigenous Rights, Cultural Survival, and Tourism

CRS22030

4CR

It is widely accepted that current global policies have resulted in loss of biodiversity and environmental sustainability. For more than a century, the objective of post-colonial development has resulted in the creation of protected natural areas, refuges, and national parks, both in the United States in the global south. Ironically, this has threatened the survival of indigenous peoples, not only through the seizure of land and removal of people, but through cultural commodification designed to sell tourist destinations as remote and "exotic." Tourism, like other industries generated from the frames of western cultures, encourages the use of open land by seeking out and developing the "last unspoiled places on earth." But the question becomes, can tourism be a strategy for both land and wildlife conservation through Indigenous cultural survival? How are indigenous communities protecting their land and resources? How can collaborative alliances with Indigenous strategies use tourism as a means of global education and conservation? This course will explore the common elements of these dynamics experienced by Indigenous communities in different parts of the world, possibly using East Africa as a case study.

Color Line in U.S. History, The

CRS22100

4CR

SPECIAL NOTES: Writing Emphasis This course explores the origin and history in the U.S. of what we refer to as "race", which is neither a biological difference or an 'idea,' but rather a social production, a component of a shared cultural reality rooted in the structure of economic systems that function to move wealth from the many to the few. Race was invented originally to facilitate slavery and displacement of native communities in the Americas and it has proved tenacious as an ideology over time, as it continues to be profitable, changing in form but not in effect. In this class we will reconstruct that history, from the early European colonization of North America and establishment of chattel slavery, through U.S. statehood and settler colonial appropriation of land, through industrialization, internal colonization of the south and western regions, the rise of U.S. imperialism and current race politics today. The class will also introduce the several hundred year tension in North America between dominant--white, Euro-American, protestant, middle classes and radical Black, Chicano, and Indigenous challenges, and the conflicts and collaborations that have emerged from those tensions. We will read the words of the social theorists and activists who have sought racial justice through the history of the U.S., including slave and Indigenous revolts, Civil Rights, Black Power, and other movements and efforts.

The Middle East: History, Culture and Current Events

CRS22150

4CR

SPECIAL NOTES: There will be four to six out-side-of-class films and activities Dates to be TBD. Estimated student expense of \$50.00.

DESCRIPTION: The Middle East is the world's most volatile political and social region. Before our eyes revolutions are taking place which will forever change Arab civilization as the old system of dictators' rule is overthrown and the people are searching for new models of governance. This region has become a focus of both Eastern and Western worlds, because half the world's oil reserves are there, creating fierce competition and grim politics. Israel and the Arab world are locked in a struggle over land, water, and ideology. Islam, Judaism, and Christianity collide there, and fundamentalists of all three believe the prophesied apocalypse to bring our world to final judgment will be ignited there -- and soon. The United States has been a major player, for good or evil, over the last fifty years, and is now leading a struggle to prevent Iran's development of atomic weapons and delivery systems. By invading and nation building in Iraq, we have been involved in the deaths of well over a hundred thousand people on all sides--soldiers, Iraqi citizens, contractors, and terrorists. Iraq is poorer and more conflicted than before, but may develop a real democracy. And in these conflicts we have spent over a trillion (one thousand billions) dollars building up a huge national debt, and certainly billions have been spent by others. Yet we are now



committed to building a democratic society in Afghanistan, a project which many great empires since the Ancient Persians and Greeks have fail to achieve. For these reasons, everyone should learn about this vital region and the forces causing such turmoil, as well as hopeful signs and possible solutions to age old problems.

In the first part of the course, we will study the history that has shaped the Middle East from ancient times to the present. Then we will study in detail the social, political, religious, and economic forces driving events today, including how we might deal with our own issues related to the Middle East. Finally, we will examine all options we have to help bring peace and stability to the Middle East.

#### Men & Masculinity

CRS22410

4CR

SPECIAL NOTES: This course can be taken for Writing Emphasis Credit What does it mean to be a man? Outdated models of manhood have led to masculine identities bound to power, contempt and fear of women, aggression and violence, sexuality detached from emotional intimacy, thinking without the integration of feelings, and an ecological imbalance that threatens the planet in every manner: environmentally, nationally, culturally, and familially. This course will examine the social/psychological dynamics that shape the current masculine identity and will also discuss solutions and models to replace outdated definitions of masculinity. What can we take from the old to carry forward to the new? What must we transition out of to usher in a new paradigm that fosters a productive sense of masculinity?

#### Wilderness and Colonization

CRS22603

4CR

SPECIAL NOTES: N/A COURSE DESCRIPTION: What is the relationship, today, between wilderness and colonization, in the United States? This course examines the relationship between US settler colonialism and American imaginaries of nature in order to ask how productions of race, class and nation in US history and culture are intimately tied to dominant understandings and treatments of wilderness. Using a multi-disciplinary approach, we read critical theories, histories, ethnographies and personal essays by native and non-native authors to trace the evolution of ideas in American culture which position settler and Native societies differently in relation to nature and to explore how those ideas have contributed to centuries of violence and displacement directed at Native peoples and groups marginalized by race and class. Additionally, this course investigates the environmental movement behind wilderness as a legal designation and examines the importance of these spaces for conservation efforts in the United States. This class requires students to undertake a personal exploration of our common and different imaginaries of nature and wilderness so that we can forge critically informed, ethical, and accountable relationships to place. For the final project, students will work collaboratively to create and deliver experiential outdoor education curriculum that envisions a critical relationship to place for Indigenous Studies students, adventure education students and for anyone teaching and learning in the outdoors. There will be required overnight field-based trips and several day trips as well as guest speakers.

#### Barrio Pedagogy: Praxis Along the Border

CRS22706

4CR

SPECIAL NOTES: N/A 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 Latinx 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 Latinx students. A key component of this course will be a focus on activist teaching as a method for deconstructing the impact of neoliberalism in education and for working toward a pedagogy of liberation.

#### Special Topics in CRS: The World We Want

CRS23020

4CR

SPECIAL NOTES: NONE COURSE DESCRIPTION: From Occupy Wall Street, Black Lives Matter, Standing Rock, and Red For Ed in the United States to uprisings and grassroots campaigns across the planet for Climate Justice, Decolonization, Economic Equity, and Democracy, a promising array of new and refreshed political organizing strategies have emerged globally in the past decade. Why? As political power and wealth are rapidly being concentrated and inequality expands, the gains made by historic grassroots struggles are being attacked and eroded. At the same time, reactionary politics, automation, and climate threats are presenting new obstacles to creating a more just and sustainable future for all. How are working class, poor, and marginalized communities building political power under these changing conditions? What methodologies do organizers employ to build grassroots momentum? How has the state aided or impeded the growth and power of organizing efforts? What new kinds of collaboration are becoming possible? This course will introduce students to cutting edge approaches to making social change, familiarizing and immersing them in key contemporary challenges, debates, and opportunities within social and environmental justice movements. During this course, students will hear firsthand from organizers and activists on contemporary organizing models while engaging with contemporary critiques between practitioners.

Critical Human Rights

CRS23015

4CR

PREREQUISITES: LD: Writing Certification I or concurrent enrollment in Writing Workshop. UD: Writing Certification I and successful completion of college-level coursework in social science or equivalent, or instructor permission.

SPECIAL NOTES: Writing Emphasis.

DESCRIPTION: The phrase 'human rights' has become a staple in social justice organizing; it is evoked when discussing a wide range of issues such as the Darfur genocide, Guantánamo Bay prisoners and anti-G20 protests, yet the meaning and impact of this important concept are often not carefully considered. This course takes a critical look at the history of human rights discourse and how it has become so central in world politics today. We will examine the risks and benefits involved with the idea of human rights such as: the risk of encouraging racist state violence in the name of the 'greater good' of human rights; the risks of addressing complex issues around gender and culture through universal policies; the potential for protecting Indigenous sovereignty through international law; and the potential for international law to challenge U.S. supremacy and exceptionalism. We will hear from local and international activists that work both within and outside the legal sphere and become familiar with the current literature in the debate around human rights. Students will explore the possibilities and pitfalls of drawing on 'human rights' as an organizing strategy in part by developing a human rights campaign around a current issue.

Climate Change, Migration Justice, and Investigative Journalism CRS23500

4CR

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.

Environmental Politics: Domestic & Global

CRS23610

4CR

SPECIAL NOTES: None. DESCRIPTION: Environmental Politics introduces students to environmental justice perspectives and questions that put systems of social inequality and movements for social justice at the center of the study of environmental problems and solutions. Environmental justice is neither a rejection of nor an alternative to the science and policy-based study of environmental problems, rather, it is complementary to science and policy studies, with the aim and potential to radically broaden the scope, base, and transformative potential of movements for environmental sustainability, resilience, and wellbeing. Drawing on interdisciplinary approaches from the academic fields of human geography, critical political economy, and cultural studies and from the research and analysis of social movement researchers, this course explores the disparate impacts of environmental problems on human beings and the natural systems of which we are a part. It asks students to explore grassroots social justice movements and policy oriented political projects.

#### Changing World Order

CRS23651

4CR

COURSE DESCRIPTION: In Changing World Order, students explore, pose, and investigate questions about the political, social, cultural, and environmental implications of globalization. Readings, documentaries, and other texts introduce political economic terms and concepts, explore theories and histories of the development of global capitalism, delve into the emergence of new cultural practices and modes of political resistance, and enable students to critically analyze ways in which local places, identities, and power relationships are being reshaped through global institutions and practices today. Students will apply their learning to the analysis of global inter-connections through a semester-long commodity chain research project. Through reading, discussion, writing and reflection as well as hands on activities, the study of current events, and several optional field trips, students will explore social, economic, and environmental justice projects and movements seeking to challenge and transform the most negative impacts of globalization today.

#### Clones, Phones, & Drones

CRS23653

4CR

COURSE DESCRIPTION: Global megacities, drones and self-driving cars, artificial intelligence, reproductive technologies, geo and genetic engineering: do these innovations signify progress? Towards what and for whom? This course critically considers the meaning, opportunities, contradictions, and consequences of scientific and technological advancement. Students will pursue three objectives: a) to understand the role of science and technology in narratives of progress; b) to examine how science and technology reflect social, political, philosophical, economic and cultural contexts and relationships; and c) to explore the human, ecological, ethical and policy implications of particular visions of progress and civilization.

#### Social Movements

CRS23695

4CR

SPECIAL NOTES: NONE DESCRIPTION: Social Movements explores the question: How do ordinary people unify and act to create mass movements for social change? In this course we will study the history of U.S. and international social movements that have taken shape over the past 150 years, such as the labor movement, movements for suffrage, the Civil Rights movement, Indigenous Rights movements, and Environmental advocacy and activism. We will explore arguments about why and how these social movements have formed, to what extent they have succeeded or failed, and whether or not they have lasted. These movements and questions will be contextualized within larger economic and cultural realities. The U.S. based history sets the stage for expanding our consciousness of and collaborations with movements that originate in the Global South, often in response to some of the same complex web of impacts stemming from 21st century globalization. Students will have opportunities to identify, research, write about, and present on contemporary or historical movements that are the most interesting to them and/or relevant to their lives.

U.S.- Mexico Border Studies

CRS24010

4CR

SPECIAL NOTES: Class meets 1st 3 days and last 3 days, 1:00-5:00, in Crossroads Center 202; Aside from initial and final classroom meetings, course is based in the field. STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! This course may include tours of Federal Immigration Detention Centers. Students who wish to participate in these tours are required to submit their names and Social Security numbers and submit to criminal background checks conducted by DES. \$300.00 estimated student expense for food, travel, misc. while in the field. DESCRIPTION: U.S.- Mexico Border Studies introduces students to political, economic, cultural, and environmental border issues in the unique region of the Sonoran borderlands. After a period of preparation and research in Prescott, students travel through southern Arizona and Sonora, Mexico where we will sojourn with local people, organizations, and institutions including community scholars, workers, culture bearers, faith communities, journalists, immigration activists, organizers, students, and others directly affected by border policy. In an effort to both theorize and contextualize the historical and contemporary reality of la frontera, students will explore the border through the lens of napanatla (Nahuatl) -- an inbetween place where people and cultures both converge and chocar [clash/crash]. Within that framework, we will analyze themes of Indigenous cultural rights, resistance, and sovereignty; transnational migration and transculturation: globalization; education; climate change and environmental degradation; and border militarization. Questions explored in this course include: What role does the border play in conversations about race, citizenship, and belonging? How are border communities imagined, constructed, and exploited by individuals, governments, and corporations on both sides of la frontera? How does border infrastructure affect human environmental interaction? How are communities on the border resisting injustice and violence?

Chicano/Indigenous Literature 2

CRS24013

4CR

SPECIAL NOTES: NONE

Students will be required to purchase several books as well as a course reader. Estimated student expense: \$75

COURSE DESCRIPTION: Through investigation and close reading of several Xicano/Indigenous foundational novels, short stories and cinematic productions students in this course will deconstruct these popular works of literature and film to uncover the evolving/emerging role representation plays in Xicano/Indigenous culture and politics. The course will consider how Xicanos and other Indigenous people have been type cast by colonization as outsiders and foreigners in the Americas and the role literature and other works of culture play in challenging the myth of the United States as a white European settler homeland.

Introduction to Xicano/Indigenous Literature

CRS24016

4CR

SPECIAL NOTES: NONE Students will be required to buy several books and a course reader

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 through literature the political and cultural resistance to colonialism through the creation of a rich, diverse and vibrant politico-cultural landscape that has shaped the U.S. national project and the lives of every American. In this way Xicano/Indigenous peoples in the U.S. defined both themselves and the United States over the course of

the 19th and 20th century.

Introduction to Ethnic Studies

CRS24025

4CR

SPECIAL NOTES: Writing Emphasis This course is an introduction to the field of ethnic studies in the United States. Students will learn about the foundational struggles of US ethnic studies and will be introduced to the major theorists 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.

African American Literature

CRS24030

4CR

SPECIAL NOTES: This course can be taken for Writing Emphasis Credit This course offers a survey of African American literary, political, and visual texts from the 1700s to the present. From the writings of Frederick Douglass to contemporary film, novels, and non-fiction works, students will learn about the historical circumstances in which each text is produced and explore a range of approaches to conceptualizing African American aesthetic and cultural production as both a specific tradition and as a key part of broader cultural, national, and global movements. Emphasizing approaches from the fields of African American Literary Studies, Critical Ethnic Studies, American Studies, and Cultural Studies, we will learn to ask questions about the relationship between culture, power, and representation. We will examine the uneasy relationships between identity, agency, social change, and representation by asking: What role have aesthetic texts produced by African Americans played in the long fight for Black political freedom and equality? How have these texts changed over time— stylistically or otherwise—to reflect and participate in defining the different political needs present in diverse historical moments? How have these texts been shaped by different ways of thinking about identity, belonging, and agency? How have dominant and counter narratives about race been shaped or constructed by these texts? And how do these texts participate in the construction of new understandings of history, agency, freedom, and social transformation?

Central America's Northern Triangle

CRS24208

4CR

SPECIAL NOTES: NONE The surge in unaccompanied children migrating from Central America's northern triangle, the countries of El Salvador, Guatemala, and Honduras, over the past few years has created an interest in the region not seen since the armed internal conflicts that besieged the region in the 1970s and 1980s. This course will attempt to understand the roots of that phenomenon – not as a crisis in and of itself, but as just one symptom of a larger crisis of social and economic inequity, poor governance, and weak institutions. Through an exploration of some of the contemporary history of the region, and an analysis of the interplay between the three countries and their complicated relationship with the United States, we will consider how this resource rich region has emerged as one of the most violent and politically unstable in the western hemisphere. Some of the issues the course will examine include: indigenous rights struggles, popular movements, violence and security, the rise of military regimes, women's rights and femicide, and environmental degradation.

Maasai Lands and Colonial Legacies

CRS24300

4CR

SPECIAL NOTES: <<<STUDENTS MUST HAVE VALID PASSPORT>>> This course is part of a 12 credit suit that take place at the Prescott College Dopoi Education Center in southern Kenya. Student must take all 3 courses to receive credit. The 3 courses are Maasai Lands and Colonial Legacies. Special Topics in Adventure Education: Ways of Being in Wilderness, & Behavior and Conservations: East African Wildlife. Students will begin class in Prescott then fly to the field during Spring Break. Contact instructor at mpoole@prescott.edu for questions and information. Estimated student personal expenses include

\$1300 for air travel, \$200 for food, \$300 for miscellaneous. COURSE DESCRIPTION: This course explores the history and culture of the Maasai people, an Indigenous community whose lands included much of East Africa for hundreds of years before they were colonized by the British Empire and since have been absorbed into the state of Kenya. Maasai society continues to exist and build its future from the land that remains. The course is taught collaboratively with community elders to present Maasai history from the early times to the present and provides students not only with knowledge of this particular place and community, but a more general roadmap to understanding European colonization and statehood throughout the Global South.

Class, Capitalism, and Colonization

CRS25000 4CR

COURSE DESCRIPTION: This course provides historical context for a conversation about the meaning of identity beyond the current moment. It begins with research into the production of your own identity in history, that of your family, and the larger contexts in which that has taken place. All modern identities are products in some ways of 500 years of European colonization and the course traces those histories. It looks at the production of identity in the capitalist West today, the restructuring of the U.S. around wealth accumulation and the role of identity politics in the functioning of economic class. Students will learn to undertake historical research to write in the form of auto-ethnography, and students' work will culminate in an essay demonstrating their grasp of a basic vocabulary of colonization, capitalism and class.

Critical Animal Studies and Non-Human Rights

CRS25001

4CR

SPECIAL NOTES: NONE Based on existing scientific evidence, certain nonhuman animals – specifically great apes, dolphins, and elephants – should be entitled to such basic legal rights as bodily liberty and integrity. Despite scientific proof that they are self-aware autonomous beings with complex cognitive abilities equal to that of children, non-human animals are not protected or granted rights within our legal system. This has raised some complex questions about who should have these rights and how should these rights be determined and distributed along the continuum of species. In recent decades a new field has developed to study the role of animals in human societies. Human-Animal Studies, or Critical Animal Studies, draws on multidisciplinary research to develop new ways of thinking about animals and animal-human relationships. CAS examines animal-human relationships, the role of animals in human societies, the boundary between humans and animals, representation and images of animals, and our ethical imperatives concerning animals. Through a critical theoretical framework, we focus on the emancipation of those who have been historically marginalized and explore the meaning of social justice for non-human animals. We look at issues of non-human rights and animal exploitation as patterns of inequality connected to those related with age, ability, gender, sexuality, race, environment and social class. The course enables students to develop a rigorous engagement with some of the more complex questions of animal treatment and our role as humans in creating these inequalities. With an emphasis on the knowledge produced about humans and other animals from a cultural and environmental studies perspective, we will interrogate such issues as: the historical and philosophical scope of animal studies; animal agency, sociality and consciousness; animal representation in popular culture;

Anti-Racist Organizing

CRS25119

4CR

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.

Travel, Tourism, and the Ethics of Mobility

CRS25125

4CR

SPECIAL NOTES: This course is part of a 16 credit semester in Maasailand, Kenya. Please see Maasailand I for all fees and special notes. This course requires a VALID PASSPORT for international travel. This course is designed to prepare students to do international/intercultural study consciously, sensitively and ethically. Students will explore the political economy of global tourism in all of its forms, including tourism for education and service work. They will study the history of relationships between tourist societies and host communities, which are often located in under-resourced parts of the world. Students will examine their own culturally produced lenses on the world through films, readings, discussion and guests.

ST in CRS: Memory, Truth, and Transitional Justice

CRS25130

4CR

SPECIAL NOTES: Instructor Permission Required. <<<VALID PASSPORT REQUIRED>>> Students interested in this course must complete and submit intention questions to the instructor, and commit to attending pre-course orientation meetings. Students will travel to Guatemala together on January 15, 2019 and will be in the field through February 6, 2019. Students must have a passport valid for at least six months beyond the departure date. Course fee covers room and board, ground transportation, and group activities. Airfare from Phoenix \$650 - \$850. Personal Expenses: Approximately \$350 COURSE DESCRIPTION: In 1996, Guatemala emerged from thirty-six years of internal armed conflict. The conflict left an estimated 200,000 people dead, 40,000 disappeared, 654 rural villages burned to the ground, more than a million people internally displaced, and another 150,000 were refugees in Mexico. Recognized as genocide by the United Nations and human rights groups, it is estimated that 93% of the atrocities and human rights violations were committed by the Guatemalan military or other state sponsored forces and more than 83% of the victims were Indigenous civilians who were regarded as "internal enemies" of the State. Drawing on ethnography, history, genocide studies, critical theory, Mayan epistemology, and other disciplines, this field course explores how the past is constructed, commemorated and contested in post-conflict Guatemala, and how communities are make use of historical (collective) memory in their quest for justice. Through readings, discussions, and hands-on work, students will deconstruct how the Guatemalan conflict has been characterized nationally and at the local level; the relationship between trauma, memory, and forgetting; and the role of personal narrative and accounts in reconciliation efforts. Students will be based in Guatemala's Verapaz region and will sojourn with community and academic scholars, culture bearers, community based NGOs, students, and others, supporting individuals, families, and communities, affected by the conflict, find closure and justice.

Compassion and Community in the Time of COVID

CRS25160

4CR

SPECIAL NOTES: This course will take place via Zoom 3:30 - 5:45 pm MST on Tuesday and Thursdays starting March 24th. COURSE DESCRIPTION: The World Health Organization (WHO) declared COVID-19 a pandemic. Communities large and small across the U.S. and the world are discovering the global effect of a pandemic while simultaneously learning how to re-imagine things we take for granted, such as: food, work, school, travel, elections, recreation, medical care, relationships and connections, and other aspects of everyday life. This course invites students to reflect together on the experiences we all have as we move through this uncertain time, engaging in experiential activities wherever we are, and sharing our learning. Instructors from across Prescott College and invited guests will join the class weekly to share their expertise on relevant topics from many different perspectives. Together, we will explore the questions: How does this crisis reveal and highlight interdependence among people and places, between social and natural systems? How are individuals, communities, educators, businesses, institutions, and governments around the world responding? How are communities impacted differently? How can we

address feelings of uncertainty and fear with compassion and creativity? How can we connect with nature and culture in a time of “social distancing”? What new opportunities and possibilities are people creating as they live through this time that might help us all imagine a more compassionate, sustainable, and life-affirming future? The course will culminate in the creation of a Prescott College Pandemic Archive, recording the experiences, reflections, research, and insights of our community as we support each other through this historic moment.

Climate Justice

CRS25505

4CR

SPECIAL NOTES: There will be an optional weekend field trip. This course can be taken for Writing Emphasis Credit of the biggest injustices of climate change is that the hardest hit places and communities ‘are the least responsible for contributing to the problem’ (as the Bali Principles of Climate Justice affirm.) Climate Justice is both a political framework and a growing global social movement that seeks to broaden the constituency providing leadership on climate change. This course explores climate justice theory and practice emerging and expanding from the most heavily environmentally burdened communities and regions. Learning from cutting edge struggles around the world - from global cities to indigenous lands - we will examine strategies and visions for environmental and cultural survival, resiliency, cooperation, and transformation coming from the global grassroots. Through self-directed and collaborative research, hands-on experiential action, and close, active learning from organic and scholarly movement intellectuals, students will explore the international geography of climate justice activism, learn to identify key fronts and strategies for building the power and capacity to make systemic change, and engage with meaningful opportunities to get involved.

Urban Environmental Justice

CRS28060

4CR

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.

World Conflicts

CRS28070

4CR

PREREQUISITES: English 10 & World History COURSE 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.

Changemaking Our Future: Social Entrepreneurship

CRS28080

4CR

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.

Globalization and Urban Politics in Los Angeles                      CRS40003                      4CR  
SPECIAL NOTES: This course takes place in Los Angeles after an initial meeting on campus. Course fee includes all housing for the first 4 weeks of the term. COURSE DESCRIPTION: Contemporary globalization has reconfigured landscapes of power, in part, through the emergence of global cities such as Los Angeles. In addition, for the first time in history, the majority of humans live in urban areas. The study of urbanization has become crucial to understanding processes of uneven development, social decision making, and struggles for social transformation and sustainability. This course will take students to Los Angeles to immerse them in processes of experiential learning, expose them to major questions and debates in the interdisciplinary and applied study of urbanization and globalization, to build an intentional learning community, and to explore themes of justice, home, and community in diverse contexts of social justice organizing and activism.

Community Organizing 1    CRS41001    4CR  
SPECIAL NOTES: N/A COURSE DESCRIPTION: This course will investigate organizing models and their impact in communities, by building and driving real time organizing campaigns within the Yavapai county Xicano community. We will examine the basics of community development, engagement, mobilizing and organizing while developing a semester long plan to implement those skills and ideas. We will learn and implement the essential components of an organizing drive: the rap, house meetings, communications, media etc. At the end of this semester students will be able to demonstrate basic knowledge in: 1. community asset mapping, 2. organizational assessment, 3. understanding of how to organize a community campaign, 4. SWOT planning session, 5. executing organizing plans in collaboration with SJHR cohort.

Spanish Intensive in Kino Bay    CRS41016    4CR  
SPECIAL NOTES: Class meets first week of the BLOCK from 1:00 PM - 4:00 PM in Crossroad Center room 204. Aside from the initial and final classroom meetings, course takes place in Kino Bay, Mexico. STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! \$100.00 estimated student expense for food, visas, etc. COURSE DESCRIPTION: Spanish Intensive is an immersion language course offered through Prescott College's Kino Bay Center in Sonora, Mexico. Students will formally study an intermediate or advanced language curriculum during daily classes focusing on grammar and vocabulary, as well as speaking and comprehension skills. Students will live with local host families in Kino Viejo, providing the opportunity to informally practice and advance their language and inter cultural communication abilities. Additionally, students will participate in service projects, guest lectures, discussions, and local field outings allowing them to further engage in Spanish, while experiencing the culture, history, and ecology of coastal Sonora. This course provides an excellent foundation for students wishing to pursue further studies at the Kino Bay Center or in Latin American Studies.

Spanish Intensive I Online, Intermediate    CRS41022    4CR  
SPECIAL NOTES: This class will take place ONLINE due to COVID-19. Classes will still focus on individualized Spanish language learning and be conducted with peers and host families via Zoom and

MyClassroom. COURSE DESCRIPTION: Spanish Intensive is an immersion language course that introduces the student to the Spanish language and Hispanic cultures. Students will formally study a beginning or intermediate language curriculum during daily classes focusing on grammar and vocabulary, as well as speaking and comprehension skills. Students will visit via Zoom with local, native speaking host families in Kino Viejo, Mexico, providing the opportunity to informally practice and advance their language and intercultural communication abilities. Active student participation and use of contemporary multimedia resources are integral aspects of the course design.

Image & Power in Mass Culture

CRS41050

4CR

SPECIAL NOTES: Writing Emphasis DESCRIPTION: Image and Power in Mass Culture explores the meaning, production, and uses of images and how they are embedded in the popular imagination by what Marxist theorist, Louis Althusser, named "Ideological State Apparatuses". Through deep investigation of what has become known as the "occult" (a word that has its roots in the Latin, "occultus," meaning "hidden, secret"), we will explore and critique closely held, common sense notions of hope and reason by applying theories of representation put forward by Stuart Hall and Roland Barthes, and the postmodernist reasoning of Jean Baudrillard, Jacques Derrida and other thinkers of the late 20th Century. Assignments will include exploring ways alternative thinkers have written about psychedelic drugs as gateways to the expansion of consciousness, reflecting on the power of the manifesto through writing, and uncovering hidden texts within texts through cut up and collage making.

Funding Change: Grant Writing & Nonprofit

CRS41102

4CR

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

The Documentary: Film-making for Fun, Profit, & Justice

CRS41201

4CR

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.

Bamboozled: Race, Power, and Representation

CRS41202

4CR

SPECIAL NOTES: NONE Estimated student expense \$50 for printing fees Bamboozled: Race, Power, and Representation in Cinema explores the politics and production of racial representation in contemporary US film. Students will learn to analyze narrative structures and visual codifications of race and identity in

both Hollywood and independent films. They will also examine the dynamics of race, racism, and efforts to dismantle racial inequities through cultural production by and for oppressed communities. Students will develop the analytical tools to critically assess the impacts of social systems on cinematic representations and ways in which cinematic images, in turn, shape group identity, political consciousness, and movements for racial justice.

#### Biocultural Landscapes

CRS41401

4CR

SPECIAL NOTES: NONE DESCRIPTION: Biocultural Landscapes explores the nexus of culture, environment, place, and community and how it plays out in our socially, politically, and economically complex world. This includes the connections between cultural diversity and biodiversity, social justice and environmental justice, where we live and how we live. We will map out a range of global environmental issues and topics, focusing on cultural and community impacts, as well as power, voice, equity, and strategies being used by communities to bridge the gaps between stakeholder groups. The goal of the course is to equip students with the knowledge, critical perspectives, and tools to evaluate, apply, and develop different methods, theories, and solutions to preserve and nurture biocultural systems. Some of the theories we will discuss include: biocultural diversity, *sumak kawsay* (*buen vivir*), and endogenous development.

#### Climate Advocacy Under the Law

CRS41500

4CR

SPECIAL NOTES: NONE DESCRIPTION: This course introduces students to the extremely dynamic field of climate change policy with a focus on contemporary climate advocacy. We will examine the historic failure to develop comprehensive climate change policy in the United States and internationally, assess the current use of federal and state legal regimes to address climate, and consider the future of climate advocacy under the law. Students will critically evaluate existing and proposed legal mechanisms that seek to mitigate against and adapt to the impacts of climate change—including the Clean Air Act, the Endangered Species Act, the Public Trust Doctrine, and the international regime under the United Nations Framework Convention. Although the course will focus on the role of advocates using law to address climate change, discussions will be broad-based and interdisciplinary. Together students will consider how policies are informed and influenced by science, economics, politics, and culture.

#### Economic and Social History of the U.S.

CRS42001

4CR

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

#### Color Line in U.S. History, The

CRS42100

4CR

SPECIAL NOTES: Writing Emphasis This course explores the origin and history in the U.S. of what we refer to as "race", which is neither a biological difference or an 'idea,' but rather a social production, a component of a shared cultural reality rooted in the structure of economic systems that function to move wealth from the many to the few. Race was invented originally to facilitate slavery and displacement of native communities in the Americas and it has proved tenacious as an ideology over time, as it continues to be profitable, changing in form but not in effect. In this class we will reconstruct that history, from the early European colonization of North America and establishment of chattel slavery, through U.S.

statehood and settler colonial appropriation of land, through industrialization, internal colonization of the south and western regions, the rise of U.S. imperialism and current race politics today. The class will also introduce the several hundred year tension in North America between dominant--white, Euro-American, protestant, middle classes and radical Black, Chicano, and Indigenous challenges, and the conflicts and collaborations that have emerged from those tensions. We will read the words of the social theorists and activists who have sought racial justice through the history of the U.S., including slave and Indigenous revolts, Civil Rights, Black Power, and other movements and efforts.

History of Gender & Sexuality

CRS42310

4CR

SPECIAL NOTES: NONEDESCRIPTION: This class traces the history of gender and sexuality in America, from the three-part gender system of many Native American tribes, the not-so-pure Puritans, Victorian America's reliance on both the belief that the nature of "True Woman" was sexless and on commercial prostitution, sexuality and slavery - to the medicalization of sexuality in the early 20th century, the invention of "homosexual" and "heterosexual", the sexual revolution, and the AIDS crisis. We will explore gender theory, the historically changing meanings of 'man' and 'woman', the ways that gender and sexuality are understood in different American subcultures, and the relationship of gender and sexuality to power as expressed through race and class hierarchies.

Queering Utopia: Queer Theory & Practice

CRS42311

4CR

SPECIAL NOTES: Writing Emphasis Like the true definition of Utopia, meaning "no place" or "not yet a place," queer is constantly in a state of resistance and becoming. This course will focus on the fruitful connection between the fluidity of queer identity and politics, and the imaginative and open-ended nature of Utopian literature. Students will read foundational texts in the field of queer theory and follow the turns of recent debates amongst major theorists on questions of difference, identity and the future. Alongside this reading, students will engage with samples of Utopian literature from the 17th through the 21st centuries that demonstrate feminist and queer themes. Bringing these works into conversation through seminar discussion, autoethnographic research and creative/academic writing, students will explore the tensions between longing for a better future, urges to 'save the world', and nuanced political practice of hope.

Reading Marx

CRS42520

4CR

Reading Marx is a seminar-style survey of the works of Karl Marx. The course offers students an opportunity to experience the pedagogical approach of a traditional graduate seminar in critical social theory; to develop and build close analytical reading and writing skills; and to learn how to practice scholarly critique within a challenging and supportive learning community. The readings enable students to gain a working familiarity with many of Marx's major texts and ideas. The syllabus is divided into five sections, with the first four focused directly on Marx's texts and the texts of his contemporaries, covering: 1) philosophy and method; 2) political economy; 3) politics; and 4) nationalism and colonialism. In addition to analyzing, writing about, and discussing the scope and limits of the key ideas and arguments in each text, we will inquire into the usefulness and limits of Marx's ideas in our contemporary economic, social and political context. Through contextual research and class discussions we will explore ways in which Marx's work has shaped and influenced contemporary academic thought and political movements as well as ways in which it might inform our own political questions. The final section of the syllabus requires the self-directed application of learning, as students choose, read, and write a final essay analyzing a contemporary text that critiques, challenges, further develops, expands, or argues against one or more of Marx's core ideas and/or applies them to contemporary or historical social dynamics. The class will include meetings with guest scholars who will skype or sit in on discussions of key texts to share their perspectives and explain the influence of Marx and marxist thought on their field of

study or practice.

Wilderness and Colonization

CRS42603

4CR

SPECIAL NOTES: Estimated student expense of \$50 for food in the field. COURSE DESCRIPTION: What is the relationship, today, between wilderness and colonization, in the United States? This course examines the relationship between US settler colonialism and American imaginaries of nature in order to ask how productions of race, class and nation in US history and culture are intimately tied to dominant understandings and treatments of wilderness. Using a multi-disciplinary approach, we read critical theories, histories, ethnographies and personal essays by native and non-native authors to trace the evolution of ideas in American culture which position settler and Native societies differently in relation to nature and to explore how those ideas have contributed to centuries of violence and displacement directed at Native peoples and groups marginalized by race and class. Additionally, this course investigates the environmental movement behind wilderness as a legal designation and examines the importance of these spaces for conservation efforts in the United States. This class requires students to undertake a personal exploration of our common and different imaginaries of nature and wilderness so that we can forge critically informed, ethical, and accountable relationships to place. For the final project, students will work collaboratively to create and deliver experiential outdoor education curriculum that envisions a critical relationship to place for Indigenous Studies students, adventure education students and for anyone teaching and learning in the outdoors. There will be required overnight field-based trips and several day trips as well as guest speakers.

Decolonial Pedagogy

CRS42706

4CR

SPECIAL NOTES: None 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.

Beyond Walls & Cages

CRS43016

4CR

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.

ST in CRS: The World We Want: Emergent

CRS43020

4CR

SPECIAL NOTES: NONE COURSE DESCRIPTION: From Occupy Wall Street, Black Lives Matter, Standing Rock, and Red For Ed in the United States to uprisings and grassroots campaigns across the planet for Climate Justice, Decolonization, Economic Equity, and Democracy, a promising array of new and refreshed political organizing strategies have emerged globally in the past decade. Why? As political power and wealth are rapidly being concentrated and inequality expands, the gains made by historic grassroots struggles are being attacked and eroded. At the same time, reactionary politics, automation, and climate threats are presenting new obstacles to creating a more just and sustainable future for all. How are working class, poor, and marginalized communities building political power under these changing conditions? What methodologies do organizers employ to build grassroots momentum? How has the state aided or impeded the growth and power of organizing efforts? What new kinds of collaboration are becoming possible? This course will introduce students to cutting edge approaches to making social change, familiarizing and immersing them in key contemporary challenges, debates, and opportunities within social and environmental justice movements. During this course, students will hear firsthand from organizers and activists on contemporary organizing models while engaging with contemporary critiques between practitioners.

Environmental Politics: Domestic & Global

CRS43610

4CR

SPECIAL NOTES: None. DESCRIPTION: Environmental Politics introduces students to environmental justice perspectives and questions that put systems of social inequality and movements for social justice at the center of the study of environmental problems and solutions. Environmental justice is neither a rejection of nor an alternative to the science and policy-based study of environmental problems, rather, it is complementary to science and policy studies, with the aim and potential to radically broaden the scope, base, and transformative potential of movements for environmental sustainability, resilience, and wellbeing. Drawing on interdisciplinary approaches from the academic fields of human geography, critical political economy, and cultural studies and from the research and analysis of social movement researchers, this course explores the disparate impacts of environmental problems on human beings and the natural systems of which we are a part. It asks students to explore grassroots social justice movements and policy oriented political projects.

Changing World Order

CRS43651

4CR

COURSE DESCRIPTION: In Changing World Order, students explore, pose, and investigate questions about the political, social, cultural, and environmental implications of globalization. Readings, documentaries, and other texts introduce political economic terms and concepts, explore theories and histories of the development of global capitalism, delve into the emergence of new cultural practices and modes of political resistance, and enable students to critically analyze ways in which local places, identities, and power relationships are being reshaped through global institutions and practices today. Students will apply their learning to the analysis of global inter-connections through a semester-long commodity chain research project. Through reading, discussion, writing and reflection as well as hands on activities, the study of current events, and several optional field trips, students will explore social, economic, and environmental justice projects and movements seeking to challenge and transform the most negative impacts of globalization today.

Social Ecology as Ecological

CRS43710

4CR

SPECIAL NOTES: This course can be taken for Writing Emphasis. There will be 3 all day Thursday field trips B.Ths. special topics course introduces the tradition of ecological humanism and one of its foundational fields, known as "social ecology". Ecological humanism -- conceptualizing humans and the environment as interconnected and co-evolving -- emerged as a critique of the industrial revolution and its scientific and technological advances. Social Ecology advocates a reconstructive and transformative outlook on

social and environmental issues, and promotes a directly democratic, confederal politics. Examining the writings of Murray Bookchin (1921-2006) and parallel critiques of industrial society, students will read, interpret, and craft written and presentation responses to foundational texts. In addition, students will consider real-world examples of how ideas in this space have influenced material, political and social practices. Special attention will be given to the recently developed democratic experiment of the Kurdistan Workers Party (PKK) based on communalist ideas in social ecology to build a new kind of civil society in the Middle East as an alternative to an independent Kurdish state.

U.S.- Mexico Border Studies

CRS44010

4CR

SPECIAL NOTES: Class meets 1st 3 days and last 3 days, 1:00-5:00, in Crossroads Center 202; Aside from initial and final classroom meetings, course is based in the field. STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! This course may include tours of Federal Immigration Detention Centers. Students who wish to participate in these tours are required to submit their names and Social Security numbers and submit to criminal background checks conducted by DES. \$300.00 estimated student expense for food, travel, misc. while in the field. DESCRIPTION: U.S.- Mexico Border Studies introduces students to political, economic, cultural, and environmental border issues in the unique region of the Sonoran borderlands. After a period of preparation and research in Prescott, students travel through southern Arizona and Sonora, Mexico where we will sojourn with local people, organizations, and institutions including community scholars, workers, culture bearers, faith communities, journalists, immigration activists, organizers, students, and others directly affected by border policy. In an effort to both theorize and contextualize the historical and contemporary reality of la frontera, students will explore the border through the lens of napanatla (Nahuatl) -- an in between place where people and cultures both converge and chocar [clash/crash]. Within that framework, we will analyze themes of Indigenous cultural rights, resistance, and sovereignty; transnational migration and transculturation: globalization; education; climate change and environmental degradation; and border militarization. Questions explored in this course include: What role does the border play in conversations about race, citizenship, and belonging? How are border communities imagined, constructed, and exploited by individuals, governments, and corporations on both sides of la frontera? How does border infrastructure affect human environmental interaction? How are communities on the border resisting injustice and violence?

Chicano Studies

CRS44011

4CR

COURSE 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.

Chicano/Indigenous Literature 2

CRS24013

4CR

SPECIAL NOTES: Instructor permission required. Students will be required to purchase several books as well as a course reader. Estimated student expense: \$75

COURSE DESCRIPTION: Through investigation and close reading of several Chicano/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 Chicano/Indigenous culture and politics. The course will consider how Chicanos and other Indigenous

people have been type cast by colonization as outsiders and foreigners in the Americas and the role literature and other works of culture play in challenging the myth of the United States as a white European settler homeland.

Introduction to Xicano/Indigenous Literature

CRS44016

4CR

SPECIAL NOTES: NONE Students will be required to buy several books and a course reader

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 through literature the political and cultural resistance to colonialism through the creation of a rich, diverse and vibrant politico-cultural landscape that has shaped the U.S. national project and the lives of every American. In this way Xicano/Indigenous peoples in the U.S. defined both themselves and the United States over the course of the 19th and 20th century.

Introduction to Ethnic Studies

CRS44025

4CR

COURSE DESCRIPTION: Students will learn about the foundational struggles of US ethnic studies and will be introduced to the major theoreticians 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.

African American Literature

CRS44030

4CR

SPECIAL NOTES: This course can be taken for Writing Emphasis Credit This course responds to numerous requests from students for courses on African American history and culture. This course enables students to build their critical thinking and writing skills as well as expand their understanding of Modern US and world history through the lenses of culture, performance, and aesthetic production. This class will rotate with Chicano Lit and will help us offer students a more robust variety of ethnic studies courses, as this will be our first ethnic studies course that focuses on African American history and culture.

Central America's Northern Triangle

CRS44208

4CR

SPECIAL NOTES: Writing Emphasis. Prior study of globalization and/or social theory, and demonstrated ability to produce upper division work. The surge in unaccompanied children migrating from Central America's northern triangle, the countries of El Salvador, Guatemala, and Honduras, over the past few years has created an interest in the region not seen since the armed internal conflicts that besieged the region in the 1970s and 1980s. This course will attempt to understand the roots of that phenomenon – not as a crisis in and of itself, but as just one symptom of a larger crisis of social and economic inequity, poor governance, and weak institutions. Through an exploration of some of the contemporary history of the region, and an analysis of the interplay between the three countries and their complicated relationship with the United States, we will consider how this resource rich region has emerged as one of the most violent and politically unstable in the western hemisphere.

Some of the issues the course will examine include: indigenous rights struggles, popular movements, violence and security, the rise of military regimes, women's rights and femicide, and environmental degradation.



Maasai Lands and Colonial Legacies

CRS44300

4CR

SPECIAL NOTES: <<<STUDENTS MUST HAVE VALID PASSPORT>>> This course part of a 12 credit suit that take place at the Prescott College Dopoi Education Center in southern Kenya. Student must take all 3 courses to receive credit. The 3 courses are Maasai Lands and Colonial Legacies. Special Topics in Adventure Education: Ways of Being in Wilderness, & Behavior and Conservations: East African Wildlife. Students will begin class in Prescott then fly to the field during Spring Break. Contact instructor at mpoole@prescott.edu for questions and information. Estimated student personal expenses include \$1300 for air travel, \$200 for food, \$300 for miscellaneous. COURSE DESCRIPTION: This course explores the history and culture of the Maasai people, an Indigenous community whose lands included much of East Africa for hundreds of years before they were colonized by the British Empire and since have been absorbed into the state of Kenya. Maasai society continues to exist and build its future from the land that remains. The course is taught collaboratively with community elders to present Maasai history from the early times to the present and provides students not only with knowledge of this particular place and community, but a more general roadmap to understanding European colonization and statehood throughout the Global South.

Maasailand II: Ecology, Economy and Culture

CRS44301

4CR

SPECIAL NOTES: This course is part of a 16 credit semester in Maasailand, Kenya. Please see Maasailand I for all fees and special notes. DESCRIPTION: This course will orient students to Maasailand, the history and ecology of the region, Maasai culture and society, present day challenges to the community's sustainable use of land, and solutions the community is exploring to enable its survival into the future on its own terms. Students will learn about the wildlife of Maasailand and grassland ecosystems they share with Maasai people. The course models the integration of ways of knowing about these things, forms of western and indigenous knowledge that many agree is critical to conservation and human survival in this place. Students will also learn from Maasai teachers about Maasai language and culture: the consensus-based justice system; communal family and political structures; and shared economy. They will learn about ways that Maasai are facing challenges to their land and way of life, through human-wildlife conflict resolution, for example, local economic rights and empowerment, and tourism reform.

Maasailand III: Movement Building

CRS44302

4CR

SPECIAL NOTES: This course is part of a 16 credit semester in Maasailand, Kenya. Please see Maasailand I for all fees and special notes. This course requires a VALID PASSPORT for international travel. DESCRIPTION: The course explores the question of how to scale up social movements through collaboration of local efforts using two main sources: theories of movement building and the case study of the Maasai Land Rights movement.

Critical Animal Studies & Non-Human Rights

CRS45001

4CR

SPECIAL NOTES: NONE Based on existing scientific evidence, certain nonhuman animals – specifically great apes, dolphins, and elephants – should be entitled to such basic legal rights as bodily liberty and integrity. Despite scientific proof that they are self-aware autonomous beings with complex cognitive abilities equal to that of children, non-human animals are not protected or granted rights within our legal system. This has raised some complex questions about who should have these rights and how should these rights be determined and distributed along the continuum of species. In recent decades a new field has developed to study the role of animals in human societies. Human-Animal Studies, or Critical Animal Studies, draws on multidisciplinary research to develop new ways of thinking about animals and animal-human relationships. CAS examines animal-human relationships, the role of animals in human societies, the boundary between humans and animals, representation and images of animals, and our ethical

imperatives concerning animals. Through a critical theoretical framework, we focus on the emancipation of those who have been historically marginalized and explore the meaning of social justice for non-human animals. We look at issues of non-human rights and animal exploitation as patterns of inequality connected to those related with age, ability, gender, sexuality, race, environment and social class. The course enables students to develop a rigorous engagement with some of the more complex questions of animal treatment and our role as humans in creating these inequalities. With an emphasis on the knowledge produced about humans and other animals from a cultural and environmental studies perspective, we will interrogate such issues as: the historical and philosophical scope of animal studies; animal agency, sociality and consciousness; animal representation in popular culture.

Anti-Racist Organizing

CRS45119

4CR

SPECIAL NOTES: Writing Emphasis 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.

ST in CRS: Memory, Truth, and Transition

CRS45130

4CR

SPECIAL NOTES: Instructor Permission Required. <<<VALID PASSPORT REQUIRED>>> Students interested in this course must complete and submit intention questions to the instructor, and commit to attending pre-course orientation meetings. Students will travel to Guatemala together on January 15, 2019 and will be in the field through February 6, 2019. Students must have a passport valid for at least six months beyond the departure date. Course fee covers room and board, ground transportation, and group activities. Airfare from Phoenix \$650 - \$850. Personal Expenses: Approximately \$350 COURSE DESCRIPTION: In 1996, Guatemala emerged from thirty-six years of internal armed conflict. The conflict left an estimated 200,000 people dead, 40,000 disappeared, 654 rural villages burned to the ground, more than a million people internally displaced, and another 150,000 were refugees in Mexico. Recognized as genocide by the United Nations and human rights groups, it is estimated that 93% of the atrocities and human rights violations were committed by the Guatemalan military or other state sponsored forces and more than 83% of the victims were Indigenous civilians who were regarded as "internal enemies" of the State. Drawing on ethnography, history, genocide studies, critical theory, Mayan epistemology, and other disciplines, this field course explores how the past is constructed, commemorated and contested in post-conflict Guatemala, and how communities are make use of historical (collective) memory in their quest for justice. Through readings, discussions, and hands-on work, students will deconstruct how the Guatemalan conflict has been characterized nationally and at the local level; the relationship between trauma, memory, and forgetting; and the role of personal narrative and accounts in reconciliation efforts. Students will be based in Guatemala's Verapaz region and will sojourn with community and academic scholars, culture bearers, community based NGOs, students, and others, supporting individuals, families, and communities, affected by the conflict, find closure and justice.

Climate Justice

CRS45505

4CR

SPECIAL NOTES: There will be an optional weekend field trip. This course can be taken for Writing Emphasis Crediton of the biggest injustices of climate change is that the hardest hit places and

communities 'are the least responsible for contributing to the problem' (as the Bali Principles of Climate Justice affirm.) Climate Justice is both a political framework and a growing global social movement that seeks to broaden the constituency providing leadership on climate change. This course explores climate justice theory and practice emerging and expanding from the most heavily environmentally burdened communities and regions. Learning from cutting edge struggles around the world - from global cities to indigenous lands - we will examine strategies and visions for environmental and cultural survival, resiliency, cooperation, and transformation coming from the global grassroots. Through self-directed and collaborative research, hands-on experiential action, and close, active learning from organic and scholarly movement intellectuals, students will explore the international geography of climate justice activism, learn to identify key fronts and strategies for building the power and capacity to make systemic change, and engage with meaningful opportunities to get involved.

Urban Environmental Justice

CRS48060

4CR

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.

Environmental Education, Fundamentals of

EDU21100

4CR

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

Experiential Education Philosophy & Methods

EDU22610

4CR

SPECIAL NOTES: NONE COURSE DESCRIPTION: This course is designed to provide students with a foundational philosophical understanding of experiential education theories and methodologies. Students will explore various educational perspectives and theories as they relate to experiential education methodology & practice. Through reading, writing, discussion, and observation in a variety of educational settings, students will gain an understanding of the historical roots, current trends, and future directions of experiential education. This course provides the opportunity to apply a variety of experiential approaches according to the appropriate level of development any given student group or population. Additionally, students will research topics of special interest and will begin to define their own personal philosophy of experiential education to serve their future work as educators.

Rethinking our Classroom: Race, Power, & Identity

EDU22705

4CR

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.

Barrio Pedagogy: Praxis Along the Border

EDU22706

4CR

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.

Critical Literacy for Social Justice

EDU22707

4CR

COURSE DESCRIPTION: This course will apply a critical literacy lens to analyze literature and how it is situated in a much larger political context that impacts educational access for Latinx youth. Freire and Macedo's theories on "reading the world before reading the word" will be applied to the critical analysis of this literature. Students will have an opportunity to hear firsthand from several of the authors of the Tucson "banned books" as they share their insights on this historical removal of acclaimed literature from the classroom. Teachers from the former Mexican-American Studies program will also offer insights into how this literature was formerly used in the classroom and the results of its removal

ST: In EDU Expressive Ecopsychology

EDU22800

4CR

SPECIAL NOTES: To be held on location at Watson Woods Riparian Preserve (weather permitting) Estimated student expense of \$25.00 The purpose of this course is to engage the student on multiple levels (mind, body, and spirit) using education, conservation service work and expressive ecopsychology practices, in order to explore one's personal relationship with and connection to the natural world. The premise for this study being that the personal bond with place/nature is deepened through multi-modal and expressive arts experiences within that place over a period of time, leading to increased health, well-being, and feelings of deep connection to, and responsibility for the welfare of the Earth.

Culture, Power, and Societal Change

EDU25100

4CR

PREREQUISITES: Writing Certification I or concurrent enrollment in Writing Workshop. SPECIAL NOTES: Writing Emphasis; this course is for new students only! one to two 2-day field trips will be required.

COURSE DESCRIPTION: This course explores ways in which social categories of difference – such as race, class, ethnicity, gender, sexuality, age, ability, and citizenship – are socially constructed through power struggles that take place under specific historical and current conditions. It is designed to provide students with the critical skills required to identify and analyze social forces shaping identity, power, and social inequality through the lenses of struggles for social justice. Through texts, films, current events,

and participatory experiential learning, students will explore how cultural difference matters in issues such as social decision-making power, wealth distribution, community health, cultural and environmental sustainability, politics of representation, globalization, human and civil rights, education, opportunity and life chances.

Cultivating Learning

EDU25102

4CR

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

The Art of Teaching

EDU25103

4CR

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.

Place-based Education Theory

EDU27033

4CR

SPECIAL NOTES: Fingerprint Clearance may be required for observation/practicum aspects. COURSE DESCRIPTION: In this course, students will engage with Place-based Education from a variety of cultural and theoretical viewpoints, examining philosophies, benefits, and methods, while also critically reflecting on their personal past and present connections to place. These understandings will then expand to include the scholastic perspectives of Place-based Education: a pedagogy and methodology that utilizes local community and environment as a starting point to teach concepts in a variety of disciplines. Emphasizing experiential and interdisciplinary learning, Place-based Education has been shown to increase academic achievement, strengthen communities, enhances students' appreciation for the natural world, and foster a healthy commitment to serving as active, contributing citizens. Students in this course will critically examine these claims through research, discussion, and observation of initiatives in their community. Additionally, students will have the opportunity to focus on an age group, such as early childhood, elementary, adolescents, or adult populations.

Learning Theories

EDU41055

3CR

This course provides an overview of the process of learning. Various theorists who have made contributions to education will be compared as a way to provide further insight into effective teaching strategies. Theorists examined will include but not limited to Bloom, Dewey, Vygotsky, Gardner, Montessori, and Freire. Students will explore topics such as optimal conditions for learning and how relationships within the classroom affect learning, and will gain an understanding of learning differences. Psychological and developmental factors will be examined, as well as the impact of environmental and

cultural conditions.

Critical Consciousness: Theory & Practice

EDU41056

4CR

This advanced course is designed to provide an in-depth study of relationships among critical theory (including critical race theory and Latino critical race theory), critical pedagogy and critical consciousness. Social theory is emphasized as a critical tool for practical application in classrooms, community settings, and political arenas with an aim to understand the necessary links among these social domains of pedagogical practice and the lived experiences of students, teachers, parents, administrators, organizers and the community. This course takes the position that reading the word and the world is a dialectical process and that how one reads the world influences but does not necessarily determine the manner in which one chooses to live in the world. Critical pedagogy will be analyzed, not as a recipe or methodology to be implemented, but rather as a praxiological approach that enables the strategic application of theory to the context of groups and individuals in real world struggles. Critical consciousness will be studied as an end goal to be reached through liberatory education brought about by collective struggle and praxis.

Environmental Education Methods

EDU41101

4CR

SPECIAL NOTES: Concepts of Ecology or Natural History, or CC1 Concepts of Ecology and Fundamentals of Environmental Education are highly recommended courses. Previous experience working with children and other Education courses may be very beneficial. Attendance is critical on field days with elementary school visits on most Thursdays as well as a three-day camp two weeks prior to the end of the semester. The Thursday class will consist of meeting in the classroom from 8:00-10:15 prior to going out to the schools. Students will be expected to have finger print cards. No text is required. There will be a course reader for the class. COURSE DESCRIPTION: A capstone class for many ES and AE students, Environmental Education is the educational process which deals with humanity's relationship to the natural and human-made world. This course will review perspectives presented in Fundamentals of Environmental Education and focus on developing demographically appropriate methodologies including the conceptual approach to ecological principles, sensory awareness, values clarification, and general interpretation. These approaches will be presented in a way that demonstrates the interrelatedness of environmental education to diverse subject areas within a school curriculum as well as other relevant educational settings and populations. Students will gain experience designing and implementing activities in a "place-based" watershed and creeks education program with fifth grade students at a local elementary school.

Pedagogy of Multicultural & Social Justice Education

EDU41200

4CR

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.

Experiential Education Philosophy & Methods

EDU42610

4CR

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.

Rethinking Our Classroom: Race, Power & Identity in Education EDU42705 4CR  
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.

Critical Literacy for Social Justice EDU42707 4CR  
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

Ethical Issues for Experiential Educators EDU42710 4CR  
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.)

ST: In EDU: Expressive Ecopsychology at EDU42800 4CR  
SPECIAL NOTES: To be held on location at Watson Woods Riparian Preserve (weather permitting) Estimated student expense of \$25.00 The purpose of this course is to engage the student on multiple levels (mind, body, and spirit) using education, conservation service work and expressive ecopsychology practices, in order to explore one's personal relationship with and connection to the natural world. The premise for this study being that the personal bond with place/nature is deepened through multi-modal and expressive arts experiences within that place over a period of time, leading to increased health, well-being, and feelings of deep connection to, and responsibility for the welfare of the Earth.

Culture, Power, and Societal Change EDU45100 4CR  
PREREQUISITES: Writing Certification I or concurrent enrollment in Writing Workshop. SPECIAL NOTES: Writing Emphasis COURSE DESCRIPTION: This course explores ways in which social categories of

difference – such as race, class, ethnicity, gender, sexuality, age, ability, and citizenship – are socially constructed through power struggles that take place under specific historical and current conditions. It is designed to provide students with the critical skills required to identify and analyze social forces shaping identity, power, and social inequality through the lenses of struggles for social justice.

Through texts, films, current events, and participatory experiential learning, students will explore how cultural difference matters in issues such as social decision-making power, wealth distribution, community health, cultural and environmental sustainability, politics of representation, globalization, human and civil rights, education, opportunity and life chances.

#### Cultivating Learning

EDU45102

4CR

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

#### The Art of Teaching

EDU45103

4CR

This course is an overview of three crucial elements to the Art of Teaching: Community, Curriculum, and Cooperation. Students will investigate creating and managing communities, curriculum that is engaging, cooperation, and optimal learning. Through hands-on practical experience, research and analysis, students will learn to create and manage optimal learning environments designed to meet the needs of diverse learners as well as design and implement lessons and activities in a variety of subject areas in both outdoor settings and traditional classrooms. This course is ideal for adventure educators, alternative educators and students interested in learning how to teach with a balanced emphasis on course content and individual students in a variety of settings.

#### Foundations of Education

EDU47001

3CR

SPECIAL NOTES: This course is available to all Prescott College students. This course is a pre-requisite to a Professional Program pathway in Education. COURSE DESCRIPTION: This course examines the historical and philosophical foundations of the American educational system as it engages with learners from birth through Grade 12. Current trends in education will be reviewed and evaluated. Issues affecting the role of the teacher, including school governance and finance, legal foundations, social influences, and educational reform will be explored. Attention will be given to the role of the federal government in public education especially as it applies to the Elementary and Secondary Education Act of 1965 and subsequent reauthorizations. Students will develop a basic understanding of the eligibility, and current placement for individuals with exceptional learning needs as determined by legal statutes. In addition, students will examine state, tribal, and national standards, including the Common Core State Standards Initiative.

#### SEI Complete

EDU47004

3CR

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.

Curriculum Design: Assessment and Evaluation

EDU47010

4CR

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

Core Curriculum: Educating for the Future

EDU47015

4CR

SPECIAL NOTES: N/A COURSE DESCRIPTION: The focus of this course is to strengthen students' environmental and multicultural awareness. The course will explore the emerging issues in multicultural and environmental education. The course is interdisciplinary in nature and the relationships among education, culture, and environment will be examined. Students will acquire foundational knowledge of theoretical issues and concepts, as well as identify real issues in today's world. Students will develop, through personal action, personal, societal, and educational perspectives on cultural and environmental issues.

Nature and Place-Based Methods Integration

EDU47019

4CR

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course will explore curriculum design at a practical level with relevant applications through an experiential and interdisciplinary focused unit design. Students will design and implement an integrated unit that makes explicit connections across the subject areas of Mathematics, Science, and Reading, meeting specific state standards. Strategies for successful curricular implementation, effective use of technology to support curriculum, and accommodations for special situations and individual differences are required. The course will address the role that setting, time-frame, age, and culture play in the design of curriculum through authentic experience. Diverse assessment tools, strategies for using student assessment data to improve instruction, and appropriate ways to share the data will be required. Cultural and environmental impacts on assessment will be considered. Extended Description Students will be expected to implement original lesson plans in their unit design that are grade and state standards appropriate for Mathematics, Science, and Reading integration: selecting one or more of the math standards appropriate to the unit and grade level; selecting one or more of the science standards appropriate to the unit and grade level, including STEAM content; and including effective reading and writing strategies in the content areas.

Reading: Methods and Practice

EDU47020

3CR

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:





mastery in planning, instruction for diverse students, assessment, classroom management, and professional proficiency. Throughout the student teaching/practicum assignment, the student is expected to respond to critical feedback and participate in every facet of classroom teaching from daily instruction to duties assigned outside of the classroom, extra-curricular commitments, parent teacher conferences, and any other additional responsibilities typically conducted by the Supervision Practitioner within the specific teaching environment.

Secondary Content Methods

EDU47208

4CR

SPECIAL NOTES: N/A COURSE DESCRIPTION: During this course the student will study methods and practices for instruction in the student's selected content area. The student will become familiar with the content of texts in the subject area, state and national standards, including the national common core academic standards, for the grade levels of the subject, and a variety of methods of instruction relevant to the subject area. The student will develop strategies to meet the needs of a diverse population of learners as well as any environmental or ethical issues impacting the specific field of study. An additional area of emphasis will be placed on constructing assessment experiences which provide opportunities to analyze and interpret results for reporting strengths, areas of concern and interventions needed to ensure student learning outcomes.

Reading Methods and Literacy in the Secondary Classroom

EDU472173CR

SPECIAL NOTES: N/A COURSE DESCRIPTION: The student will review AZ (or home state) secondary Reading Standards and core English and Language Arts curricula, including the national common core standards, in order to support skills and include them into her/his specific content area(s). Topics such as phonemic awareness, phonics, vocabulary, reading fluency and comprehension are central components of this course, as well as comprehension in both literary and informational texts such as expository, functional, and persuasive writing. The student will consult with district reading/instructional specialists and other professional personnel to become informed of reading diagnostic tools used within the district and state as well as additional tools and technology available to assist the struggling reader. The student will review the Arizona Department of Education (or the state in which she/he is being certified) website to maintain a working knowledge of legislation and programs that address literacy issues. The student will engage in an in-depth study of systems involved in the reading process at the secondary level. After observing in public school classrooms, the student will design lessons suitable for middle and high school students in his/her subject area, emphasizing reading skills.

Student Teaching - Secondary Education

EDU47299

8CR

SPECIAL NOTES: N/A 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.

Classroom Management for Special Education

EDU47315

3CR

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course explores the theoretical and practical aspects of classroom and behavior management for individuals with exceptional learning needs, with emphasis on

creating learning environments that foster safety, emotional well-being, positive social interactions

Diagnosis and Assessment of Mild to Moderate                      EDU47331                      3CR  
This course provides the student with an opportunity to develop a comprehensive view of evaluation and assessment for special education identification, placement, and instructional planning, including diagnostic instruments, procedures for identifying and placing individuals with exceptional learning needs, appropriate uses and limitations of such assessments, legal and ethical considerations, pertinent state and national academic standards including the national common core standards, measurement theory and key terminology, IEP procedures, and sensitivity to culturally and linguistically diverse backgrounds. Students will review the most current assessment standards and practices from the Council for Exceptional Children (CEC). Attention is also give to informal assessment practices addressing learning and behavior of individuals with exceptional learning needs.

Collaborative Instructional Strategies                                      EDU47380                      3CR  
The focus of this course is to provide teacher candidates in mild-to-moderate special education with the knowledge in those instruction methods and strategies that research and evaluation practices indicate have the most efficacy for promoting academic growth among learners identified in and challenged with, the exceptionality, learning disability. The history of attending to the needs of learning disabled learners in public school classrooms, with attention to law, litigation, and the demonstration of academic standards, as well as definitions, causes, and characteristics of the learning disabled children and adults will be reviewed. The cognitive processes of learners with and without learning disabilities will be compared, unsubstantiated explanations and false claims relating to learning disabilities will be investigated, and assessment techniques and effective teaching strategies will be addressed. Effective methods and strategies for planning, implementing, and evaluating instruction based on appropriate assessment for K-12 learners with this exceptionality in special and regular education classrooms will be investigated. Particular attention will be given to the structure and details of lesson planning necessary to meet the individual needs of the learning disabled. Teacher candidates will teach lessons in mild-to-moderate special education classrooms with learning disabled learners as part of the student population.

Strat Tch Lang Arts in Diverse/Inclusive                                      EDU47383                      3CR  
Course provides students with strategies for making personalized adaptations to research-based language teaching models to enhance the language development and communication skills of individuals with exceptionalities. Students will learn to match their teaching styles with an individual's language proficiency and cultural and linguistic differences. Students will become familiar with augmentative and alternative communication systems, and assistive technologies.

Strat Tch Mth Divers&Inclus Ed Settings                                      EDU47384                      3CR  
Course provides students with the background and resources for using a repertoire of evidence-based instructional strategies specific to promoting the numeracy and computational skills of individuals with exceptionalities. Students will use individualized mathematical tools and assistive technologies to enhance the capabilities of individuals with exceptionalities to develop critical thinking, problem solving, and self-management skills.

Survey of the Exceptional Learners                                      EDU47385                      3CR  
SPECIAL NOTES: Writing Emphasis COURSE DESCRIPTION This course provides each student an opportunity to research and construct a rich knowledge base and understanding of the primary characteristics commonly evidenced in at least four to five of the major special education exceptionalities, including learning disabilities, mental retardation, and emotional and behavioral

disabilities. Topics addressed include the characteristics, causes, and management protocol for each of the identified exceptionalities; diagnostic and eligibility criteria; placement and IEP considerations; and common academic and behavioral strategies in the context of state and national academic standards. Students also consider issues of culturally, linguistically, and environmentally diverse backgrounds pertinent to the exceptionality.

Student Teaching - Special Education

EDU47395

8CR

SPECIAL NOTES: N/A 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.

Practicum in Early Childhood Special Education

EDU47697

4CR

COURSE DESCRIPTION: The practicum course is the final capstone classroom experience that allows the student to practice the application of theoretical knowledge and demonstrate professional proficiency working with children with exceptionalities ages birth to age 8. Students participate in every facet of classroom teaching and receive constructive feedback from a cooperating teacher who is certified in early childhood special education. Please Note: This course requires prior approval from core faculty/student teaching coordinator prior to enrollment. Learning Targets (LT): Students will demonstrate mastery of student teaching competencies throughout their student teaching experience. As a result of their completion of this experience, students will also demonstrate mastery of the following learning targets: 1. Signature Assignments. Unit and Lesson Plans - In collaboration with your cooperating teacher develop a unit plan that includes a minimum of 5 lessons. This unit plan should be age and subject appropriate to your student teaching. Within your lessons identify how you address diverse populations. At least one lesson should include the incorporation of technology. The unit plan should be based on the national common core standards. Your unit plan is due by the 5th week of the semester to your cooperating teacher. Lesson plans should be modeled from the Lesson Plan Template located on the PC Professional Preparation Resource Site on Moodle. The rubric for Unit and Lesson Plans will be used for evaluation purposes (located on the Moodle site and the Student Teaching webpage).

Student Teaching in Early Childhood Special Education

EDU47698

4CR

COURSE DESCRIPTION: The practicum/student teaching course is the final capstone classroom experience that allows the student to practice the application of theoretical knowledge and demonstrate professional proficiency working with children with exceptionalities ages birth to age 8. Students participate in every facet of classroom teaching and receive constructive feedback from a cooperating teacher who is certified in early childhood special education. Please Note: This course requires prior approval from core faculty/student teaching coordinator prior to enrollment. Learning Targets (LT): Students will demonstrate mastery of student teaching competencies throughout their student teaching experience. As a result of their completion of this experience, students will also demonstrate mastery of the following learning targets: 1. Signature Assignments. Unit and Lesson Plans - In collaboration with your cooperating teacher develop a unit plan that includes a minimum of 5 lessons. This unit plan should be age and subject appropriate to your student teaching. Within your lessons identify how you address diverse populations. At least one lesson should include the incorporation of technology. The unit plan should be based on the national common core standards. Your unit plan is due

by the 5th week of the semester to your cooperating teacher. Lesson plans should be modeled from the Lesson Plan Template located on the PC Professional Preparation Resource Site on Moodle. The rubric for Unit and Lesson Plans will be used for evaluation purposes (located on the Moodle site and the Student Teaching webpage).

Foundations of Early Childhood

EDU47802

3CR

SPECIAL NOTES: N/A COURSE DESCRIPTION: This foundations course provides an overview of historical, philosophical, legal, and social domains of the early childhood teaching professions, including special education, and explores how these roots have influenced current educational theory, practice, and policy regarding access to early childhood and early childhood special education programs and services. Diverse models of early childhood education such as Montessori and Reggio Emilia, and Developmentally Appropriate Practice standards are introduced. Students study these models as well as current public policies on standards, access, and equity in schooling of all children and families in our diverse society. Students are introduced to teacher resources such as assessment data, professional member organizations, research studies, and technological tools to utilize in creative and informed teaching in all early education fields. The course challenges students to establish an individual sense of professionalism by articulating and defending their personal philosophies of, and advocacy for, early childhood and early childhood special education.

The Whole Child

EDU47804

3CR

SPECIAL NOTES: Writing Emphasis COURSE DESCRIPTION: In this course students engage in holistic study of typical and atypical early child development, address issues of health, safety, and nutrition, and research the impact of early experience on the young child's behavior and learning progress. Focus of study is on the multiple and interrelated physical, environmental, and social factors that impact child growth and development from pre-birth to 8 years of age and on methods of evaluation and assessment of development. Students study patterns and indicators of healthy development for each age and stage of growth and learn to recognize, document, and respond appropriately to signs of developmental delays or problems that can affect a child's growth and development. Nutritional and health guidelines for optimal physical and intellectual growth are examined, as well as the developmental processes that support healthy emotional and social relationships and successful learning. The importance of access to safe spaces and responsive adults to optimal growth and development is emphasized. Research data on the positive impact of meaningful times and places for inclusive experiential learning and outdoor play and exploration for all young children is also examined.

Positive Guid & Inclusive Clsrm Mgmt

EDU47820

3CR

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course addresses the classroom management skills building needs of students in the ECE teacher prep program who are, or will soon be, teaching in an early childhood classroom. Students are introduced to best practices for day to day organization and creative management of an inclusive classroom as well as strategies for successful differentiation of pedagogy for children with typical and atypical behaviors and diverse social and emotional needs. Emphasis is on developmentally appropriate and positive guidance practices for supporting social and emotional growth and development to enhance self-regulation skills and optimize academic learning.

Pedagogy of Nature and Place-Based Early

EDU47860

4CR

This course begins with reading and study of current theory and research on nature and place-based learning and pedagogy, as articulated by leaders in the field such as David Orr, Richard Louv, David Sobel, Karen Malone, and David Gruenewald. Issues and methods of inclusion and differentiation in nature and place-based education are emphasized. This course strengthens the student's basic ecological literacy,

knowledge of natural science, and understanding of place and community culture. Students gain skills in nature and place-based instructional methods and curricula development for typical and atypical children and examine safety issues for outdoor adventuring with young children.

Field observation and research projects include in-depth visits to community nature centers, nature preschools, parks, gardens, museums, and cultural sites, and assess their resources and accessibility for children with disabilities.

EIDT Strategies for Children Behavioral

EDU47875

3CR

SPECIAL NOTES: Must have Core Faculty approval PREREQUISITES: Evaluation, Intervention, and Differentiated Teaching Strategies for Children with Learning, Behavioral and Emotional Challenges is the first of two methods in early special education courses required for certification and/or degree in early childhood special education. Students will take this advanced course only after completing courses in Positive Guidance and Classroom Management, The Whole Child, Foundations of Early Childhood and Early Special Education courses and a series of four methods and curricula development courses focused on inclusive classroom teaching. COURSE DESCRIPTION: This course will give the student skills and knowledge in evaluating and assessing the special needs of children, in choosing options for intervention, in differentiated teaching strategies and practices, and in management and guidance specifically for children with learning, behavioral, and emotional challenges; characteristics which are often found to be inter-related.

EIDT: Strategies Gifted, Twice Exception

EDU47876

3CR

PREREQUISITES: Evaluation, Intervention, and Differentiated Teaching Strategies for Gifted, Twice Exceptional & Learners on the Autism Spectrum is the second of two methods in early special education courses required for certification and/or degree in early childhood special education. Students will take this advanced course only after completing courses in Positive Guidance and Classroom Management, The Whole Child, Foundations of Early Childhood and Early Special Education courses, a series of four methods and curricula development courses focused on inclusive classroom teaching, and the EDU47875 or MAED 57875 course. COURSE DESCRIPTION: This course will give the student skills and knowledge in evaluating and assessing the special needs of children, in choosing options for intervention, in differentiated teaching strategies and practices, and in management and guidance specifically for children who are identified as gifted, twice exceptional and/or learners on the autism spectrum; characteristics often found to be inter-related.

Collaborative Special Education Community

EDU47880

4CR

SPECIAL NOTES: NONE COURSE DESCRIPTION: This course identifies the members of an Educational Team, the professionals who come together to advocate and educate students with exceptionalities. The team members include a psychologist, an Early Childhood Special Education (ECSE) teacher, and Occupational Therapist (OT), a Speech and Language Pathologist (SLP), and a Physical Therapist (PT) as well as the child's family members. Students will learn not only the roles each educational team member holds but how to work collaboratively with other adults within the special education setting. Students will learn professional expectations of working within an educational team, personality styles, and ways to communicate with a colleague during pleasant and challenging moments. This course will examine the expectation of the ECSE teacher when teaching cooperatively with paraprofessionals, substitutes, other ECSE teachers, and potential elementary school level educational teams. Students will learn about the process of creating an Individualized Education Plan (IEP): who is responsible for each part of the document, legal timelines, and how to communicate information within the IEP with families as a cohesive team.



Advanced Special Education Methods

EDU47881

4CR

SPECIAL NOTES: Requires instructor permission to register COURSE DESCRIPTION: This course explores the practice, implementation, and individualization necessary to work with children with exceptionalities. Students will take this advanced course required for certification and/or degree in early childhood special education. The course will offer insight into exceptionalities common in the special education classroom, including children on the Autism Spectrum. Other exceptionalities to be explored include: Down Syndrome, children with communication disorders, children with visual impairments, children with low mobility due to physical disability, and children with social-emotional delays, among others. Students will learn strategies and educational supports necessary to work with students of all abilities and will research appropriate educational expectations for an inclusive classroom. The student will gain skills and knowledge in evaluating and assessing the special needs of children, in choosing options for intervention, in differentiated teaching strategies and practices, and in management and guidance specifically for children with exceptional learning, behavioral, and emotional challenges; characteristics are often found inter-related. This course will deepen the student's knowledge of evaluation, intervention, and differentiated teaching strategies with a focus on specific challenges presented by learners of all abilities and on current research that can enlighten and inform teachers on effective interventions, support, and guidance of young children in an inclusive classroom.

ECE Practicum

EDU47898

4CR

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, homeschool communication, parent education, group contacts with parents, and parent involvement in early childhood education.]

Student Teaching: Early Childhood Education

EDU47899

4CR

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.

Reading Instruction for Diverse Learners

EDU48010

3CR

This course builds directly on classroom teacher/teacher candidate functional knowledge regarding the teaching of reading/language arts through the use of quality literature. From a solid research base yielding "best practice" approaches for organizing and delivering reading/language arts instruction, this

course guides the student through the application and integration of the language arts into curriculum. Reading/language arts curricular integration will be modeled through the identification and production of authentic classroom learner artifacts, case studies, and direct observation of master teachers in their reading/language arts classrooms paying particular attention to English Language Learners. Students will work to gain course knowledge and skills 1) leading to successful clinical practice as assessed by the course mentor or supervisor, and 2) leading to reading/ language arts instruction in the classroom judged as successful through documented authentic learner academic progress. Three major themes will frame this course: balanced literacy with quality literature to enhance instruction for English Language Learners, reading/language arts assessment, and meeting the needs of diverse learners. Balanced literacy with each of the components associated with a balanced literacy program - will be a pervasive theme as the student identifies and designs a personal researched-based manageable model of reading/language arts instruction. Study of patterns of practice found in today 's schools, including literature circles, literature focus units, reading and writing workshops and thematic units will contribute to the students comprehension and implementation of a balanced literacy program in their own classrooms. Students will identify and practice use of formal and informal, criterion and norm-referenced reading/language arts assessment instruments to guide and inform planning, instructional delivery, and the provision of learner feedback. Finally, a sharp focus on diversity in the classroom learners, settings, resources, approaches, techniques, and programs ñ in support of and before, during, and after reading/language arts instruction will be a major theme throughout the course as students construct an ever growing and efficacious repertoire of reading/language arts teaching strategies, enhancing their competence as teachers and contributing to documentable learner academic progress. Special Notes: This course is part of a group of courses to meet the requirements for an Arizona Department of Education Reading

Endorsement (K-8).Pre-requisites: N/A

Diagnosis & Remediation of Reading

EDU48015

3CR

SPECIAL NOTE: NONE DESCRIPTION: Material for this course has been organized according to the Reading First categories of reading development and instruction, as presented in the report of the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students will investigate instructional reading strategies for children at-risk as reflected in the federal No Child left Behind Act, including children of poverty, children for whom English is not the primary language, and children with learning and behavioral disabilities. It is important that this course result for the student in more than just a documented litany of reading teaching strategies that are scientifically-validated. The scientifically-validated practices should be integrated by the student into a systematic teaching process that stresses the use of learner outcome data within authentic classroom contexts to guide practice. Students will investigate and learn how to use DIBELS and other curriculum-based assessment results for early identification of children at risk of reading failure and to monitor student progress. Students should gain and demonstrate in their own classrooms increased mastery of reading instruction for letter sound recognition, regular word decoding, sight words, multi-syllable word reading, passage reading, vocabulary, and comprehension, as they reflect on how to utilize knowledge available to maximize academic progress for all learners. Special Notes: This course is part of a group of courses to meet the requirements for an Arizona Department of Education Reading Endorsement (K-8).Pre-requisites: N/A

Clinical Practice in Reading: Reading

EDU48020

3CR

Clinical Practice in Reading: Reading Practicum provides students with an opportunity to engage in supervised practice of the research-based knowledge and skills necessary to plan, manage, and assess a successful reading instructional program. The overall goal of the practicum experience is to raise the teacher's level of effective classroom practice as measured in terms of assessed P-12 student academic



Connected Learning

EDU57521

3CR

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

Education Capstone

EDU57700

OCR

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.

Sustainability Theory and Practice in Ed

EDU71001

3CR

SPECIAL NOTES: N/A COURSE DESCRIPTION: As one of the core foundational doctoral seminars, readings and discussion will reveal how the various themes in economy and ecology have evolved and in most cases the relation between them has been uneasy and even conflicting. Despite the fact that both economy and ecology originate from the same root oikos (or the household), the two disciplines developed without the necessary recognition of or integration with each other. While economists ignored nature, ecological scientists in turn pretended as if humans did not exist in their calculations of energy flow or population dynamic. Many attribute the potential decline of techno-industrial economy due to this basic caveat. As Herman Daly and Joshua Farley (2004) urge us, the emergent discipline of ecological economics does not simply bring the light of ecology into the darkness of economics. Along with them and others, we will examine how both disciplines need fundamental reform if the marriage between ecology and economy is to come to fruition. In order to bring the earth household (ecology) and the human household (economy) in harmony, we will examine several ways to go about such integration. Authors and texts examine various options: the concept of natural capitalism, valuing of biomass and ecosystem services, calculating ecological footprint, investing in eco-economy, developing cradle-to-cradle ecological design, transitioning to post-carbon economy, using appropriate technologies, pursuing sustainable harvest regimes, and respecting indigenous ecological knowledge.

Sustainability Education and Transformation

EDU71002

4CR

Education as Sustainability explores the theories, processes, and conditions through which individuals, groups, and organizations learn and transform in ways that support a sustainable future. This entails an examination of current educational approaches and strategies as well as innovations that challenge traditional assumptions and practices. This investigation may take place in such arenas as public and private education, community development endeavors, business and economic ventures, government training programs, and through all the social and ecological networks critical for human survival. Sustainable Education is the process by which individuals and organizations engage in new learning that challenges existing norms and draws upon the resources and initiative of those involved in this learning.

This approach to education is designed to contrast the predominant managerial and mechanistic paradigm of learning, such as exists in most public education settings and in much of higher education, with a more holistic and ecological model that emphasizes the realization of human potential and interdependence of social, economic, and ecological wellbeing.

Such learning is more engaged, experiential, and addresses the social, spiritual, physical, emotional, and mental components of our roles in the world and in human society. Such learning is based on core values of lifelong learning, recognition of diversity, cooperation and collaboration, personal reflection and values, integrative understanding, responsibility and faith in others, and developing learning communities with a commitment to the good of the whole. Education as Sustainability is the means through which we educate our citizenry to the values, opportunities, and choices each person has to develop one's self as an aware, independent, responsible, and active agent of one's own fate and hence contribute to the future of our society and ecological systems.

Modes of Inquiry I: Interdisciplinary

EDU71003

3CR

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course is the first of two courses designed to provide an overview of scholarly thinking, research, and writing. The first semester addresses the following areas within graduate scholarship: who we are as scholars; what motivates us to seek answers/change; what it means to do scholarship and inquiry; and what we are looking for in [choose your adjective: superior, essential, objective, informed, etc.] research. The first semester course introduces the practical elements of planning, implementing, and documenting a research project. The class focuses on specific skills, including how to select a research project; how to conduct a literature review; how to design/refine a research question or statement and limit research parameters; how to formulate an appropriate/meaningful research design; how to incorporate existing theory and methodologies; and finally (because it must be the final step before embarking on the project) how to decide on the appropriate research method(s). We focus explorations on the interdisciplinary conceptual and methodological approaches necessary to understand sustainability as it relates to complex social and natural systems. We consider the notion that before it is possible to design effective research projects with appropriate methods in the context of sustainability, we must first consider our own ontological perspectives (who we are and what we bring), epistemology (how we know what we know), and methodological lenses that address the role of power and social reproduction in knowledge production, problem solving, and action directed at change.

Modes of Inquiry II: Interdisciplinary

EDU71113

3CR

SPECIAL NOTES: N/A COURSE DESCRIPTION: As the second part of the foundational research design course, the course readings, discussions, and assignments will center on activist-based and applied research, critical and appreciative inquiry, and research for social/ecological/environmental change. Written assignments will build on the work from the fall semester as well as on the discussions this term. Written assignments will help students define a question, design a research project, develop good research skills, and prepare to work toward a dissertation proposal and final dissertation. Individuals will receive feedback from the course facilitators as well as from peers and are expected to revise and improve the written assignments based on the collaborative discussions of the material, and where relevant/useful on the specific input from the cohort members and facilitators. Upon completion of this course, students will have a broad understanding and application of research needed for a dissertation and be ready to design their advanced research method/ology course with their core faculty.

Climate Change, Social, Cultural, Economics

EDU71121

3CR

SPECIAL NOTES: N/A COURSE DESCRIPTION: Students taking this course will study the political, social, and economic dimensions of sustainability. An important part of the course will be to examine the

implications of climate change, and how it influences human and natural systems, and as well as the connections between climate change and a multitude of contemporary issues in the 21st Century. Topics include the impact of climate change on culture and economics; the economic impact of both sustainable and non-sustainable practices; the nature of scientific knowledge; relationships between scientific knowledge and political, social and cultural values; and the contributions that the social sciences and humanities can make to public debates on sustainability. This course will help students improve their skills in critical thinking, their ability to analyze complex arguments, and develop knowledge to decide what actions the individuals, corporations, and government could take to reduce environmental impact.

Culturally Responsive and Sustaining Pedagogy

EDU71122

3CR

SPECIAL NOTES: N/A COURSE DESCRIPTION: Students taking this course will explore fundamental challenges and contradictions in educational practice and theory as a means to work toward a shared vision of a more sustainable—socially just and ecologically responsible—world. An aim of this course is to model critical pedagogy and culturally responsive teaching that is intellectual and experiential, individual and collective, and theoretical and practical. Students taking this course will study effective praxis, theoretical foundations of critical pedagogy and culturally responsive teaching. Students will also study practical aspects of the classroom that include lesson planning, teaching techniques, reflections on student learning, and politics of knowledge. Through the process of inquiry, this course will operate as a learning community where all students, as both educator and learner, will be encouraged to imagine new ways of seeing and acting in the field of education and the role it plays in problem solving for a multitude of social and environmental challenges. The course will culminate in the implementation of student-designed Critical Pedagogy Action Projects.

Understanding & Eliminating Everyday

EDU72000

3CR

COURSE DESCRIPTION: This course is designed to strengthen our understandings of educational inequity and injustice and our abilities to cultivate educational equity and justice by studying specific examples of how racism, transphobia, heterosexism, ableism, and other forms of oppression operate in policies, practices, ideologies, and institutional cultures. Using real-life case scenarios from educational institutions and contexts, we will practice identifying layers of bias and inequity in everyday educational situations and how they're tied to bigger, structural conditions. This will allow us to practice the "five abilities of equity literacy": recognizing inequity even in its subtlest forms, responding to inequity in the immediate term (by addressing situations as they arise), redressing inequity in the longer term (by connecting situations that arise to their core institutional causes), actively cultivating equity (by developing actively anti-oppressive policies, practices, institutional cultures, and ideologies), and sustaining equity (by moving equity commitments forward even in the face of inevitable resistance).

Going Public: Strategies for Socially Engaged Scholarship EDU72100

3CR

COURSE DESCRIPTION: 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.

Art-Based Research Methods

EDU76000

3CR

COURSE DESCRIPTION: In this course, students will explore alternative forms of inquiry and research methods that fall outside the framework of science-based research. Similarities and differences between



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.

Environmental Education Certification

ENV21105

4CR

SPECIAL NOTES: Additional lab time required - instructor will advise. \$100.00 estimated student expense for supplies, misc.

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

Ecological Economics, Principles of

ENV21350

4CR

SPECIAL NOTE: NONEDESCRIPTON: Traditional economics focuses on perpetually increasing goods and services produced by human society — as measured by the gross domestic product — regardless of the consequences to the environment or disempowered societies around the world. In contrast, ecological economics offers a new, transdisciplinary approach to economics that integrates in its foundation the limits of the natural world so that ecological systems and human well-being is prioritized over economic growth. This course will critically examine the basic theories and practices of traditional economics used by society today, and then delve into the principles of ecological economics. We will consider the failures of traditional markets to address environmental “externalities” such as pollution and resource depletion. The course will use recent case studies including the Green New Deal, industrial food production, population growth and environmental justice to explore the theories of ecological economics.

Geographic Information Science, Introduction

ENV21400

4CR

SPECIAL NOTES: None Geographic information science involves the integration of geography, cartography, geographic information systems (GIS), global positioning systems (GPS), and remote sensing (RS). The purpose of this introductory course is to familiarize participants with computerized systems for the capture, processing, analysis, and display of all kinds of geographical (spatial) data. The principles and concepts of cartographic modeling, GIS, GPS, and remote sensing will be explored through lectures, discussions, and laboratory exercises. Emphasis will be placed on learning the basic tools and methods for application to "real world" environmental, natural resource management, and socioeconomic questions. Data are drawn from global and local examples and situations.

Energy & the Environment

ENV21500

4CR

SPECIAL NOTES: All day field trips some Friday's. \$50 estimated student expense for food in the field.

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.

Water in the West

ENV21550

4CR

SPECIAL NOTES: Occasional long field trip days required. COURSE DESCRIPTION: This course is a comprehensive survey of the role of water resources in the development and life of the western United States. Topics include basic hydrology, the quantity and quality of water sources, water uses and distribution, water supply management and development, water politics and laws, history, and current status of water supply problems. Arid regions in other parts of the world will be reviewed, as will proposals for the future.

Foundations of General Chemistry

ENV21601

4CR

SPECIAL NOTES: Due to the amount of mathematical calculations being done in this class successful completion of Algebra II is highly recommended 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.

Physics, Foundations of

ENV21610

4CR

SPECIAL NOTES: Due to the amount of mathematical calculations being done in this class successful completion of Algebra II is highly recommended DESCRIPTION: This course is an introduction to various themes in physics including motion, energy, waves, electricity and magnetism, and modern physics. We will discuss the social context and philosophical implications of developments in physics, from its inception in ancient times to modern particle physics. A solid foundation in high school algebra is required for entry into this course although the emphasis will be on concepts and not mathematics.

Explorations in Sustainable Community Development

ENV21700

4CR

SPECIAL NOTES: Estimated student expense of \$50.00 for material for independent project. COURSE DESCRIPTION: This course explores elements of creating a sustainable personal lifestyle, household, placed community, and genuine connection with the natural world. We will explore how aspects of your daily life can help to sustain the quality of your life, the life of your community and the natural world that surrounds it. We explore four realms of the sustainable community (also known as The Butterfly Curriculum): re-growing ancestral bonds between people and local nature; shrinking the human footprint through alternative practices and appropriate technology that support more sustaining pathways for securing water, food, shelter, energy, transportation, and waste; harmonizing our inner landscape/psyche with the living dynamics of the biophysical environment; sharing, educating, and celebrating across the generations collective practices to live more sustainably in human communities and natural systems. Students will forage for seed ideas during community walkabouts, course work, and classroom activities to grow one idea into a complete design for a community-based sustainable project they intend to implement in their home community.

Human Biology

ENV22005

4CR

SPECIAL NOTES: None Human Biology addresses essential knowledge about the human body from an animal biology and evolutionary perspective, delivered through hands-on lab activities, lectures, readings, and discussion. The course will focus on the anatomy and physiology ("form and function") of the major human organ systems: skeletal, muscular, cardiovascular, lymphatic, respiratory, digestive,

urinary, reproductive, endocrine, and nervous systems. All of this will be based on an understanding of the underlying tissues and cell types. Special attention will be given to relevant vital topics such as birth control, neurotransmitters and medications, genetics, diseases, and evolutionary psychology.

Animal Biology

ENV22010

4CR

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

Behavior & Conservation: East African Wildlife

ENV22013

4CR

SPECIAL NOTES: <<<STUDENTS MUST HAVE VALID PASSPORT>>> This course part of a 12 credit suit that take place at the Prescott College Dopoi Education Center in southern Kenya. Student must take all 3 courses to receive credit. The 3 courses are Maasai Lands and Colonial Legacies. Special Topics in Adventure Education: Ways of Being in Wilderness, & Behavior and Conservations: East African Wildlife. Students will begin class in Prescott then fly to the field during Spring Break. Contact instructor at mpoole@prescott.edu for questions and information. COURSE DESCRIPTION: This course focuses on the following themes, supported by lectures, readings, discussions, and field trips: diversity, behavior, and ecology of East African vertebrates, with emphasis on mammals but also including birds and reptiles; field methods in behavioral ecology; and conservation strategies. Each student will conduct literature research on two species, write summary papers and, during field outings, give oral presentations describing behavior and ecology, population status in the wild, and conservation focus. The field portion of the course entails periodically visiting Maasai Mara National Reserve, where students will observe wildlife and collect data on behavior, especially on social interactions. Students will compare their findings with published information on the species in question. We will also meet with field specialists to learn about various conservation initiatives that are being undertaken for selected species in East Africa. Students will practice writing and speaking skills, as well as learn how to prepare a professional scientific poster.

Biological Principles: Life on Earth

ENV22015

4CR

SPECIAL NOTES: Additional lab time required - instructor will advise. \$100.00 estimated student expense for supplies, misc. COURSE DESCRIPTION: This course is an introduction to the basic concepts in biology, with an emphasis on organic chemistry, prokaryotic and eukaryotic cell structure and function, cellular respiration and photosynthetic metabolism, DNA structure and function, genetic regulation, DNA technology genetics, and evolution. The course is designed for students who anticipate a concentration in biological or environmental studies and serves as a prerequisite for courses in ecology and plant and animal biology. Classes consist of lectures, discussions, and lab exercises that involve microscopy, spectrophotometry, and PCR electrophoresis. Ethical implications of current biological events such as genetic engineering are discussed.

Conservation Biology

ENV22022

4CR

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.

Earth Science, Introduction to

ENV22048

4CR

COURSE DESCRIPTION: This course addresses aspects of form and pattern in nature based especially on the botanical work of Goethe (who coined the term "morphology"), as well as the classic studies of D'Arcy Thompson ("On Growth and Form"), the mathematics of Fibonacci, the environmental art of Andy Goldsworthy, new developments in pattern analysis, fractal geometry and chaos theory, and other contributions. Students explore the nature of cognition and examine in detail plant and animal morphology from aesthetic, functional, and phenomenological perspectives and ultimately apply these observations to an understanding of landscape quality and sense of place. Selected form elements, such as the sphere and spiral, which recur throughout nature, are also studied, as well as the fluid dynamics of water. In addition, students are introduced to the application of projective geometry as a tool to understand the qualitative features and interrelationships of natural forms and the processes of metamorphosis. We will have several local field trips, and each student is required to complete a final project that elaborates a theme from the course.

Form & Pattern in Nature

ENV22100

4CR

SPECIAL NOTES: \$20.00 estimated student expense for misc. This course addresses aspects of form and pattern in nature based especially on the botanical work of Goethe (who coined the term "morphology"), as well as the classic studies of D'Arcy Thompson ("On Growth and Form"), the mathematics of Fibonacci, the environmental art of Andy Goldsworthy, new developments in pattern analysis, fractal geometry and chaos theory, and other contributions. Students explore the nature of cognition and examine in detail plant and animal morphology from aesthetic, functional, and phenomenological perspectives and ultimately apply these observations to an understanding of landscape quality and sense of place. Selected form elements, such as the sphere and spiral, which recur throughout nature, are also studied, as well as the fluid dynamics of water. In addition, students are introduced to the application of projective geometry as a tool to understand the qualitative features and interrelationships of natural forms and the processes of metamorphosis. We will have several local field trips, and each student is required to complete a final project that elaborates a theme from the course.

Botany

ENV22111

4CR

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

Plant Explorations

ENV22115

4CR

Plants are one of the most successful, diverse, and important groups of organisms in the world. In this course we will learn how plants survive and reproduce, why there are so many different types of plants, and how they adapt to different ecological roles. We'll explore foundations of botany and adaptations of plants that allow physiological and reproductive success in the Plant Kingdom. Students will study the prominent families of Arizona plants, the unique structures of plant cells and tissues, physiological processes, such as photosynthesis and photorespiration, and basic plant chemistry, while also learning skills of plant identification. These foundations will allow upper division work in ethnobotany, herbology, and plant systematics. Plant identification and systematic studies will take place at the Natural History Institute Herbarium.

Ornithology: The Life of Birds

ENV22201

4CR

SPECIAL NOTES: Frequent field trips on Fridays 10:30-12:45. \$100.00 estimated student expense for food in the field, supplies, misc. Binoculars and Field Guide required. This course introduces students to the biology of birds. Topics include diversity, evolution, anatomy, physiology, behavior, ecology, and conservation. The course consists of lectures, discussions, and extensive readings, including a selection from the primary scientific literature. Local outings supplement the material covered in class and offer students the opportunity to learn field identification. Students are required to keep a field journal and to prepare several class presentations.

Human Ecology, Introduction to

ENV22700

4CR

SPECIAL NOTES: NONE COURSE DESCRIPTION: In this course, we will examine the interrelationship between the environment and our human species from the complementary perspectives of anthropology and ecology. We will examine case studies of human groups from prehistory to the present and across a variety of the world's major environmental zones, addressing key questions such as: How have different human groups adapted, both biologically and culturally and across time, to the environments they have inhabited? Are small-scale groups better adapted to their environments than large-scale groups? How did the fossil fuel revolution transform human ecology? What are the ecological dimensions of human fertility, infectious disease, and nutrition? How should human cultural values, ideologies, and differences in power be incorporated into studies of human ecology? How can policy-makers draw on these lessons to formulate effective strategies for the simultaneous conservation of biological and cultural diversity? Students will develop their answers to these questions through lecture, reading, writing, and discussion.

Restoration Ecology: Watersheds

ENV22724

4CR

SPECIAL NOTES: Writing Emphasis; This course will have 1 overnight camping trip with the Arizona Wilderness Coalition. Date TBD (Estimate \$20 food cost) Students will bring their own food. This course focuses on watershed-scale restoration. Striking a balance between theory (restoration ecology) and practice (ecological restoration), we will begin by exploring watershed and riparian restoration from philosophical, psychological, political, and economic perspectives. Understanding the structure and function of arid land 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.

Ecology, Concepts of

ENV22725

4CR

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

Natural History & Ecology of the Southwest I                      ENV22730                      4CR  
SPECIAL NOTES: Students are required to take both Phase I & II. This course will spend time in both classroom and field settings. Estimated field trip expenses for group food \$50. COURSE DESCRIPTION: This intensive course will provide both descriptive and quantitative tools of analysis as applied to ecosystems within the state of Arizona. Students will learn natural history skills such as field identification of organisms, use of dichotomous keys, record-keeping, basic sampling techniques, and the fundamentals of writing a scientific paper. These skills will be developed within the context of ecological principles such as natural selection and evolution, homeostasis, population dynamics and life-history patterns, community organization and structure, ecosystem functioning, and biogeographic concepts. Students will practice the art of thinking ecologically and will consider how ecological principles can be applied.

Natural History & Ecology of the Southwest II                      ENV22731                      4CR  
SPECIAL NOTES: Student are required to take both Phase I in Block 2 and Phase II in Block 3. See Phase I for all required details in Block 2. COURSE DESCRIPTION: This intensive course will provide both descriptive and quantitative tools of analysis as applied to ecosystems within the state of Arizona. Students will learn natural history skills such as field identification of organisms, use of dichotomous keys, record-keeping, basic sampling techniques, and the fundamentals of writing a scientific paper. These skills will be developed within the context of ecological principles such as natural selection and evolution, homeostasis, population dynamics and life-history patterns, community organization and structure, ecosystem functioning, and biogeographic concepts. Students will practice the art of thinking ecologically and will consider how ecological principles can be applied.

Environmental Studies: Root Causes, Innovative Solutions    ENV22850                      4CR  
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 lifegiving 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.

Environmental Studies: Root Causes/Innovative Solutions    ENV22859                      4CR  
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.

Ecology of Human Evolution

ENV23000

4CR

SPECIAL NOTES: NONEDESCRIPTION: 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.

Natural History of the Gulf of California

ENV23320

4CR

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

Marine Studies I: Natural History

ENV23321

4CR

SPECIAL NOTES: <<A VALID US PASSPORT IS REQUIRED for travel to Kino Bay, Mexico>> Course will take place the first week and the last week at 10:30-3:15 in Crossroads 204 then in Kino Bay, Mexico. Estimated Student expense of \$575.00 for Tourist Visa, food, spending money and Dorm space for 1st and Last week of the term. The Gulf of California is one of the most productive marine environments on earth. Its islands, biological diversity, and geologic and cultural history make it a remarkable place for students to learn about marine and coastal natural history. Students will develop skills in field observation, species identification, and field journaling, as well as an understanding and appreciation for this amazing region and its people. This class gives students unparalleled opportunities to experience and learn about the diversity of marine life in the Gulf of California, including invertebrates, shore birds, marine turtles and marine mammals.

Marine Studies III: Society & Environment

ENV23322

4CR

SPECIAL NOTES: See Marine Studies I for all special notes and fees This course explores the rich biocultural landscape of the Midri- 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 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.

Marine Biology I: Diversity of Marine Life ENV23325 4CR  
SPECIAL NOTES: Meets 1st 2 weeks and last week, 10:30-3:15, Monday - Friday in Crossroads 204; then leaves for the field. Must enroll in all three phases of Marine Biology concurrently; \$400.00 estimated student expense for food, supplies, misc. VALID PASSPORT REQUIRED TO CROSS THE BORDER!!DESCRIPTION: This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase II - Oceanography, and Phase III - Field Methods for Marine Ecology, Diversity of Marine Life is a survey of the common groups of marine organisms. We will explore the evolution, diversity, morphology, field identification, and ecology of marine algae, halophyte plants (such as mangroves), plankton, invertebrates, fishes, reptiles, birds and marine mammals of the Gulf of California midriff region.

Marine Biology III: Field Methods for Marine ENV23327 4CR  
SPECIAL NOTES: SEE MARINE BIOLOGY I FOR ALL SPECIAL NOTES, FEES AND SCHEDULE. Student are required to have a VALID PASSPORT to cross the border. DESCRIPTION: This quarter long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I - Diversity of Marine Life and Phase II - Oceanography, Field Methods for Marine Ecology will focus on design and execution of student research projects. Students will design field research projects, collect field data, analyze results and write up scientific papers on some aspect of marine ecology. Projects will be based primarily on the ecology of intertidal habitats or on islands of the Gulf of California.

Marine Biology II: Oceanography ENV23328 4CR  
SPECIAL NOTES: SEE MARINE BIOLOGY I FOR ALL SPECIAL NOTES, FEES AND SCHEDULE. Students must have a VALID PASSPORT to cross the border. This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I - Diversity of Marine Life and Phase III - Field Methods for Marine Ecology, Oceanography will provide an introductory glimpse of the Earth's oceans from physical and marine geologic perspectives. Through class presentations, lectures, discussions, lab exercises and field trips we will ponder the geologic origin of the oceans and familiarize ourselves with their geography. With an eye towards understanding the oceanic realm and the dominant role it plays in regulating global climate, we will study the physical and chemical properties of sea water and the techniques for measuring these properties. We will examine global oceanic circulation patterns and the causes of currents, waves, tides and upwelling. The preceding topics will be examined globally but examples from the Gulf of California will be used extensively to provide students with an introduction to this area.

Oceanography ENV23329 4CR  
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.

### Environmental Photojournalism

ENV23600

4CR

SPECIAL NOTES: Special Notes: Access to a DSLR camera is required. (Learning Technologies has a limited amount of cameras available for check out first come first come first serve) We will have regular local field trips during our Friday afternoon sessions and a few overnights. Dates TBD. Field trips are subject to change due to accessibility and restrictions. Estimated student expense of \$500 for a DSLR camera Pre-requisite of a beginning photo course is required. COURSE DESCRIPTION: As threats to our environment worsen, our response to save our planet and its inhabitants must be accessible and persuasive. Photography represents one of our most powerful tools for educating others and persuading them to care. Now, with cameras in everyone's pockets, we are awash with images but only a tiny fraction catches our nation's attention or imagination. Far fewer images change our views, open our minds, or, ultimately make a difference. In Environmental Photojournalism, we will learn how to identify and then tell authentic photo-documentary stories about topics of local environmental interest. Using field trips, assigned and chosen photo shoots, technical workshops, editorial discussions, image sharing, and more, we will collaboratively work to improve our world through our developing photographic images and essays. Environmental topics will vary by student interest but in previous versions of this course students illustrated diverse topics such as environmental contamination, forest fires and urban sprawl, community gardens and industrial agriculture, change makers and society's invisible people, resource waste and consumerism, environmental justice and racism, public health concerns, immigration.

### Environmental Law and Policy

ENV23701

4CR

SPECIAL NOTES: Writing Emphasis DESCRIPTION: This course will introduce students to the United States' approaches to (1) protecting clean air and clean water, (2) conserving endangered species, migratory birds and marine mammals, (3) the management of our public lands, and (4) the extraction of fossil fuels and other natural resources. Students will learn about the basic frameworks of the judicial, legislative, regulatory systems, and the interplays of the three branches of government, and assess the effectiveness of different approaches to influence public policy to address environmental, economic, and social problems. The course will provide students with an understanding of how members of the public can comment and engage on current policy issues and advocate for their point of view. Specific focus will be placed on analyzing public policy issues in the current era of environmental-rollbacks in the Trump administration. Students will choose a current U.S. policy issue to explore in depth for their writing intensive assignment. Field trips to meet with federal employees at the EPA, policy advocates, observe current environmental lawsuits in the courts, and meets with politicians will occur when feasible.

### Joining Forces: Working towards Social

ENV23702

4CR

SPECIAL NOTES: This is part of a 4 course suite. Students are required to take all 4 courses, COR20000, ENV23702, MTH47001 & WRW27001. This course satisfies the Prescott College math requirement. COURSE DESCRIPTION: We live in times of unprecedented social and environmental upheaval, yet our opportunities to make real improvements are greater than ever before. In this class, we will learn to imagine, develop, and organize meaningful responses to social and environmental challenges that affect us, our communities, and our futures. We will learn to join forces with others around the world to become part of the solution. We will let the daily, ever-changing news cycle be our guide as we will tackle topics that we find essential like the uncontrolled COVID-19 pandemic, worsening climate disruption, systemic and newly emboldened racism, persistent drug-abuse epidemics, emerging threats (e.g., the rise of false news, antibiotic-resistant bacteria, etc.). We will learn about the expansive movements for social and environmental justice that are both responding to these threats and imagining and attempting to bring a healthier, more life-affirming world into being. We will learn to locate and discern meaningful information so as not to be fooled by dubious or sinister sources. Towards these ends, this course will employ different educational approaches including virtual field trips, teacher and student presentations,



provocative (and respectful) discussions, inspirational and self-reflective challenges of our ever-changing realities and responses.

This course will be our course. Unlike most, it will be unique in that the topics we cover will never again repeat themselves. We are living in a wild world at a wild time. Fasten your seat belts.

#### Ethnographic Field Methods

ENV23800

4CR

SPECIAL NOTES: NONE DESCRIPTION: This is a hands-on methodology course for students interested in conducting community-based ethnographic fieldwork, or the first-hand study of people in their everyday settings. We will explore critically the purposes, issues, ethics, and techniques of ethnographic fieldwork methodology through readings on fieldwork methods and by “doing ethnography.” Students will learn about research design, gathering data, analyzing data, and how to write up their conclusions. Throughout the course students will conduct a series of fieldwork exercises as they work toward completion of an ethnographic research proposal.

#### Soil Science: Fertile Ground for Growth

ENV23810

4CR

SPECIAL NOTES: NONE Soil is one of the ultimate factors that determine the productivity of natural and agricultural ecosystems. What factors determine how soils form and what makes them fertile or infertile? Students in this course will study why soils vary in texture, chemical properties, organic matter content and water-holding capacity. In the field, a range of soil profiles will be examined and the appropriate Soil Survey will be interpreted. In the lab, students will learn some basic soil analyses, including determination of pH, cation exchange capacity, available phosphorus, texture, bulk density, and soil organic matter content. In addition, soil samples will be submitted to a state soils lab, and students will learn how to interpret the results from the laboratory analyses.

#### Principles of Small-scale Agriculture

ENV23812

4CR

SPECIAL NOTES: This course uses a flipped classroom model, and can be completed remotely, or, for a limited number of students, based on the Prescott campus. In a flipped classroom, students will have online assignments, readings, and other content via MyClassroom, but some portion of each day is experiential, with students engaged in a combination of seasonal projects and work sessions in Prescott College campus gardens, or at another small-scale agricultural operations in their own bioregion. Prescott-based students may engage in field trips to area small-scale farms. 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 any region? Various approaches to small scale agriculture-including community gardening, urban homesteading, and market farming-will be explored through readings, discussions, and site visits or experiences, arranged by students in their bioregion of residence, if enrolled as an on-line student. Farm and garden practical experiences should demonstrate such techniques as propagation, transplanting, direct seeding, weed and insect management, irrigation, and harvesting.

#### The Art & Science of Food Preservation

ENV23814

4CR

SPECIAL NOTES: This course will include Saturday day field trip 10/02/20 and activities. \$80.00 estimated student expense for supplies, misc. COURSE DESCRIPTION: Refrigeration and freezing are relatively new phenomena in our modern food system. How then, have humans preserved their harvest throughout the 10,000-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.

The Shape of the City: Ecology, Psychology and Visioning The Future ENV24004 4CR

SPECIAL NOTES: This class contributes to an ECOSA certificate in regenerative ecological design.

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% of North America's population live in cities and by 2050 it is estimated that 65% 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.

Creating A Sustainable World: Strategies For A Positive Future ENV24005 4CR

SPECIAL NOTES: This course will have open studio time to work on design projects. COURSE

DESCRIPTION: This class will create an awareness of the importance of design in shaping both the natural and human environments. Every product we use, every space we inhabit, every city we live in has been designed by humans with little consideration of nature. Ill-considered design has led to the global climate crisis, one of the most serious challenges we face, however regenerative design is a means to intentionally design the world so that human communities and nature can be sustained and thrive.

Understanding regenerative design is essential in planning for a resilient future. Through readings, class discussions, field trips and practical examples we will explore the ways we can redesign for human needs while preserving the natural world.

Resilience, Planning And Ecology In A Changing World ENV24006 4CR

SPECIAL NOTES: Drawing ability is not a prerequisite of this class, students will develop all the skills needed to complete the design exercises in the class. Estimated student expense of \$85.00 for art supplies. COURSE DESCRIPTION: A quote from Milton Glaser, a famous designer, suggests that design "moves things from an existing condition to a preferred one." By using design as a problem-solving tool, we can create a preferred world where both humans and nature can thrive. Design thinking can be applied to any problem that has multi-faceted challenges. In this class students will be guided through a visualization process for developing concepts using design thinking. Students aesthetic and materials choices will be explored through the creation of a functional, appealing design. Using preliminary sketches, delineated drawings, models, building plans and sections students will design of a small house based on regenerative principles.

Permaculture for Systemic Change ENV24130 4CR

COURSE DESCRIPTION: Permaculture is a design methodology for creating sustainable human environments from the home garden to the large acre farm, from landscape planning to sustainable human settlements, organizations, and society. Permaculture uses an ethically-based whole-systems design approach, incorporating concepts, principles, and methods derived from natural ecosystems as well as from cultural and indigenous systems. Although rooted in horticulture and agriculture, Permaculture design is interdisciplinary, touching on a wide range of subjects including regional planning, ecology, animal husbandry, appropriate technology, architecture, and international development. Through classroom lectures, field trips, hands-on activities, experiential learning exercises, group

discussions, readings, and student design projects and presentations this course will cover topics including: Permaculture theory and practice, leadership capacity building for collective impact, and strategic sustainability toward systemic change.

Park & Wilderness Management

ENV24700

4CR

COURSE DESCRIPTION: Political activism on the part of a great many people stimulated legislation to create a national park system, and later, the National Wilderness Preservation System. Too often, however, public awareness of these wildlands has waned once they receive legal protection. The question "How do we keep it wild?" has been only infrequently asked. In this course we will seek pragmatic answers to this essential question. We will review the evolution of wildlands preservation in America, including pertinent legislation, and then proceed to analyze a series of contemporary management issues including: restrictions on visitor use; limits of acceptable change; permits; fire management policies; ecosystem management and interagency conflict; and the competing roles of recreation, resource extraction, and preservation of biological diversity on public lands. Learning formats will include extensive readings and writing assignments, class discussions and seminars, meetings with agency personnel, and field study of wildlands management.

Topics in Sustainability Practice

ENV24740

4CR

SPECIAL NOTES: <<<NEED FIELD TRIP DATE>>> Writing Emphasis

COURSE 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.

Global Environmental Change: An Earth Science Perspective

ENV24749

4CR

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

Earth Science: An Introduction to the Home Planet

ENV24752

4CR

SPECIAL NOTES: There will be a multiday field trip TBA. \$70 estimate for lab equipment purchase and \$50 estimated for student expense for camping. COURSE DESCRIPTION: This is a course about the earth,

especially the earth's surface and near surface. Geoscience is the discipline that explores the features on the earth's surface—its climates, terrain, and ecosystems. Geoscientists seek to answer why these features exist, and why they differ from place to place. We will explore questions that pertain to conditions of the lithosphere, atmosphere and biosphere. In this course, we will investigate the interconnected processes that operate, using a systems perspective, to bring about the features on the earth's surface. Learning Outcomes: Students will be able to (1) interpret the arrangement of climates, landforms, and living things over the earth's surface; (2) predict patterns that emerge from the interplay of multiple earth system processes and human actions; (3) explain the manner in which knowledge of the earth's surface has been gained; and (4) analyze some types of data and maps that geoscientists commonly use to study the earth.

Geographic Information Science

ENV24753

4CR

The stunning and diverse landscapes of the Southwest are the product of more than four billion years of geologic activity. In this course, we take a journey through deep geologic time and beyond, exploring briefly the formation of the Universe, our solar system, the birth of our planet, and then spend the bulk of the semester concentrating on the evolution of the Southwest specifically. The rock record that surrounds us tells of the appearance and demise of past oceans, mountain ranges being uplifted and worn away, intense episodes of canyon carving, continents colliding and drifting apart, and much, much more. We will spend time in the classroom learning about the Southwest's geological evolution through readings, lectures, discussions, presentations, and lab exercises. But the evidence from which we have unraveled the history of this region is locked within the rocks. Thus, we will take a closer look at these geologic archives with a series of local one-day field trips on Fridays and one longer excursion to the spectacular cliffs of the Grand Canyon and southern Utah. The goal of this course is to develop an understanding of the geologic history of the region and how that story is recorded in the rocks.

Geology of Arizona

ENV25020

4CR

SPECIAL NOTES: This course will include several multi-day field trips with numerous day hikes, but all camping will be van-based. Students must have reasonable hiking fitness. \$100.00 estimated student for equipment, materials, and food in the field. Geology provides insights into the origins and continuing evolution of the landscape in which we live, work, and play. This course will utilize the remarkable variety of the Arizona landscape to illustrate geologic principles in the context of regional geological while exploring the geology of the Colorado Plateau, Transition Zone, and Basin and Range physiographic provinces. The course includes rock identification, the rock cycle, the geologic time scale, plate tectonic theory, and the origin and evolution of Arizona landforms and structures through time while focusing on interpreting the rock record in the field. Students seeking upper division credit will build upon prior geology experience to demonstrate an advanced ability to interpret aspects of Arizona geology.

Community-based Conservation in Costa Rica

ENV25114

4CR

SPECIAL NOTES: This course requires a <<<<<VALID PASSPORT>>>>> for INTERNATIONALTRAVEL. Premeeting to be held <<<<<TBD>>>>>. If you are unable to attend the meeting please contact instructors to arrange individual meeting. This course requires Instructor permission. Students will be required to do the online portion before departure. Students will arrange their own travel to San Jose' Costa Rica and meet faculty there on May 25th. This course explores the environmental, social, and economic aspects of the conservation of biodiversity and culture including a variety of approaches, from community-based efforts, to private, and top-down governmental projects and parks. The course visits and analyses select examples of eco-tourism, rural tourism, sustainable development, community organizations, and national parks. Our travels take us throughout Costa Rica for three weeks exploring six different sites that represent different ecosystems, cultures, and conservation strategies. Among these

sites, we will visit the subalpine paramo—a tropical tundra at the highest elevation in Central America, cloud forests, lowland rainforests, and the Pacific beaches where sea turtles nest. Students will analyze each one of the projects that we visit from diverse angles that together create a nuanced narrative of the root problems encountered and innovative solutions crafted. Graduate students can contract this course to fit their academic needs and interests.

Science Explorations

ENV27100

4CR

SPECIAL NOTES: N/A COURSE DESCRIPTION: Nothing has done more than science to shape the dominant worldview of modern civilization; therefore, a liberal arts education is not complete without understanding how science defines our reality through its unique method of inquiry. In this course we explore the beauty and power of the natural sciences through an historical overview of major scientific discoveries, we have the opportunity to investigate a specific self-chosen science topic of personal interest, we practice doing science in a meaningful self-chosen experiential project, and we consider the limits of science both in the context of science's inability to address nonphysical areas of inquiry and in the context of the very limits science itself has encountered in the mind-blowing implications of quantum theory and cosmology.

Explorations of Norway: Nature & Culture

ENV41010

4CR

SPECIAL NOTES: << A VALID PASSPORT GOOD UNTIL APRIL 2022 IS REQUIRED!!>>Students must be able to arrive in Bergen, at the Bergen Youth Hostel by noon on August 27th, the first day of class, and we strongly recommend arriving at least one day early. Students are expected to book their own flights, however, I would like to coordinate our travel plans to insure that we will all be in Bergen on August 27 or earlier. The course will end on September 20 and students will be free to fly out that evening. Application deadline is March 27th at 5pm. If you are on campus and have not met with Doug, and have applied or are planning to apply, you must set up a meeting. Doug will provide an application. Written approval from Doug is required prior to registering for this class. \$250.00 nonrefundable deposit will be due upon registration and is credited toward course fee. An estimated student expenses OF \$1,550.00-\$1,750.00 for gear, airline tickets, food in the field, misc. Beginning with the retreat of the continental ice cap ten thousand years ago, Northern Europe has experienced an ecological evolution that has created a dramatic and beautiful landscape. Human occupation coincided with the retreat of ice, resulting in the development of cultures closely linked to the rugged mountainous landscape and the wild and treacherous northern seas. The Viking tribes were products of their environment, and these strong, courageous peoples ruled Northern Europe and explored and settled distant lands that ranged from deep within Russia to the New World 500 years before Columbus. This class will explore the west coast of Norway, a land that bore a significant element of the Viking culture. Through experiencing and studying the land and sea, students will gain an appreciation for a landscape and cultural geography that essentially have evolved together. From this vantage point we will consider the historical and contemporary Norwegian culture, their environmental challenges, and the environmental philosophers who argue eloquently for their future.

Philosophies of Interpretive Naturalists

ENV41015

4CR

SPECIAL NOTES: Writing Emphasis. Additional class time may be needed on Fridays Wilderness has had a profound effect on art, literature, and political thought in America. This course will consider the historical influences wilderness and nature have had in shaping our contemporary philosophies and attitudes. Beginning with an overview of definitions of nature from the roots of western civilization, we will gain a historical context for considering the writings of interpretive naturalists such as Henry David Thoreau, John Muir, Aldo Leopold, and Rachel Carson. Selected essays will be read and discussed with respect to their influence on political and philosophical perspectives in America.

Statistics for Research

ENV41025

4CR

SPECIAL NOTES: NONE Statistics for Research teaches the research skills needed to seek answers to complex ecological, biological, and social questions. This course focuses on hypothesis testing and the design of experiments and surveys. Experience will be given in acquiring large data sets and the statistical manipulation of quantitative data. Subjects include data distributions, descriptive statistics, analysis of variance and t-test, regression and correlation, and non-parametric alternative tests. Exposure will be given to multi-variate testing. Students will gain hands-on experience with SPSS.

Grand Canyon Semester II

ENV41027

4CR

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

Grand Canyon Semester III

ENV41028

4CR

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

Environmental Education Methods

ENV41101

4CR

SPECIAL NOTES: Concepts of Ecology or Natural History, or CC1 Concepts of Ecology and Fundamentals of Environmental Education are highly recommended courses. Previous experience working with children and other Education courses may be very beneficial. Attendance is critical on field days with elementary school visits on most Thursdays as well as a three-day camp two weeks prior to the end of the semester. The Thursday class will consist of meeting in the classroom from 8:00- 10:15 prior to going out to the schools. Students will be expected to have finger print cards. No text is required. There will be a course reader for the class. A capstone class for many ES and AE students, Environmental Education is the

educational process which deals with humanity's relationship to the natural and human-made world. This course will review perspectives presented in Fundamentals of Environmental Education and focus on developing demographically appropriate methodologies including the conceptual approach to ecological principles, sensory awareness, values clarification, and general interpretation. These approaches will be presented in a way that demonstrates the interrelatedness of environmental education to diverse subject areas within a school curriculum as well as other relevant educational settings and populations. Students will gain experience designing and implementing activities in a "place-based" watershed and creeks education program with fifth grade students at a local elementary school.

Geographic Information Science, Advanced

ENV41401

4CR

SPECIAL NOTES: NONE Geographic information science involves the integration of geography, cartography, geographic information systems (GIS), global positioning systems (GPS), and remote sensing (RS). The purpose of this introductory course is to familiarize participants with computerized systems for the capture, processing, analysis, and display of all kinds of geographical (spatial) data. The principles and concepts of cartographic modeling, GIS, GPS, and remote sensing will be explored through lectures, discussions, and laboratory exercises. Emphasis will be placed on learning the basic tools and methods for application to "real world" environmental, natural resource management, and socioeconomic questions. Data are drawn from global and local examples and situations.

Water in the West

ENV41550

4CR

SPECIAL NOTES: For upper division credit, students must have completed college-level coursework in environmental policy, ecology, and/or earth science (or have acquired the equivalent knowledge, skills and abilities through life experience). Occasional long field trip days required. COURSE DESCRIPTION: This course is a comprehensive survey of the role of water resources in the development and life of the western United States. Topics include basic hydrology, the quantity and quality of water sources, water uses and distribution, water supply management and development, water politics and laws, history, and current status of water supply problems. Arid regions in other parts of the world will be reviewed, as will proposals for the future.

Organic Evolution

ENV41701

4CR

This course focuses on the genetic basis of organic evolution. Topics include the study of diversity and the history of evolutionary thought; Darwin's evidence for evolution and common descent; the nature of inheritance, adaptation, and speciation; the history of life; and evolutionary developmental biology. The course consists of lectures, discussions, web site explorations, extensive readings, and a field trip to the Arizona Museum of Natural History. Students will develop the ability to evaluate the various theories regarding the processes of organic evolution as well as gain a broad overview of evolution as a unifying theme in biology. In addition, students will focus on specific topics of their choice by completing personal projects.

Behavior & Conservation of Mammals

ENV42013

4CR

SPECIAL NOTES: Writing Emphasis; \$60.00 estimated student expense for food in the field, etc. This course focuses on the following themes, supported by lectures, readings, and discussions: diversity, behavior, and ecology of mammals; field methods in behavioral ecology; and conservation strategies. Each student will conduct literature research on two species, write summary papers, and, during our field trip, give oral presentations describing behavior and ecology, population status in the wild, and conservation focus. The field portion of the course entails a three-day visit to several zoological parks in Arizona, where students will observe mammals and collect data on behavior, especially on social interactions. Students will compare their findings with published information on the species in question.

We will also meet with staff specialists to learn about the various conservation initiatives that are being undertaken for selected species.

Conservation Biology

ENV42020

4CR

SPECIAL NOTES: NONE COURSE DESCRIPTION: This course focuses on the nature and importance of biological diversity, modern threats to its integrity, and the emergence of conservation biology as a crisis-oriented, applied, scientific discipline. Biological, political, and managerial considerations are given to a broad range of topics, including: biodiversity, island biogeography, extinction, minimum viable population size, endangered species, design of nature reserves, and ecosystem management. Students gain a broad overview of conservation biology, as well as focus on a specific topic of their choice through completion of a personal project. Extensive readings of original literature are required.

Wildlife Management: Applied Conservation

ENV42022

4CR

SPECIAL NOTES: Several weekend or overnight field trips (with lodging or camping) required; Binoculars recommended for each field trip; \$100.00 estimated student expense for Binoculars and food in the field. Today, preservation of biodiversity is supplanting old notions of wildlife management. This intensive course, a sequel to Conservation Biology, will expose students to the wildlife management field -- past, present, projected future. We will examine aspects of population biology and demography and visit wildlife refuges and other managed lands, meeting with administrators, biologists, researchers, and conservation activists. Likely subjects to explore include captive breeding and reintroduction, waterfowl biology, carnivore management, and community based conservation.

Seabird Ecology

ENV42024

4CR

SPECIAL NOTES: This course takes place in Kino Bay Mexico. <<<Student must have a VALID PASSPORT to cross the border.

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.

Gulf of CA: Semester: Island Biogeography

ENV42025

4CR

SPECIAL NOTES: Aside from the first week and final classroom meetings, Kino semester courses are based at the Prescott College Kino Bay Center in Mexico; STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! Students will need binoculars for the Island Biogeography portion Ever since the work of seminal natural historians such as Humboldt, Wallace, and Darwin, islands have held special fascination for biogeographers, as they have attempted to sort out patterns of distribution of plants and animals. Moreover, island biogeography theory has become a key foundation for modern conservation biology. In recent years, the Gulf of California has received particularly focused attention from biogeographers, due to the relatively pristine state of its several dozen islands. Seabirds and terrestrial plants comprise the most conspicuous and abundant lifeforms on these islands. In this intensive field course, students will



carefully study the primary literature on seabird and plant ecology, and natural history and biogeography in the Gulf, and then compare perspectives from literature with field observations during extensive fieldwork in the Midriff Islands region.

Biological Field Methods

ENV42026

4CR

SPECIAL NOTES: This course is part of the Gulf of California 12 credit suite. Please see ENV42024 for all notes and fees. COURSE DESCRIPTION: The course focuses on the development of scientific questions and hypotheses, accepted field methods to address these questions, and means of analysis and summary - tools sought after by many employers. Students are introduced to a variety of 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 take place in a variety of 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, and population dynamics over time and more. Using these methods, each student participates in one or more ecological field experiments with the guidance of the course instructor and experts in seabirds / waterbirds, marine mammals and plants.

People, Plants, and Animals: Ethnoecology

ENV42114

4CR

COURSE DESCRIPTION: Ethnoecology is the interdisciplinary study of the knowledge, practices, and beliefs that place-based cultures have of plants, animals and landscapes. Also called indigenous knowledge (IK) and traditional ecological knowledge (TEK), ethnoecology includes ethnobotany, ethnozoology, ethnomycology, ethnobiology and ethnolandscape (that is, the way that different human groups – ethnos – cognize and interact with the species, landscapes, and ecologies they inhabit). In this course we will explore the global themes of ethnoecology while emphasizing the traditional ecological knowledge of our bioregion. Field trips, readings and discussion, and a final project will use the frameworks of ethnoecology to address problems and solutions relating to the conservation of biological and cultural diversity, environmental management, social justice and intellectual property rights, and bioregional sustainability.

Field Methods for Plant Ecology

ENV42712

4CR

SPECIAL NOTES: NONE COURSE DESCRIPTION: This course will equip students with the skills needed to carry out field-based research concerning plant population biology (involving one plant species), community ecology (involving many plant species), and plant-animal interactions (such as pollination). It includes hypothesis testing, use of GPS and some GIS technology, and many of the field methods used to test specific hypotheses. The course will investigate vegetation patterns in the southwest USA. The field methods will include plot and plotless sampling, such as point-centered quarter, releve, density and dominance, and other analyses

Restoration Ecology: Watersheds of the Southwest

ENV42724

4CR

SPECIAL NOTES: Writing Emphasis; This course will have 1 overnight camping trip with the Arizona Wilderness Coalition. Date TBD (Estimate \$20 food cost) Students will bring their own food. This course focuses on watershed-scale restoration. Striking a balance between theory (restoration ecology) and practice (ecological restoration), we will begin by exploring watershed and riparian restoration from philosophical, psychological, political, and economic perspectives. Understanding the structure and function of arid land 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.

Coastal Ecology of the Gulf of California

ENV42741

4CR

SPECIAL NOTES: Field experience recommended. Aside from initial and final classroom meetings, course takes place at Kino Bay Center in Mexico. STUDENTS MUST HAVE VALID PASSPORT TO CROSS THE BORDER! \$300.00 estimated student expense for binoculars, visa to cross border, food in the field, misc. COURSE DESCRIPTION: The Gulf of California is a biological treasure of global significance. In this intensive field course, we take an in-depth look at the ecology and biota of this diverse region. Prime study subjects are marine and coastal birds, especially their behavior and feeding ecology. Also covered are intertidal and estuarine ecology with a focus on rocky, sandy, and mudflat habitats; ecology of the Sonoran Desert; and natural history of marine mammals. Specific organisms are studied as examples for understanding the complex ecological interactions of the Gulf Coast. Students are required to undertake an independent field project.

Wetland Ecology & Management

ENV42750

4CR

Wetlands, declining in both extent and quality, have become habitats of global concern. In this class, students are exposed to the diversity of wetland types in Arizona, concentrating on physical and biological characteristics, ecological relationships, and conservation approaches relating to freshwater wetlands. Special emphasis will be given to the Verde River watershed. Field trips will sample wetland ecosystems under the jurisdiction of the diverse entities (e.g., municipalities, Arizona Game and Fish, U.S. Fish and Wildlife Service, Bureau of Land Management, U.S. Forest Service, National Park Service, The Nature Conservancy, and private ownerships). Students will document their learning with reflections on field trips and other class activities. In addition, they will conduct library research and write thesis-based papers that are subject to a peer review and revision process.

Ecology of Human Evolution

ENV43000

4CR

SPECIAL NOTES: NONE DESCRIPTION: It is not possible to completely understand the reciprocal character of the human/nature relationship without looking closely at the very long history of that relationship. Furthermore, evolutionary trends need to be evaluated from an ecological perspective. The seeds of hominid ecology that were sown millions of years ago bear fruit even today in human populations. This course identifies those seeds and follows their development through the course of hominid evolution. We will ask hard questions about the past and seek answers that have meaning for today's world. How did physical adaptations to natural conditions over the last few million years affect our ability to adapt to the present day environments? How did adaptive behaviors and values forged in the face of inhospitable environments hundreds of thousands of years ago help create the predicaments in which we find ourselves today? Does the past limit our future? The mechanisms of biological and cultural evolution will guide our investigations of these and other critical questions. This course is designed for students who already understand the basic concepts in ecology and evolutionary theory.

Marine Conservation I: Global Marine Issue

ENV43310

4CR

SPECIAL NOTES: THIS COURSE TAKES PLACE IN KINO BAY. This course meets 1st 2 weeks, 10:30-3:15 M-F and last 2 weeks of the semester in Ironwood A. The rest of the semester in the Field. Experience in the following areas: ecology, conservation biology or policy and/or marine studies; Spanish Intermediate II or equivalent is highly recommended. Writing Emphasis, Phase I only; STUDENTS MUST HAVE VALID PASSPORT TO CROSS BORDER! \$450.00 estimated student expense for food, texts, supplies, misc.

PREREQUISITES: Instructor permission required (Lorayne Meltzer Imeltzer@prescott.edu). Previous experience desired in 2 or more of the following fields: ecology, Spanish, cultural studies, conservation biology, marine studies, global studies. \$450 estimated student expenses for food, texts, tourist visa, misc. COURSE DESCRIPTION: This course examines global marine issues from interdisciplinary perspectives. We begin by developing a general background in maritime cultures, laws of the sea, and the ecological, economic, and social importance of the marine environment. Issues studied in depth include fisheries, climate change, pollution, tourism, habitat alteration, island and coastal management, protected areas, and endangered species. An understanding of resource ecology and conservation biology forms the foundation of learning in the class. The international nature of marine issues is emphasized, leading to the study of international policy, culture, globalization and trade. Traditional and alternative strategies for meeting marine conservation challenges are examined and analyzed. Readings, discussions and lectures are complemented with field trips and guest speakers.

Marine Conservation II: Gulf of CA Conservation                      ENV43311                      4CR  
SPECIAL NOTES: SEE PHASE I FOR ALL PREREQUISITES, COREQUISITES, SPECIAL NOTES, AND FEES. COURSE DESCRIPTION: Concepts introduced in Phase I are illustrated through regional case studies in the Gulf of California. Through first hand field observation and participation students gain an understanding for the complexity of many conservation challenges in the Gulf. The focus of the class is community-based. For example, case studies in fisheries provide students with the opportunity to observe a variety of fishing techniques, speak with fishers, and learn through on-board observations. Case studies in traditional ecological knowledge provide students first-hand experience considering indigenous realities in conservation and territorial defense. Field observations are complimented by discussions with resource users, community members, researchers and managers.

Marine Conservation III: Applied Conservation                      ENV43312                      4CR  
SPECIAL NOTES: SEE PHASE I FOR ALL PREREQUISITES, COREQUISITES, SPECIAL NOTES, AND FEES. COURSE DESCRIPTION: Theoretical and field-based knowledge gained in Phase I and Phase II leads the student to a better understanding of current and potential management strategies for protecting marine and coastal resources. In Phase III students will demonstrate a thorough familiarity with specific conservation projects and collective conservation efforts in the Gulf of California. Students analyze the effectiveness, strengths and shortcomings of marine and coastal conservation in the region. Each student has the opportunity to work alongside Conservation Fellows working at the Kino Bay Center to contribute to an ongoing conservation project. Project work provides students with experience in applied conservation science, community outreach and science communication. Projects might include monitoring and inventorying resources, education and interpretation, work with exotic species, or introduction and evaluation of alternative resource use. Students meet with management agency representatives, scientists, educators, and local resource users. Each student's work is part of ongoing conservation efforts in the region.

Marine Studies III: Society and Environment                      ENV43322                      4CR  
SPECIAL NOTES: See Marine Studies I for all special notes and fees This course explores the rich biocultural landscape of the Midri- 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 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.

Marine Biology I: Diversity of Marine Life ENV43325 4CR  
SPECIAL NOTES: Meets 1st 2 weeks and last week, 10:30-3:15, Monday - Friday in Crossroads 204; then leaves for the field. Must enroll in all three phases of Marine Biology concurrently; \$400.00 estimated student expense for food, supplies, misc. VALID PASSPORT REQUIRED TO CROSS THE BORDER!! DESCRIPTION: This semester long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase II - Oceanography, and Phase III - Field Methods for Marine Ecology, Diversity of Marine Life is a survey of the common groups of marine organisms. We will explore the evolution, diversity, morphology, field identification, and ecology of marine algae, halophyte plants (such as mangroves), plankton, invertebrates, fishes, reptiles, birds and marine mammals of the Gulf of California midriff region.

Marine Biology III: Field Methods for Marine ENV43327 4CR  
SPECIAL NOTES: SEE MARINE BIOLOGY I FOR ALL SPECIAL NOTES, FEES AND SCHEDULE. Student are required to have a VALID PASSPORT to cross the border. DESCRIPTION: This quarter long field course is based at the Prescott College Center for Cultural and Ecological Studies in Bahia Kino, Sonora, Mexico on the Gulf of California coast. Taken concurrently with Phase I - Diversity of Marine Life and Phase II - Oceanography, Field Methods for Marine Ecology will focus on design and execution of student research projects. Students will design field research projects, collect field data, analyze results and write up scientific papers on some aspect of marine ecology. Projects will be based primarily on the ecology of intertidal habitats or on islands of the Gulf of California.

Environmental Photojournalism ENV43600 4CR  
SPECIAL NOTES: Access to a DSLR camera is required. (Learning Technologies has a limited amount of cameras available for check out first come first serve) We will have regular local field trips during our Friday afternoon sessions and a few overnights. Dates TBD. Estimated student expense of \$500 for a DSLR camera Pre-requisite of a beginning photo course is required. COURSE DESCRIPTION: As threats to our environment worsen, our response to save our planet and its inhabitants must be accessible and persuasive. Photography represents one of our most powerful tools for educating others and persuading them to care. Now, with cameras in everyone's pockets, we are awash with images but only a tiny fraction catches our nation's attention or imagination. Far fewer images change our views, open our minds, or, ultimately make a difference. In Environmental Photojournalism, we will learn how to identify and then tell authentic photodocumentary stories about topics of local environmental interest. Using field trips, assigned and chosen photo shoots, technical workshops, editorial discussions, image sharing, and more, we will collaboratively work to improve our world through our developing photographic images and essays. Environmental topics will vary by student interest but in previous versions of this course students illustrated diverse topics such as environmental contamination, forest fires and urban sprawl, community gardens and industrial agriculture, change makers and society's invisible people, resource waste and consumerism, environmental justice and racism, public health concerns, immigration.

Environmental Law and Policy ENV43701 4CR  
SPECIAL NOTES: Writing Emphasis DESCRIPTION: This course will introduce students to the United States' approaches to (1) protecting clean air and clean water, (2) conserving endangered species, migratory birds and marine mammals, (3) the management of our public lands, and (4) the extraction of fossil fuels and other natural resources. Students will learn about the basic frameworks of the judicial, legislative, regulatory systems, and the interplays of the three branches of government, and assess the effectiveness of different approaches to influence public policy to address environmental, economic, and social

problems. The course will provide students with an understanding of how members of the public can comment and engage on current policy issues and advocate for their point of view. Specific focus will be placed on analyzing public policy issues in the current era of environmental-rollback in the Trump administration. Students will choose a current U.S. policy issue to explore in depth for their writing intensive assignment. Field trips to meet with federal employees at the EPA, policy advocates, observe current environmental lawsuits in the courts, and meets with politicians will occur when feasible.

#### Small-scale Agriculture Production

ENV43812

4CR

SPECIAL NOTES: This course uses a flipped classroom model, and can be completed remotely, or, for a limited number of students, based on the Prescott campus. In a flipped classroom, students will have online assignments, readings, and other content via MyClassroom, but some portion of each day is experiential, with students engaged in a combination of seasonal projects and work sessions in Prescott College campus gardens, or at another small-scale agricultural operations in their own bioregion. Prescott-based students may engage in field trips to area small-scale farms. 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 any region? Various approaches to small scale agriculture-including community gardening, urban homesteading, and market farming-will be explored through readings, discussions, and site visits or experiences, arranged by students in their bioregion of residence, if enrolled as an on-line student. Farm and garden practical experiences should demonstrate such techniques as propagation, transplanting, direct seeding, weed and insect management, irrigation, and harvesting.

#### The Art & Science of Food Preservation

ENV43814

4CR

SPECIAL NOTES: This course will include Saturday day field trip 10/02/20 and activities. \$80.00 estimated student expense for supplies, misc. COURSE DESCRIPTION: Refrigeration and freezing are relatively new phenomena in our modern food system. How then, have humans preserved their harvest throughout the 10,000-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.

#### Agroecology

ENV43815

4CR

SPECIAL NOTES: This course will use a "flipped classroom" approach and be project-based. Students will work in the on-line environment of MyClassroom outside of meeting times to enable more experiential education opportunities during meeting times. Tuesdays will be discussion-based, and Thursdays are primarily dedicated to field site visits to area farms, and applied agroecology activities for campus gardens. These include production planning, garden infrastructure installation, plant propagation, composting, soil preparation and amendment work, and even some microgreen production, harvest and marketing. DESCRIPTION: In this century, people have had great success manipulating energy intensive inputs as well as crop genetics to reduce ecological limitations for traditional agricultural production. Some of this success, however, has been achieved by trading off future productivity or sustainability. For example, high yields today may come at the cost of serious soil erosion, or extreme dependence on non-renewable fossil fuels. In this course, we will explore the ecological basis of many basic farming practices. We will investigate the importance of soil organic matter and native soil fertility, crop diversity and genetic diversity, water availability and conservation, the effects of various tillage approaches, and the

role of beneficial and pathogenic microorganisms in agroecosystems. The ecological underpinnings and sustainability of agricultural systems from around the world as well as local farms will be analyzed.

Transforming Community Food Systems

ENV43819

4CR

SPECIAL NOTES: There will be occasional Saturday field trips to local Farmers Markets. A watershed is an area of land that drains to a particular waterbody. Landscapes and organisms are connected through this flow of water. A foodshed similarly can be thought of as the geographic links between farm and fork and the multitude of relationships between producers, processors, and consumers. Prescott's foodshed, as in most places, is global. As concerns about the ecological, social, and health impacts of cosmopolitan food mount, there is an increasing call to shift the policies and practices of this global, industrial model toward regional, diversified agroecosystems. Despite rising interest among consumers and expanding markets, locally grown foods remain a relatively small percentage of total food purchases. This course will examine the current status of Prescott's foodshed. Based on this community food assessment and an exploration of other regionally based community food initiatives, we will collaborate on projects that highlight alternatives to current the food system and evaluate their effectiveness. Watersheds are delineated by topography. Foodsheds, however, are malleable. This course aims to vision and map more durable food routes.

Field Methods in Agroecology

ENV43820

4CR

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.

Seed Conservation & Food Preservation

ENV43821

4CR

Until the last half-century in the United States, the annual harvest-time practice of saving seed was an essential cornerstone of regionally adapted agricultural systems. These practices have given way to the annual purchasing of seeds from companies located often in different ecological zones. These practices have consequently shifted reliance away from traditional seed gathering and seed saving from one crop to support the next. There have been significant ecological, economic, and social costs. This course will focus on seed biology, longevity, harvesting, and processing techniques specific to several crop species. Students will harvest the fruits and vegetables studied in this class at local farms and gardens.

ST in ES: Regenerative Design: Architect

ENV44005

4CR

SPECIAL NOTES: This course will have open studio time to work on design projects. COURSE DESCRIPTION: This class will create an awareness of the importance of design in shaping both the natural and human environments. Every product we use, every space we inhabit, every city we live in has been designed by humans with little consideration of nature. Ill-considered design has led to the global climate crisis, one of the most serious challenges we face, however regenerative design is a means to intentionally design the world so that human communities and nature can be sustained and thrive. Understanding regenerative design is essential in planning for a resilient future. Through readings, class discussions, field trips and practical examples we will explore the ways we can redesign for human needs

while preserving the natural world.

**Topics In Sustainability Practice**

**ENV44740**

**4CR**

SPECIAL NOTES: Writing Emphasis

COURSE 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.

**Global Environmental Change: An Earth Science**

**ENV44749**

**4CR**

SPECIAL NOTE; None. Geological archives in oceans, lakes, glaciers, and elsewhere on the continents provide evidence of both ancient and recent changes in global systems. This class will discuss past major shifts in climate and the roles played by the oceans, atmosphere, and biological processes based on evidence from the geologic record. The focus will then shift to changes that have taken place during the past 100,000 years to put the climate changes of the past few centuries and decades in perspective. Specific geologic case studies will be used to provide examples of scientific paleoclimate research. Students will perform a variety of lab and field-based activities and numerical modeling exercises to explore a broad range of climate processes. The goals of this course are for students to build an understanding of the interactions within the coupled Earth systems that control climate, become familiar with evidence of recent climate change, and to be able to make basic predictions of future climate change and sea-level rise. Students taking the course for upper division credit will be expected to build on previous coursework and undertake a series of numerical global climate model experiments as part of an in-depth examination of one part of the Earth's climate system.

**Geological Evolution of the Southwest**

**ENV44753**

**4CR**

COURSE DESCRIPTION: The stunning and diverse landscapes of the Southwest are the product of over four billion years of geologic activity. In this course, we take a journey through deep geologic time and beyond, exploring first the formation of the Universe and our solar system, then the birth of our planet, and finally the geologic upheavals that have shaped Arizona and the Southwest. From the comfort of Prescott, we will cogitate about the Southwest's geological evolution through readings, lectures, discussions, class presentations, and lab exercises. We will then live those geologic upheavals and tranquil interludes through the vehicle of several field trips lasting from one to several days.

**Geomorphology, Topics in**

**ENV44754**

**4CR**

SPECIAL NOTES: This course takes place at the Kino Bay Field Station located in Sonora, Mexico \*\*\* A VALID PASSPORT IS REQUIRED TO TAKE THIS COURSE\*\*\* A student expense of \$150.00 for special equipment and \$100 for food while in the food. DESCRIPTION: The nature of geologic processes and landscape evolution are elegantly displayed in the landforms and topography that surround us. Every landscape is unique, created by the intersection of the local geology, climate, and biology. We will explore a broad range of topics related to how these landscapes form, stretching from mountain range to mineral grain in scale, in response to wind, water, ice, gravity, tectonic, and biological processes. Depending on class interest and field area accessibility, specific topics may vary from year to year. The

course format will include readings, presentations, lectures, discussions, lab experiments, and homework exercises. We will take advantage of the natural laboratory around Prescott to observe and investigate landforms and geomorphic processes. Students should leave the class with the ability to confidently unravel the basic evolution of a typical Southwestern landscape and predict what it might look like in the future as geomorphic processes continue on indefinitely.

**Environmental Ethics**

**ENV44800**

**4CR**

SPECIAL NOTES: Students interested in enrolling in this course should have successfully completed basic courses in environmental studies and have knowledge of environmental issues. Writing Emphasis; 2 - 3 required local field trips  
TBDCOURSE DESCRIPTION: Environmental ethics is the study of values by which human beings relate to the natural environment. This course will address the question of underlying values and beliefs driving how people choose to live and think we should live on the earth. To help ethical theory come alive, students will read and discuss primary literature and case studies, and address the moral and ethical dilemmas in current environmental issues.

**Geology of Arizona**

**ENV45020**

**4CR**

SPECIAL NOTES: This course will include several multi-day field trips with numerous day hikes, but all camping will be van-based. Students must have reasonable hiking fitness. \$100.00 estimated student for equipment, materials, and food in the field. Geology provides insights into the origins and continuing evolution of the landscape in which we live, work, and play. This course will utilize the remarkable variety of the Arizona landscape to illustrate geologic principles in the context of regional geological while exploring the geology of the Colorado Plateau, Transition Zone, and Basin and Range physiographic provinces. The course includes rock identification, the rock cycle, the geologic time scale, plate tectonic theory, and the origin and evolution of Arizona landforms and structures through time while focusing on interpreting the rock record in the field. Students seeking upper division credit will build upon prior geology experience to demonstrate an advanced ability to interpret aspects of Arizona geology.

**Community-based Conservation in Costa Rica**

**ENV45114**

**4CR**

SPECIAL NOTES: This course requires a <<<<<VALID PASSPORT>>>>> for INTERNATIONAL TRAVEL. Premeeting to be held <<<<<TBD>>>>>. If you are unable to attend the meeting please contact instructors to arrange individual meeting. This course requires Instructor permission. Students will be required to do the online portion before departure. Students will arrange their own travel to San Jose' Costa Rica and meet faculty there on May 25th. This course explores the environmental, social, and economic aspects of the conservation of biodiversity and culture including a variety of approaches, from community-based efforts, to private, and top-down governmental projects and parks. The course visits and analyses select examples of eco-tourism, rural tourism, sustainable development, community organizations, and national parks. Our travels take us throughout Costa Rica for three weeks exploring six different sites that represent different ecosystems, cultures, and conservation strategies. Among these sites, we will visit the subalpine paramo—a tropical tundra at the highest elevation in Central America, cloud forests, lowland rainforests, and the Pacific beaches where sea turtles nest. Students will analyze each one of the projects that we visit from diverse angles that together create a nuanced narrative of the root problems encountered and innovative solutions crafted. Graduate students can contract this course to fit their academic needs and interests.

**Core Curriculum: Sustainability, Environ**

**ENV47001**

**4CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: Students pursuing degrees in sustainable community development, environmental studies, or the arts participate in this seminar to deepen understanding of how the natural world sustains itself and how we can sustain ourselves and our communities in ways that



imaginatively conserve nature even as we enrich our lives through compassionate relationships in the community of all beings. Living in greater harmony with other people of diverse circumstances and backgrounds and with local nature invites our exploration of science, the arts, ecological mysteries and truths, social and psychological dynamics within ourselves and among our neighbors and citizen associates, and the ever-unfolding expressiveness of our psyches through our creative capacities. Students will engage in personal and traditional inquiry that informs and supports their respective degree tracks. This includes exploration of their sphere of interest, and discovering community-based options for livelihood, identification of key players to enrich their personal and professional networks, and scouting emerging trends in sustainability, environmental studies, and the arts--and the fusion of the three. The fulfillment of the final, community-based project design will support students' understanding and prospective (or continuing) productivity as successful practitioners of their chosen livelihood path to more authentically sustain themselves even as they help to sustain our natural systems and communities.

### **Science Explorations**

**ENV47100**

**4CR**

SPECIAL NOTES: For upper division credit students need a capable background in research writing.

COURSE DESCRIPTION: Nothing has done more than science to shape the dominant worldview of modern civilization; therefore, a liberal arts education is not complete without understanding how science defines our reality through its unique method of inquiry. In this course we explore the beauty and power of the natural sciences through an historical overview of major scientific discoveries, we have the opportunity to investigate a specific self-chosen science topic of personal interest, we practice doing science in a meaningful self-chosen experiential project, and we consider the limits of science both in the context of science's inability to address nonphysical areas of inquiry and in the context of the very limits science itself has encountered in the mind-blowing implications of quantum theory and cosmology.

### **Awakening Citizens to Community Engagement for Beneficial Change**

**ENV47300**

**4CR**

COURSE DESCRIPTION: Citizen involvement in local communities is at an all-time low, even as dissatisfaction with government rises. Students will engage facilitative leadership skills to more deeply prepare themselves to bring citizens into active participation in initiatives that sustain the life of the community. Students learn and practice a social psychological process called guided enactive mastery that supports citizens to participate in projects and programs at the community level. Students also extend their skills in participatory research methods to identify opportunities for cooperation between local residents and their governance agencies. Analysis of case studies is done of successful collaborative community projects, including specific community-need elements. The culminating class project invites students to work with a small group of residents and decision-makers from their respective communities in a participatory design and action sequence to address a compelling community need. A central objective of the course is for students to feel more confident and eager as quiet leaders who effectively facilitate the process of awakening citizens to regularly contribute to sustaining their communities.

### **Backyard Ecology: Exploration and Engagement**

**ENV47725**

**4CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: Ecology is a study of the relationships among organisms and their environments. This includes human beings and how we live in the landscape in built communities nested within natural systems. Because of the many effects we produce through our ways of living, it is helpful to better understand how nature healthfully functions so we can create opportunities and practices to live in greater harmony with local nature and our planetary life-support system. Learners engage elements of ecology through exploring their local ecosystem(s) ranging from watersheds to soil profiles, plant communities to human presence on the land through the ages.

Understanding ecological structure and function is reinforced through background readings and on-the-ground walkabouts to help make theory more tangible and connected to everyday life.

Students keep an ongoing journal of their observations and reflections on local ecosystem(s) to inform a final project which invites a small-scale action to be designed and, as soon as possible, enacted that in some way conserves or restores an aspect of healthful function of a place within the student's local ecosystem.

**Children and Nature**

**ENV47730**

**4CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: Children and Nature course will bring to students, teachers, parents, and other learners who are concerned for the quality of life of young people an understanding of how children's physical and mental health is served by the presence of the natural world in daily life. Students will read and discuss the fascinating research presented in the required readings. These texts illuminate theories that suggest direct interaction with nature provides neurological nourishment to enhance children's cognitive capacities and their sense of emotional well-being. Activities in the course will help students observe and note the relative presence or absence of nature in children's lives, and will offer students a chance to bring a modest project to their household, school, neighborhood, or to local decision-makers. That project will be designed to bring some measure of direct experience of nature into the lives of young people in the community.

**Food Systems**

**ENV47900**

**4CR**

SPECIAL NOTES: This course uses a flipped-classroom model. In a flipped classroom, students will have online assignments and readings and class time is project-based and activity-focused. This course will be running concurrently with a graduate-level version. Any students intending to begin accelerated master's coursework, should take the ENV57900 version. Taking ENV57900 will also satisfy credits for the undergraduate degree regardless of eventual completion of a master's degree. COURSE DESCRIPTION: Food systems are complex systems and the tools for understanding and influencing food system sustainability are interdisciplinary. This exploration of local, regional, national, and international food systems supports students' understanding of how to analyze individual elements of the systems, their interrelationships and how to begin assessing the "sustainability" of those food systems at different scales and in different bioregions.

**Food Justice and Sustainable Food System**

**ENV47902**

**4CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: Food justice is a growing movement that seeks to shift global, industrial food systems towards more equitable, just, and sustainable foodways. Food justice can be measured through a community's ability to acquire healthy food (food access), and it's right to define its own food systems (food sovereignty). Using this framework, students will uncover how institutional racism and classism prevent certain communities from accessing healthy and culturally appropriate food. By the end of the course, students will have gained a comprehensive understanding of the historical, conceptual, and theoretical underpinnings of grassroots movements and the wider social, political, and economic systems that impact foodways.

**Building Diverse Networks**

**ENV57910**

**3CR**

COURSE DESCRIPTION: Mirroring what we know about the necessary role of diversity in building healthy agroecological systems, students explore the value of cultivating a diverse social ecology when engaged in sustainability-based work with multiple stakeholders. The course content emphasizes the theories, practical skills, and analysis tools essential for organizing and facilitating a shared leadership structure within inclusive, self-organized networks as an action-based strategy for sustainable, just, and resilient change.

**The Living Soil: Concepts in Soil Science & Compost Ecology**

**ENV57920**

**3CR**

**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.

**Environmental History & Philosophy**

**ENV50505**

**3CR**

**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 proper). 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.

**Forest Ecology**

**ENV51100**

**3CR**

**Course Description:** This course explores the primary ways in which organisms interact with abiotic components of North America’s various forest communities, from northern hardwood forests to temperate rainforests. Of particular interest are the processes—both natural and anthropogenic— that determine how organisms are distributed throughout a forest community. By gathering data and applying generalized patterns in their local ecosystems, students will develop a hands-on knowledge of ecosystem processes that provides a fundamental context for understanding modern ecosystem management. Students will read a body of current literature in the field and produce a significant paper focused on issues pertaining to forests in their bioregion. Prerequisite: Natural Systems Ecology.

**Land Use Planning and Policy**

**ENV51250**

**3CR**

**COURSE DESCRIPTION:** This course explores the institutional frameworks and interaction of different modes of energy, infrastructure, and transportation in a carbon-constrained world. Beginning with an examination of past and present energy sources, including the environmental and social impacts of conventional energy production and distribution, the course will lead students to consider the local questions of electricity generation siting for the 21st century, to deal with questions of grid security, and to evaluate the possibilities of various future modes of energy production and distribution.

**Ecological Design**

**ENV51950**

**3CR**

**COURSE DESCRIPTION:** Rotating through a series of special topics, this course provides students an opportunity to explore a variety of approaches to ecological design. Some topics might include, but are not limited to, permaculture, sustainable architecture, design and build projects, and creating comprehensive plans for communities.

**Resilient Infrastructure and Transportation Systems**

**ENV53000**

**3CR**

**COURSE DESCRIPTION:** This course examines existing and potential transportation methods, policies, and infrastructures at the municipal level, with a special interest in energy efficiency, safety, and resilience in the face of possible disruptions. Students will use their own communities as case studies, collecting and interpreting data and developing a preliminary set of recommendations.

**Geographic Information Systems****ENV54100****3CR**

COURSE DESCRIPTION: This is an introductory course that will cover the historical development, theoretical basis and practical application of geographic information systems (GIS) technologies. This course will accomplish these goals by providing you with an understanding of: (1) numerous data formats and how to obtain freely distributed data, (2) a variety of open- source and freely distributed GIS software packages, (3) how to manage and construct GIS databases, and (4) applied GIS through case studies and individualized projects.

**Conservation Biology****ENV54400****3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: Students will study the history and application of conservation biology, a new field in the life sciences. Specific topics will include how has the field emerged and changed, the specific areas of study that made this field possible (biogeography, for example), historical and legal landmarks, current challenges, common lab and field techniques, design of study, and limitation of certain techniques. Students will read a significant body of current literature in the field and produce a paper that applies their knowledge of conservation biology to a problem in their local bioregion.

**Environmental Administrative Law****ENV54505****3CR**

SPECIAL NOTES: Prerequisite: Environmental Law and Policy. COURSE DESCRIPTION: This class examines how administrative agencies at the federal and state levels make environmental policy decisions, and how other agencies, corporations, nonprofits, and private individuals can influence those decisions. The class analyzes the administrative process, rule-making and adjudicative procedures, official notice-and-comment standards, and judicial review of agency decisions. Students will also study how legislative directives are translated into regulations, and the limitations on agency action.

**Community Health****ENV55505****3CR**

COURSE DESCRIPTION: After becoming familiar with existing health systems and agencies at the local, state, and national levels, students will produce an inventory of environmental, social, and behavioral health-related issues in their own communities, and investigate the possibilities for collaboration between agencies, health advocacy groups, and relevant community organizations.

**Science Writing****ENV56500****3CR**

COURSE DESCRIPTION: This course focuses on reporting and writing science articles for technical and general-interest publications. After study of general writing principles based on the work of such science writers as Rachel Carson, Loren Eiseley, Stephen Jay Gould, and Jared Diamond, students will identify a range of science articles in a specific field and summarize topic selection, writing style, structure, and use of explanatory and inquiry techniques. Based on their own expertise and interest, students will select a specific topic or topics, arrange interviews with researchers and policy experts, and write a series of articles for a variety of audiences. Articles will integrate research abstracts, field reporting, interviewing, and analysis of science and technology in the context of social and natural systems.

**Ecology, Culture, and Community****ENV57100****3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides students with the experience and direction necessary to understand their own communities within a bioregional context. This requires students to identify and map where they live in terms of geology, biology, and climate, rather than relying on political borders, and to research and interpret the natural and cultural histories of their

regions in order to understand how their own bioregions enable some possibilities of human community development while limiting others. In addition to researching and writing a Deep History of their bioregions, students will compile an annotated list of resources that provide an expanded temporal representation of the region's geology, botany, wildlife biology, human population dynamics, cultural practices, and environmental impacts.

**Ecology**

**ENV57101**

**3CR**

COURSE DESCRIPTION: This course provides a rigorous overview of six major organizing areas for study of ecology: physiological ecology, dynamics of energy and element cycles, population ecology, population interactions, community ecology, and evolutionary ecology—the latter especially as it relates to conservation issues. Each major section of the course begins with one or more case studies, then proceeds to the theoretical underpinnings that allow us to understand the ecological processes in question. Students will read a body of current literature and produce a significant paper centered on ecological issues of their bioregion.

**Biogeography**

**ENV57130**

**3CR**

COURSE DESCRIPTION: Biogeography is an advanced course in the study of historic and current organism distributions. It treats both the patterns of these distributions and the possible causes suggested by these patterns. The course examines questions of distribution in historic, evolutionary, ecological, and geological perspectives. The last segment of the course will be devoted to the role biogeography plays in conservation of species and systems. Students will research regional problems and bring their expertise to bear by proposing a potential solution based on their understanding of biogeographic process. Prerequisite: ENV57101 Ecology or permission of the instructor and program director.

**Field Botany**

**ENV57135**

**3CR**

COURSE DESCRIPTION: A review of topics in plant anatomy, morphology, physiology, evolution, systematics, and field methods to provide students with the botanical knowledge and skills they need to support work in ecological research, plant conservation, forestry, range management, sustainable agriculture, ecological landscape design, land use planning, education, and related fields. Prerequisite: Ecology.

**Ecological Restoration**

**ENV57150**

**3CR**

COURSE DESCRIPTION: This course is designed to provide students with a description of the principles and practice of ecological restoration. The historical context of the field and foundational definitions will be examined as well as the recommended best practices to design and implement an ecological restoration project. The social and human dimensions of restoration will be explored within the context of resolving common conflicts and tradeoffs that occur between the science and practice of ecological restoration. The direction of the field of ecological restoration for the future will be discussed in the face of global climate change and the Anthropocene. Several case studies will be introduced throughout the course and the course will culminate in a final assignment that asks students to critically examine a restoration project or study within their bioregion.

**Social Equity & Community Engagement**

**ENV57700**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: Students in this course will identify social and cultural barriers to community involvement, considering how issues of race, class, ethnicity and gender affect community decision-making. Students will research local laws, policies, and customs that may contribute to—or inhibit—equitable access to community resources, while learning to engage with multiple stakeholders in order to assess community health and needs, build and manage effective coalitions,

evaluate methods for community development according to scale, and measure community participation and success in achieving sustainability.

**Understanding Climate Change**

**ENV57876**

**3CR**

SPECIAL NOTES: N/A 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.

**Food Systems**

**ENV57900**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: Food systems are complex systems and the tools for understanding and influencing food system sustainability are interdisciplinary. This exploration of local, regional, national, and international food systems supports students' understanding of how to analyze individual elements of the systems, their interrelationships and how to begin assessing the sustainability of those food systems at different scales and in different bioregions.

**Place, Sustainability and Diets: Eco-nut**

**ENV57901**

**3CR**

SPECIAL NOTES: N/A Course Description: This course encourages critical engagement with the concept of eco-nutrition, a systems-based approach to nutrition and wellbeing that recognizes complex relationships between diet, health, political economy, ethics, and the environment. Bioregional theories of place inform an exploration of eco-nutrition as it relates to supporting diets that are ethical, sustainable, and nourishing to the body. Students' understandings of their own places and their food systems will inform the entire program of study for this master's program. Methods of analysis for studying will be honed and students will broaden their understandings of distant and larger food systems through the cross comparisons made with the peers in their course.

**Food Justice and Sustainable Food System**

**ENV57902**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: Food justice is a growing movement that seeks to shift global, industrial food systems towards more equitable, just, and sustainable foodways. Food justice can be measured through a community's ability to acquire healthy food (food access), and it's right to define its own food systems (food sovereignty). Using this framework, students will uncover how institutional racism and classism prevent certain communities from accessing healthy and culturally appropriate food. By the end of the course, students will have gained a comprehensive understanding of the historical, conceptual, and theoretical underpinnings of grassroots movements and the wider social, political, and economic systems that impact foodways.

**Food System Biodiversity: The Marketplace**

**ENV57903**

**3CR**

Course Description: This course will provide overviews of the history of industrial food production and theories of sustainable agriculture before asking students to assess the "sustainability" of current food systems at different scales and in different bioregions, to become familiar with laws and policies determining food production and distribution, and to evaluate diverse models of more sustainable food production. As an applied way of understanding local issues of food security and sovereignty, students will identify the range of resources relevant to regional food production and analyze local foodsheds in a bioregional context.

**Food System Biodiversity: Sustainable Diversity****ENV57904****3CR**

COURSE DESCRIPTION: Sustainable Diets are "...those diets with low environmental impacts which contribute to food and nutrition security and to healthy life for present and future generations (Food and Agriculture Organization of the United Nations)." Students will examine dietary traditions from across the world while gaining knowledge and skills about diverse diets with low environmental impacts. The exploration of the linkages between agricultural diversity and dietary diversity and the environmental impacts of different diets (vegetarian; vegan; etc.) is the foundation of the course. The important role that sustainable diets can play in ensuring food and nutrition security for all will be examined.

**Food Traditions and Markets****ENV57905 3CR**

Course 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.

Course Description: Imbedding themselves in food systems in international contexts, students in this travel course examine how food entrepreneurs link food traditions to markets. Food entrepreneurs, from small-holder farmers to agri-tourism operators to medicinal plant collectors, for example, all negotiate government policies, infrastructure realities and consumer preferences but seek to remain rooted in cultural history and local landscape ecologies. Students study the history, cultures and tastes of place with a critical eye on how emergent policies may impact traditional practices and markets. International locations can include Kyrgyzstan, a global hotspot for agricultural biodiversity with wild-fruit forests, home gardens and nomadic-pastoralist lifeways; Kenya, where Prescott's Dopoi Center borders the world-famous Maasai Mara Game Reserve; or Mexico, where the sustainable use and conservation of marine resources is studied at Prescott's Kino Bay Center.

**Theory and Practice in Agroecological Systems****ENV57950****3CR**

COURSE DESCRIPTION: This course is designed to help students understand sustainable agricultural systems from an integrated agroecosystem perspective and relate this perspective to their bioregion, the food system and agriculture. This course will provide the foundational theory and practice of agroecology with an emphasis on a systems approach to ecosystem processes, soil health, crop management, energy use, integration of animals into systems, complex agroecological landscape level system interactions, and indicators of sustainability. Various sustainable agricultural systems are examined.

**Social Values and Value Chains: Farm to Market****ENV57955****3CR**

COURSE DESCRIPTION: Beginning with the differing challenges of growing annuals versus perennials and the integration of animals in agroecosystems, this course will explore current trends and production methods for growing and raising before moving into the often-hidden methods and difficulties in processing, storing, distributing, preparing, and consuming these foods. Various business models and management systems will be explored, with a careful eye toward "sustainable value chains" that focus on environmental, nutritional, economic and cultural sustainability.

**Food and Agriculture: Advanced Policy****ENV57960****3CR**

COURSE DESCRIPTION: This course addresses primarily federal government food and agriculture policy. It addresses policies intended to influence crop prices and farm income; to reduce risk due to crop losses or price declines; to regulate environmental impacts of agriculture; to assure food safety; to enhance both voluntary and compulsory collective action among farmers; to protect competition in food

manufacturing; to inform consumer choices; and to shape the global markets for agricultural products and farm labor. The course will focus on intended and unintended effects of policies, who benefits at whose expense, the impact of these policies on the development, adoption, and practice of sustainable agriculture and local food systems, and the interest groups whose influence helps shape these policies.

**Limnology**

**ENV58285**

**3CR**

**COURSE DESCRIPTION:** Limnology is the study of the interrelationships of the ecological functions and trophic structures of the organisms of fresh and saline inland waters as they are affected by their dynamic physical, chemical, and biotic environments. It encompasses the integration of drainage basin, movements of water through the basins, and biogeochemical changes that occur as water moves and as waters remain standing. Thus, limnology includes study of the ecological systems of streams, rivers, reservoirs, ponds, and lakes of incredible size and compositional variation. Students will apply the major theories, concepts and practices upon which limnology relies, including aspects of biology, chemistry, physics and geology, to a bioregional or case study, and be able to articulate the differences and commonalities among the components of limnological systems and how some techniques of limnology might be applied to practical conservation problems.

**Sustainable Solutions: Impact Measurement**

**ENV58500**

**3CR**

**Course Description:** Agents of change develop programs and projects with stakeholders that translate theories of change into concrete action plans that are implementable and measure impact. The design of high-quality programs, their efficient and effective implementation and the measurement of outcomes and impacts are critical to finding solutions and being accountable to stakeholders. Project design, monitoring and evaluation tools and techniques will be introduced in this course. Impact measurement indicators and their association with theories of change and program activities are explored. Students will come to understand the links among them through course assignments, culminating in the design of a project with its implementation and impact measurement plan.

**Sustainability and Resilience: From Theory**

**ENV58750**

**3CR**

**COURSE DESCRIPTION:** Beginning with the history of theories of sustainability and resilience, as well as their standard applications in policy and practice, this course will examine critiques of these theories as paradigms and goals of community development, and evaluate responses to these critiques from within the sustainability movement. Students will experiment with ways of measuring sustainability and resilience, and consider how the language associated with these theories can be used in setting community goals and motivating stakeholder action.

**Emergency Management and Communication**

**ENV58800**

**3CR**

**Course Description:** Students in this course will develop a bioregional risk analysis examining floods, wildfires, earthquakes, climate change impacts, public health crises, and food and social inequities. Students will gain knowledge and skills required of emergency managers and communicators by staffing virtual scenarios that apply principles of the National Incident Management System (NIMS), and by developing resiliency-based pre-plans and responses for immediate and long-term impacts of emergencies.

**Food System Biodiversity: Conservation**

**ENV58903**

**3CR**

**Course Description:** This course is designed to help students understand biodiversity conservation from farm fields to the world's marketplace with policy level implications. It contextualizes these issues in the framework of farm livelihoods. This course will provide the foundational material on farm biodiversity conservation and its role in agroecosystems. It examines world treaties that conserve biodiversity, food



security issues, marketplace certifications, payment for ecological services, and market-based instruments to conserve biodiversity in the marketplace and effective policy measures to promote biodiversity.

**Food Systems Biodiversity: Ecosystem**

**ENV58910**

**3CR**

COURSE DESCRIPTION: Biodiversity, in all its manifestations, is the fundamental basis for all life, including food and agricultural production. Biodiversity is comprised not just of organisms but also the natural processes, such as pollination and soil fertility, generated by the interactions between organisms. Increasingly these “ecosystem services” are understood to include those at large scale, such as watershed services, and those created by people, such as cultural services. This course will support students’ understanding of ecosystem services across agricultural landscapes, and how current production systems impact these, both positively and negatively. Students will learn to assess key leverage points across food value chains to harness the benefits of nature, for people and the planet. Students will develop skills to appraise the current governance systems over biodiversity and ecosystem services, both internationally and more locally, for strengths and gaps.

**Spanish Intensive I Online, Intermediate**

**GRA51022**

**3CR**

SPECIAL NOTES: This class will take place ONLINE due to COVID-19. Classes will still focus on individualized Spanish language learning and be conducted with peers and host families via Zoom and MyClassroom. COURSE DESCRIPTION: Spanish Intensive is an immersion language course that introduces the student to the Spanish language and Hispanic cultures. Students will formally study a beginning or intermediate language curriculum during daily classes focusing on grammar and vocabulary, as well as speaking and comprehension skills. Students will visit via Zoom with local, native speaking host families in Kino Viejo, Mexico, providing the opportunity to informally practice and advance their language and intercultural communication abilities. Active student participation and use of contemporary multimedia resources are integral aspects of the course design.

**Funding Change: Grant Writing & Nonprofit**

**GRA51102**

**4CR**

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

**Special Topics: Digital Storytelling**

**GRA52000**

**3CR**

SPECIAL NOTES: NONE COURSE DESCRIPTION: Digital stories join the arts of writing and filmmaking to create 3- to 5-minute movies. Students will craft and record short first-person narratives and combine these with original images, film clips, and music to create their projects. They will follow a process through peer response and instructor support to edit and revise their films. Students will create two digital stories during our online time together, one of which will be a personal narrative. The second film will be an opportunity to collect someone else’s story, and could grow even into a very short documentary. The course will end with an online screening of student work. Our computer work will be Mac based (with iMovie as an editing platform), but we also have access to Adobe Premiere through Prescott or the online WeVideo to use as editing platforms.

**Traditional Ecological Knowledge & Wisdom****GRA52100****3CR**

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 thriving for all the living beings of that community.

**Fundamentals of Teaching and Learning On****GRA53150****3CR**

COURSE DESCRIPTION: Online education is one of the largest and fastest-growing segments of higher education. The opportunities for Master's and Doctorate graduates to teach online are tremendous. Discover how to plan, develop, and teach an online course. Obtain and use a ten-step model for developing an online course. Experience an online classroom as a learner in order to more fully understand students who will take your online courses. Learn how to create online audio and video lectures with slide shows. Engage in online discussions with other teachers and prospective teachers.

**Qualitative Research Methods****GRA51102****3CR**

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.

**Qualitative Research Methods****GRA58002****3CR**

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.

**Advanced Research Methods****GRA58003****3CR**

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.

**Advanced Research Methods: Action Research**                      **GRA73112**                      **2CR**

**COURSE DESCRIPTION:** This course introduces students to principles of action research methodology, a reflective and cyclical approach to research. Action research is meant to improve practice, support learning from practice, and lead to change within that practice. Students will discuss the theory and use of action research within a research design. Topics include identifying the research focus, collecting and analyzing data, drawing conclusions, and describing a subsequent cycle of action research.  
**Requirements:** completed human subjects training and IRB approval if gathering data.

**Advanced Research Methods: Phenomenology**                      **GRA73115**                      **2CR**

**COURSE DESCRIPTION:** Phenomenology is the study of human experience and of the way things present themselves to us in and through experience. It was meant to remind philosophers and scientists not to get lost in abstract thought models and technical language; instead, to keep going back to the experiences themselves and check whether one's concepts and models grasp the phenomena being explained. The German mathematician and philosopher Edmund Husserl (1859-1938) thus coined the motto of the phenomenological movement: "To the matters themselves!" - "Zu den Sachen selbst!" While touching on the philosophy of phenomenological method This course focuses more on the practice and application of phenomenological methodology within the applied domains of the human sciences such as education, clinical psychology, nursing, medicine, and specializations such as psychiatry or midwifery.

**Sustainability Intensive**    **GRA59700**    **3CR**

**COURSE DESCRIPTION:** Many components of sustainable systems draw on a specialized skill set and body of knowledge and are best learned in an intensive setting that combines theory and practice. This course will immerse students in a particular aspect of sustainable systems. Students will work with sustainability faculty or practitioners to explore and apply the theory and knowledge regarding the topic at hand in a workshop format.

**Opening the Creative Person: An Applied**                      **HDP21005**                      **4CR**

**SPECIAL NOTES: NONEDESCRIPTION:** This course offers the student an exploration into creativity and personal and professional development through a variety of processes and media. One goal will be to learn to interrupt conditioned ways of thought and perception in order to generate original solutions to problems as well as to cultivate experiential integrative thinking. Another goal will be to foster flexibility of awareness, move through creative blocks in order to increase and expand creative options for students' specific areas of study by especially using embodied awareness and nature-based activities. Methods may include image-making, writing, games, stories, movement, and embodied meditation. This course provides an excellent preparation for any area of study or life endeavor in which original, creative thought and action are a necessity.

**Relating Through the Arts**    **HDP21014**    **4CR**

**COURSE DESCRIPTION:** Relating to Materials is a course designed for the artist- educator, artist therapist, and those seeking to broaden their knowledge of how art materials can inform inherently healing and

communicative creative practices. The study of art materials or media as an extension of self is a relatively unexplored aspect of the artist therapist/artist educator's training as well as something most artists learn solely through their own experience. The choice of materials a practitioner uses can be an effective expressive tool and ally for some people while the same materials can produce anxiety and a sense of failure in others. One of the goals of this course is to learn how to relate to materials through a mindful exploration of qualities and characteristics toward an understanding of the many ways insights can reveal themselves through the process of exploring relationship through art materials.

**Painting from the Source**

**HDP21016**

**4CR**

SPECIAL NOTES: First day of class will meet in Summit A. \$30.00 estimated student personal expense for art supplies. COURSE DESCRIPTION: Painting and Drawing from the Source responds to the question, why bother to make art when there is enough stuff in the world? That said, purposeful visual, creative practice is a critical aspect of identity formation, community building and culture. The impulse to communicate visually dates back to our most ancient ancestors. Cave paintings as old as 40,000 years tell stories that express the life and values of early humans. Based on location and content, it is likely that the images were created in ceremony and endowed with sacred agency. In the modern world, art is no longer integral to living and exists in museums, and galleries. It is made by certain people and acquired by certain people. This separation of art from life has left a creative deficit and has cut off access to inner personal and collective visions and wisdom. Through painting and drawing, students will engage strategies to mine personal narratives and archetypes while working toward developing a shared class community narrative. This arts-based research course will demonstrate how this approach can apply to and enrich various disciplinary fields. Students pursuing competences and breadths in human development, the arts, holistic health & wellness, education or studies in leadership will be able to utilize the range of practices presented in this course.

**Human Nutrition & Food Choice**

**HDP21145**

**4CR**

SPECIAL NOTES: \$100.00 estimated student expense for supplies, misc. COURSE DESCRIPTION: Concern for the environment at large should go hand-in-hand with a concern for one's most immediate environment - the self. Optimal nutrition contributes to a healthy physical and mental state. This course helps students understand the fundamental principles of nutrition bioscience and explore a variety of controversies including nutrition and disease, supplements, dieting, refined foods, and additives. Students analyze their own dietary choices and develop their own holistic perspective on nutrition and wellness.

**Holistic Health & Wellness**

**HDP21150**

**4CR**

SPECIAL NOTES: NONE DESCRIPTION: This course will take a personal and planetary perspective on health and well-being. Topics addressed will include: breathing, eating, exercise, communications, thinking, sexuality, finding meaning in life, and spirituality. The material will build upon a foundation based on self-responsibility, increased awareness, and compassionate self-acceptance as the bases for health.

**Yoga: Philosophy & Practice**

**HDP21155**

**4CR**

SPECIAL NOTES: \$50.00 estimated student expense for yoga mat and block. DESCRIPTION: This course introduces the theory and practice of Hatha Yoga and Meditation. It is appropriate for any student who is seeking to expand his or her consciousness and self-awareness through a regular practice of yoga. It will be predominantly experiential, but will include relevant readings and discussions of theory. Students will keep learning journals to document their experiences and assist them with the integration of the material.

**ST in AE: The Deeper Dimensions of Yoga****HDP21156****4CR**

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.

**Life Centering: Mindful and Meditative Practices****HDP21180****4CR**

COURSE DESCRIPTION: This course provides the student with a theoretical and experiential foundation of mindfulness and meditative practices from an array of traditions. Students will have opportunities to explore different styles of meditation toward a greater capacity for honest self-reflection, compassion, stress reduction, insight, and an overall sense of resilience and wellbeing. This course utilizes a body-centered approach, emphasizing mindfulness practices, Yoga inspired exercise, and creative movement meditation. Students will also commit to a daily mindfulness practice outside of class to gain a deeper understanding of discipline as it applies to wellness

**Restorative Justice****HDP21181****4CR**

COURSE 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.

**Interpersonal Communication****HDP21300****4CR**

SPECIAL NOTES: This course is a prerequisite for many Psychology & Human Development and Adventure Education courses, and it is recommended for all competence areas across all of these programs. COURSE DESCRIPTION: The ability to communicate effectively with others is an essential life skill. Whether a student is interested in a career working with people, maintaining healthy personal relationships, or using communication to effect social and political change, interpersonal communication skills are crucial. This course employs a critical lens in the exploration of theories and practices of interpersonal communication. Students develop an awareness of communication styles and the importance of style (or voice), purpose, and audience in effective communication. Additionally, students develop an understanding of the role of language in social construction, issues of power and privilege in language and communication, and the use of communication as a tool for civic engagement and public advocacy. An emphasis is placed on practicing communication skills, including "speaking," listening, and critically analyzing texts/discourses. Topics covered include compassionate communication, deep listening, giving/receiving feedback, non-verbal communication, conflict resolution, relationship building, cultural sensitivity, communicating under pressure, principled negotiation, communication as social action, and more.

**Dreamwork****HDP21400****4CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course is both experiential and academic. Students will be expected to do appropriate readings and research as well as keep an extensive dream log and learning portfolio working with their own dreams and symbolic language on a daily basis. Part of our class

meetings will be devoted to the facilitation of a dream group in which the participants do work with a dream of their choice. The remainder of our time will be devoted to films and discussions of the readings.

**Expressive Arts Therapies**

**HDP21401**

**4CR**

SPECIAL NOTES: \$45.00 estimated student expense for art supplies COURSE DESCRIPTION: This advanced course combines psychology with the arts and integrates the study of the theoretical foundations of expressive arts therapies with experiential immersion in and reflection on specific practices in this innovative field. Students explore both traditional arts therapies and emerging modalities in the expressive arts, such as painting and drawing, journal methods, mask making, movement and dance therapies, and poetry. Students work intensively with their own life stories and internal processes, documenting their learning in journal form. The theory and practice of expressive arts may serve a vital role for students pursuing work in human services, counseling, wilderness leadership, and education.

**Addiction & Recovery in Teens & Adults**

**HDP21900**

**4CR**

SPECIAL NOTES: NONE This course utilizes lecture and experiential exercises to explore the dynamics of alcohol, drug, and other addictive processes. Students explore how addiction may impact their own lives, their families, and modern cultures. Foundation themes in this field are covered, including the dominant medical-disease model, physiological processes, family dynamics, psychological perspectives, assessment, interventions, relapse, and recovery. Addiction is also considered in relation to similar processes involved in other kinds of obsessional and compulsive suffering. Spiritual perspectives on the challenges of addiction and recovery are considered in the context of individuals' lives. A variety of emerging alternative treatment modalities are also critiqued. Community and global implications are evaluated.

**Counseling Skills**

**HDP22050**

**4CR**

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

**Adolescent Psychology**

**HDP22200**

**4CR**

SPECIAL NOTES: NONE This course is designed for advanced undergraduate students seeking a broad comprehensive view of adolescent development including issues of autonomy, ego identity, socialization, and sexuality. Its focus is on the application of theory in applied areas such as classrooms, hospitals, treatment facilities, recreation, and wilderness programs.

**Positive Psychology**

**HDP22206**

**4CR**

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.

**Introduction to Psychology**

**HDP22210**

**4CR**

SPECIAL NOTES: N/A 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.

**Concepts in Critical Psychology**

**HDP22212**

**4CR**

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

**Psychology of Consumerism**

**HDP22230**

**4CR**

SPECIAL NOTES: NONE There is growing awareness around the negative impacts of our consumer society, not only for the environment but also for our psychological wellbeing. Whether we want to modify our own consumer behaviors or work toward larger social and environmental change relating to mass consumption, we first need to better understand the myriad conditions contributing to the human relationship with stuff. In this course we will take an interdisciplinary approach. While we will focus on psychological factors we will also consider social, economic, environmental, and political elements contributing to and resulting from modern materialism and consumerism. Our explorations will include mindfully observing and reflecting on our own consumer behaviors throughout the semester and further reflecting on the various impacts of our choices.

**Ecopsychology: Paradigms & Perspectives**

**HDP22280**

**4CR**

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

**Ecopsychology: Choices for a Sustainable**

**HDP22281**

**4CR**

SPECIAL NOTES: NONE By many accounts we have entered an ecological era within which a primary concern is our relationship with natural systems. Understanding the psychology of this relationship is still

in its infancy. This course is for students wishing to explore selected psychological phenomena that contribute to our environmental crisis, the evolution of consciousness, and emerging world views. Our experience together establishes the ground for developing a shared ecological worldview and articulating an ecologically conscientious code of behavior.

**Sexuality & Sexual Outlaws**

**HDP22400**

**4CR**

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.

**Men & Masculinity**

**HDP22410**

**4CR**

SPECIAL NOTES: NONE What does it mean to be a man? Outdated models of manhood have led to masculine identities bound to power, contempt and fear of women, aggression and violence, sexuality detached from emotional intimacy, thinking without the integration of feelings, and an ecological imbalance that threatens the planet in every manner: environmentally, nationally, culturally, and familiarly. This course will examine the social/psychological dynamics that shape the current masculine identity and will also discuss solutions and models to replace outdated definitions of masculinity. What can we take from the old to carry forward to the new? What must we transition out of to usher in a new paradigm that fosters a productive sense of masculinity?

**The "F Word": Feminism, Women & Social**

**HDP22412**

**4CR**

SPECIAL NOTES: Writing Emphasis DESCRIPTION: What does it mean to be a woman? What is feminism? Is it outdated? Have women achieved equality? How have changes in women's and men's roles affected the sociopolitical landscape in America? Over the past two decades, many have come to believe that feminism is dead or should be. However, when large groups of people are surveyed as to their beliefs about gender roles, by and large those polled strongly agree with feminist principles and values, although balk at being referred to as "feminists." Feminist scholars have now deliberately coined the term "The F Word" when referring to this backlash against feminist terminology. This course explores these questions and examines the interaction between gender and other social stratifiers such as race, culture, class, age, sexual orientation, and ability. We will address the role of systems of social injustice; explore avenues for creating both individual and collective change through social action; examine global issues; and study women from other cultures.

**Identity & Culture in Film**

**HDP22414**

**4CR**

Feminist scholars have often analyzed films in order to gain a deeper understanding of how characters in particular narratives reflect society's views of marginalized groups within their broader cultural context. Using the lenses of critical psychology, history, and feminist and intersectionality theories, students will gain a broader understanding of the myriad issues surrounding gender, sexuality, race, class and culture. The weekly film viewings, which will be open to the Prescott College community, will also provide students with an opportunity to assume an active role in initiating and encouraging dialogue about issues of power and privilege within the PC community.

**Community Meditation & Principled Negotiation**

**HDP23100**

**4CR**

COURSE DESCRIPTION: Community mediation reflects a growing trend toward non-litigious resolution of



conflict. Across the country, communities are realizing that mediation is a positive and practical means of intervening successfully in community-based disputes, neighborhood conflicts, business customer disagreements, domestic strife, etc. In mediation, parties come together, in a neutral setting, with a trained mediator, to resolve disputes. This course will train students in the basics of mediation. A six-stage model of mediation is presented along with extensive opportunities to develop and integrate mediation skills. In addition, students will also learn and apply the skills of principled negotiation. At the end of the course, students will have an academic and experiential background in basic mediation skills and principled negotiation, and they will receive Level I certification in mediation.

**The Psychology of Spaces: How the Places**

**HDP23200**

**4CR**

SPECIAL NOTES: There will be 2 all day field trips on Fridays. COURSE DESCRIPTION: This class will extend the definition of ecopsychology to one that includes the environments we build for ourselves. For millennia we have co-evolved with the natural environment but since the agricultural revolution and more recently the industrial revolution we have removed ourselves from this environment and created our own. Currently humans spend between 80% – 90% of their time inside buildings. The spaces we inhabit have a profound effect on our well-being. Whether it is a teacher setting up a classroom or a designer creating an office or hospital interior, understanding the psychological impact of design is essential. This class will examine the latest research and ideas in psychogeography and what this means for human health and well-being. It will consist of class time, readings, field trips and experiential projects. On completion of this class students will be able to judge the psychological impact of design on healthy living, work, and public spaces.

**Gestalt Therapy: Theory & Practice**

**HDP25100**

**4CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: Gestalt Therapy is a method of psychology that honors each human being as a unique expression of life, while living in a culture that may not always allow that uniqueness to be expressed. Gestalt Therapy is a creative process that challenges those involved to be authentic, spontaneous, and present. The Gestalt process is an invitation to actualize one's possibilities and resolve internal and external conflicts. Students will learn and experience the basic principles, concepts, and techniques relevant to the practice of Gestalt Therapy. This is a highly experiential class during which students will experience first-hand the techniques used in Gestalt therapy.

**Fat Bodies- Stories of Oppression**

**HDP27165**

**4CR**

SPECIAL NOTES: NONE DESCRIPTION: This course introduces a new topic to our HDP program that represents a burgeoning area of scholarship in the field of feminist studies. Fat studies, as it is referred to, addresses the unique forms of prejudice directed at fat people, especially fat "women", and examines how this culture privileges thinness and enables weight-based oppression which is often expressed as fat phobia, and fat bullying. Fat pedagogy's primary purpose is to bring awareness to the damaging cultural messages about "obesity" to educators, activists, and scholars, and connect this messaging to the larger conversation related to controlling and disciplining fat bodies.

**Nature & Psych**

**HDP41003**

**4CR**

SPECIAL NOTES: NONE COURSE DESCRIPTION: This interdisciplinary course explores the complex relationship between human consciousness and non-human nature. Course exploration revolves around four major themes:1) the nature of our identities and psychological responses to the nonhuman world, historically, currently, and ideally; 2) the relationship between the wounding, or wellbeing, of the psyche and the degradation, or care, of the earth;3) the guidance which non-human nature provides for human behavior; and4) the role of natural history, perception and attention in healing the human-nature relationship. Within the context of these themes, we explore the evolution and conditioning of the

psyche; culture and colonization; and adaptation and resilience. Throughout, our fundamental question is how humans might become more adapted and responsive to current ecological conditions.

**Opening the Creative Person: An Applied**

**HDP41005**

**4CR**

SPECIAL NOTES: NONE DESCRIPTION: This course offers the student an exploration into creativity and personal development through a variety of processes and media. Our emphasis will be on breaking out of conditioned ways of thought and perception in order to generate new creative ideas, original solutions to problems, and inner skills of self-directedness. Theoretical models and experiential exercises are used to foster flexibility of awareness, move through creative blocks, and align with the dynamic stages of the creative process itself. Methods may include image-making, writing, games, stories, movement, rhythm meditation, and creative life actions. An excellent preparation for any area of study or life endeavor in which original, creative thought and action are a necessity.

**Group Process for Adventure Educators**

**HDP41100**

**4CR**

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

**Human Nutrition & Food Choice**

**HDP41145**

**4CR**

SPECIAL NOTES: : \$100.00 estimated student expense for supplies, misc. COURSE DESCRIPTION: Concern for the environment at large should go hand-in-hand with a concern for one's most immediate environment - the self. Optimal nutrition contributes to a healthy physical and mental state. This course helps students understand the fundamental principles of nutrition bioscience and explore a variety of controversies including nutrition and disease, supplements, dieting, refined foods, and additives. Students analyze their own dietary choices and develop their own holistic perspective on nutrition and wellness.

**Yoga: Philosophy & Practice**

**HDP41155**

**4CR**

SPECIAL NOTES: Students who want upper division credit should have successfully completed college level coursework or have equivalent training. \$50.00 estimated student expense for yoga mat and block. DESCRIPTION: This course introduces the theory and practice of Hatha Yoga and Meditation. It is appropriate for any student who is seeking to expand his or her consciousness and self-awareness through a regular practice of yoga. It will be predominantly experiential, but will include relevant readings and discussions of theory. Students will keep learning journals to document their experiences and assist them with the integration of the material.

**ST in HU: The Deeper Dimensions of Yoga**

**HDP41156**

**4CR**

SPECIAL NOTES: NONE This course is designed for the student with previous experience in yoga and an interest in deepening their studies in both yoga philosophy and techniques. It is a course of both academic study and experiential, physical practice. Students will have the opportunity to advance their yoga asana and breathing practices, as well as learn therapeutic applications and adaptations for each. There will be an emphasis on developing and maintaining a meditation practice. This course looks at a number of ancient spiritual texts including the Yoga Sutras of Patanjali, the Bhagavad Gita, and Hatha

Yoga Pradipika and how they relate to modern daily life. Other topics to be studied and discussed will include kriya yoga, the identified 'schools of yoga', energetic anatomy and current trends in the field.

**Yoga Teacher Training & Certification**

**HDP41160**

**4CR**

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). COURSE DESCRIPTION: This course is designed for students who would like to deepen their personal yoga practice and receive foundational training in the art of teaching yoga. Extensive training and practice in the techniques of asana, pranayama, meditation, and chanting will be a central part of this class. We will also explore teaching methods and such topics as sequencing, details of alignment, variations for different populations, verbal and hands-on adjustments, and verbiage for safely leading others in and out of postures. The course will also include academic work in yoga philosophy focusing on yoga history, lifestyle and ethical issues, anatomy (western and esoteric), and teachings from the Yoga Sutras. This course provides the contact time and content needed for a 200 hour Teacher's Certificate.

**Doing Good: Compassion and Sustainable Caring**

**HDP41170**

**4CR**

SPECIAL NOTES: Writing Emphasis COURSE DESCRIPTION: How can we face the challenges of the world without losing our hearts or minds? Recent research and ancient wisdom suggest that compassion may be key. Compassion practices benefit both individuals and society by facilitating prosocial attitudes, environmental responsibility, personal wellbeing, and more. Whereas empathy alone has been associated with anxiety, fatigue, avoidance, and burnout, compassion appears to operate as wellspring of courage, energy, joy, and love. This course surveys psychological and neuroscientific research on compassion practices as well as material from philosophy and wisdom traditions. In addition to this knowledge, students gain skills and understanding through experiential compassion practices, self-care practices, and mindful reflection. This course can be particularly beneficial for those planning to work in fields such counseling, human services, social/environmental justice, education, and more.

**Dreamwork**

**HDP41400**

**4CR**

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

**Expressive Arts Therapies**

**HDP41401**

**4CR**

SPECIAL NOTES: \$45.00 estimated student expense for art supplies COURSE DESCRIPTION: This advanced course combines psychology with the arts and integrates the study of the theoretical foundations of expressive arts therapies with experiential immersion in and reflection on specific practices in this innovative field. Students explore both traditional arts therapies and emerging modalities in the expressive arts, such as painting and drawing, journal methods, mask making, movement and dance therapies, and poetry. Students work intensively with their own life stories and internal processes, documenting their learning in journal form. The theory and practice of expressive arts may serve a vital role for students pursuing work in human services, counseling, wilderness leadership, and education.

**Expressive Arts Practicum**

**HDP41402**

**4CR**

**SPECIAL NOTES:** Estimated student expense of \$100 for art materials. **DESCRIPTION:** This advanced course combines psychology with the arts and integrates the study of the theoretical foundations of expressive arts therapies with experiential immersion in and reflection on specific practices in this innovative field. In this practicum students will explore both the traditional arts therapies and the emerging modalities in the expressive arts, such as painting and drawing, journal methods, mask making, movement and dance therapies, and poetry. Students will work intensively with their own life stories and internal processes while documenting their learning in journal form. Students are not required to have artistic abilities to use or benefit from this expressive arts practicum.

**Therapeutic Use of Adventure Education**

**HDP41050**

**4CR**

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.

**Narrative Therapy: Theory & Practice**

**HDP41501**

**4CR**

**SPECIAL NOTES:** This course meets the Writing Emphasis credit. Narrative therapy is a collaborative and non-pathologizing approach to counseling and community work which views people as the experts of their own lives. A narrative approach assumes that people have the abilities to overcome the problems influencing their lives, while considering the broader context of people's lives particularly in the various dimensions of diversity including class, race, gender, sexual orientation and ability. Narrative therapy separates people from their problems, understanding that people's lives are "multi-storied", and as such, people are highly resilient and capable of overcoming problem saturated, pathologizing accounts of their lives and communities. Throughout this course, students will learn the foundational and theoretical concepts on which Narrative Therapy is based and will be encouraged to apply the theory and skills used by narrative practitioners within their in-class practice sessions.

**Addiction & Recovery in Teens & Adults**

**HDP41900**

**4CR**

**SPECIAL NOTES:** NONE This course utilizes lecture and experiential exercises to explore the dynamics of alcohol, drug, and other addictive processes. Students explore how addiction may impact their own lives, their families, and modern cultures. Foundation themes in this field are covered, including the dominant medical-disease model, physiological processes, family dynamics, psychological perspectives, assessment, interventions, relapse, and recovery. Addiction is also considered in relation to similar processes involved in other kinds of obsessional and compulsive suffering. Spiritual perspectives on the challenges of addiction and recovery are considered in the context of individuals' lives. A variety of emerging alternative treatment modalities are also critiqued. Community and global implications are evaluated.

**Ethical, Legal, & Professional Issues in**

**HDP42100**

**4CR**

**SPECIAL NOTES:** NONE **COURSE DESCRIPTION:** This course helps students prepare for work in the helping professions. Students are oriented in core domains of practice, especially social and cultural foundations and legal and ethical standards. The premise of this course is that growth in our personal lives is not only inseparable from our professional development, it is also our most effective technical tool in the helping relationship. Students take responsibility for their own motivations of becoming a helping professional. Students are introduced to various career tracks, training resources, credentialing paths, and internship sites in the field. In theoretical reviews and practice sessions, the course provides opportunities to develop a deeper understanding of the core competencies of a well-rounded helping professional,

including: screening, intake, assessment, treatment planning, case management, crisis intervention, referral, report-writing, and consultation.

**Adolescent Psychology**

**HDP42200**

**4CR**

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

**Positive Psychology**

**HDP42206**

**4CR**

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.

**Transpersonal Psychology**

**HDP42207**

**4CR**

SPECIAL NOTES: This course can be taken for Writing Emphasis with Instructors permission. This course explores the foundations of transpersonal psychology, often referred to as the "fourth force," and the most recent development in the field. Students discover how this modern force reaches back to the Greek derivation of "psychology," the study of the "psyche," a term that originally signified the "soul." Thus the course is a psychological exploration concerned with ultimate motivations and questions of purpose. Topics and themes include: the nature and evolution of consciousness; altered states; eastern theories and practices; "peak" experiences; the confluence of modern western science and mystical traditions; and the co-mingling of psychology and religion. The course is designed with both theory and practice in the interest of developing a form of psychology that is responsive to the emerging perils and promises we face in the 21st century.

**Concepts in Critical Psychology**

**HDP42212**

**4CR**

SPECIAL NOTES: This course is designed for Jr or Sr who have received credit for most of their psychology requirements. This course is cross listed with Graduate Students. COURSE DESCRIPTION: Critical psychology is committed to promulgating social justice, the welfare of communities (particularly oppressed communities), and the eradication of injustices and inequities proffered by current social, economic and political systems. Toward this end, students in this course will critique the foundational underpinnings on which the field of psychology is based, using critical theory as our primary lens. Students will be asked to question valued assumptions embedded in western psychological discourse, and apply the concepts of critical psychology to situate psychological inquiry, research methods, and clinical practice within a broader social context.

**Psychology of Consumerism**

**HDP42230**

**4CR**

SPECIAL NOTES: This course will be running concurrently with a graduate-level version. Any students intending to begin accelerated master's coursework, should take the HDP52230 version. Taking HDP52230 will also satisfy credits for the undergraduate degree regardless of eventual completion of a master's degree. COURSE DESCRIPTION: There is growing awareness around the negative impacts of our consumer society, not only for the environment but also for our psychological wellbeing. Whether we want to modify our own consumer behaviors or work toward larger social and environmental change relating to mass consumption, we first need to better understand the myriad conditions contributing to

the human relationship with stuff. In this course we will take an interdisciplinary approach. While we will focus on psychological factors we will also consider social, economic, environmental, and political elements contributing to and resulting from modern materialism and consumerism. Our explorations will include mindfully observing and reflecting on our own consumer behaviors throughout the semester and further reflecting on the various impacts of our choices

**Ecopsychology: Paradigms and Perspectives**

**HDP42280**

**4CR**

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

**Ecopsychology: Choices for a Sustainable**

**HDP42281**

**4CR**

SPECIAL NOTES: NONE COURSE DESCRIPTION: By many accounts we have entered an ecological era within which a primary concern is our relationship with natural systems. Understanding the psychology of this relationship is still in its infancy. This course is for students wishing to explore selected psychological phenomena that contribute to our environmental crisis, the evolution of consciousness, and emerging world views. Our experience together establishes the ground for developing a shared ecological worldview and articulating an ecologically conscientious code of behavior.

**Gestalt Therapy: Theory & Practice**

**HDP45100**

**4CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: Gestalt Therapy is a method of psychology that honors each human being as a unique expression of life, while living in a culture that may not always allow that uniqueness to be expressed. Gestalt Therapy is a creative process that challenges those involved to be authentic, spontaneous, and present. The Gestalt process is an invitation to actualize one's possibilities and resolve internal and external conflicts. Students will learn and experience the basic principles, concepts, and techniques relevant to the practice of Gestalt Therapy. This is a highly experiential class during which students will experience first-hand the techniques used in Gestalt therapy.

**Core Curriculum: Human Development Professionals**

**HDP47000**

**4CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: The Core Seminar: Human Development Professional Perspectives is designed to have students increase their capacity as skilled practitioners in the helping professions and other career fields, such as teachers and community leaders. The students will look at their own membership in diverse cultures that may include examining: ethnic identity, psycho-social value-systems, family and social organizations, community-based rituals and celebrations, languages, religious and spiritual practices, economic and educational class, sexual orientation, physical and mental health status and abilities, and identity, roles, and responsibilities within the natural world. Students will investigate their personal history, values, prejudices, and relationships within and outside the dominant and ethnocentric cultures of the United States. In the Core Seminar, students will gain theoretical environmental and social justice perspectives as it relates to Human Development, build knowledge of the ways people can develop stronger and more respectful relationships, and practice culturally-appropriate professional skills and actions for living and working within a vibrant multicultural world.

**Ecopsychology****HDP47120****4CR**

SPECIAL NOTES: As part of this course, students will work with the instructor to develop unique course contracts. In terms of the reading, students will read 3 books or 2 books and a series of articles. The instructor will provide a list of recommended books. COURSE DESCRIPTION: Ecopsychology is an emerging area of inquiry concerned with the psychological dimensions of our relationship to non-human nature. Ecopsychology identifies the dysfunctional relationships humans of western civilization have developed with the rest of the natural community, over time, as a result of the dominating values of western culture. It is a study of the rift between the human psyche and that of the natural world. A true Eco psychological view recognizes that the individual's psyche is embedded within the natural world and that the natural world is, in turn, affected by the individual's psyche. The relationship is reciprocal. This does not mean that humans are half of the relationship and all other sources of life comprise the other half, but instead, recognizes that all of life is interconnected in infinite ways. Ecopsychology thus provides the opportunity to identify that which constitutes healthy, or conversely degrading, relationships with our planetary system. Pre-requisites: Successful completion of PASS1 writing workshop, or a mentored course.

**Alternative Healing Modalities****HDP47145****4CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: Healing means making whole and thus is a natural part of everyone's life. This course provides a comprehensive examination of alternative and nature-based healing modalities that for centuries, and in some cases millennia, have successfully contributed to human wholeness, including energy techniques (Reiki, therapeutic touch, craniosacral therapy, acupuncture, etc.), herbalism, homeopathy, aromatherapy/essential oils, Ayurveda, traditional Chinese medicine, shamanism, yoga, massage, and mind-body techniques (meditation, biofeedback, hypnosis, etc.). Students choose a modality to explore in depth, culminating in a substantial research paper. Experiential learning is a vital component of this course, which in some cases may include training and practice within a modality.

**Positive Psychology and Social Engagement****HDP47150****4CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: In 2000, Positive Psychology introduced itself to the world by asking the question: What makes life worth living? Over the next decade, the field emerged as it attempted to reframe the traditional paradigms of psychological thought with practical applications including activism, healthcare, spirituality, ecology, and consumerism. This course will explore the underpinnings of Positive Psychology with an eye towards emerging fields and practical applications. Students will examine issues of self-happiness and community involvement as they effectuate positive change within and throughout society.

**Disordered Eating, Body Image and Culture****HDP47160****4CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course will provide a comprehensive overview of body image and disordered eating within Western and other cultures. The students will examine the role of culture on the development of an individual's body image inclusive of women, men and children. This review will cover cultural influences including media, age, social class, ethnicity, and sexuality. Finally, during this course students will explore the ways in which society and individuals can influence positive body images for both themselves and fellow human beings.

**Fat Bodies: Stories of Oppression & Resistance****HDP47165****4CR**

COURSE 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.

**Living with Loss: Studies of Grief & Trauma**

**HDP47400**

**4CR**

SPECIAL NOTES: NONE COURSE DESCRIPTION: Life is full of circumstances where people experience loss whether it be on a physical, cognitive, social, emotional, financial, and/or spiritual basis. One can suffer loss with the end of a romantic relationship (e.g., death, divorce, break-up, suicide, or Alzheimer's) or with a change in one's cognitive, social, or physical abilities (e.g., aging, accident, chronic illness, natural disasters, war, etc.). The helping professions guide people to make transitions and facilitate ways for them to continue their lives. Students in this course will select a variety of reading materials, including the required text, memoir, and academic journals to gain an understanding of transitions people face. Students will examine different aspects of grief and transitions from loss, inclusive of cultural, social justice and environmental components. Required Texts: Title: Perspectives on Loss and Trauma : Assaults on the Self Author/Publisher: John H. Harvey, SAGE Publications ISBN: 9780761921615 Price: \$92.00

**Women's Psychology and Sexuality**

**HDP47500**

**4CR**

SPECIAL NOTES: This course deals with emotionally-sensitive subject matter and all posts must be done in an academically-based and respectful manner. The instructor and peers are not authorized to provide medical or psychological advice. If a student has concerns, or if discomfort arises from study of any topic, the student is advised to immediately seek guidance from a health care professional.

COURSE DESCRIPTION: Students will examine topics about women's psychological and sexuality by studying current biological and psycho-social theories, inclusive of gender identity/expression. The readings will explore how over the life span women have psychological, emotional, and sexual needs. The course will support students' examination of physically healthy and psychologically satisfying intimate relationships. Investigation will include how being in the natural world and engaging in creativity feed women's wellness. Through the social justice and cultural lens, students will investigate ways women's voices are honored and empowered. Students will examine how sexual abuse, domestic violence, stress, and trauma impact their sexual well-being. Learning outcomes will include knowledge of ways to promote respectful intimacy, develop self-esteem, build personal expression of intelligence and innate beauty, and to use creativity to honor the sacred feminine.

**Deep Ecology**

**HDP47720**

**4CR**

SPECIAL NOTES: NONE COURSE DESCRIPTION: Deep Ecology is an environmental movement that spawned from Arne Naess' Ecosophy and is a radical approach to the ecological crisis. Deep Ecology calls for humans to live in harmony with the entire living world, recognizing that the living world has intrinsic value separate from human needs. Within this course, students will examine the philosophy and practice of Deep Ecology and related disciplines. Each student will develop a unique course contract and will engage with the course learning community. As a result of this course, students will be able to apply principles of Deep Ecology on an individual, community, and global level.

**Community Psychology**

**HDP51000**

**3CR**

COURSE DESCRIPTION: This course provides an overview of theory, research, and action in community psychology. Students will consider the roles of social, cultural, educational, economic, political, health-care, environmental, and international influences on well-being for the individual, family, community, society, and environment. Students will explore established and new avenues for facilitating quality of life through community action, personal and group advocacy, economic development, collaborative research, and social justice action. Foci of this course include prevention of dis-ease; promotion of self-



help/mutual-help and building empowerment strategies; recognizing and honoring cultural diversity; seeking economic, health-care, and socio-political changes; establishing inclusion networks; and improving local conditions through organizational, community, public policy, and societal-level action. Toward this end, students will learn to identify, focus, and build on individual and community strengths integrating ideas and wisdom from ordinary citizens and advocates, community partners, collaborative research, as well as support from a wide-range of professionals.

**Critical Research Methods**

**HDP51500**

**3CR**

COURSE DESCRIPTION: This advanced course covers the theory, application, and design of critical research methodologies for use in human/social science fields such as psychology, human services, and sociology. What are critical research methods and how do they differ from other, “non-critical” research methods? What does it mean to specifically identify one’s research as “critical”? How does one do critical research? What are the unique and valuable contributions of critical research? While we will explore some technical issues related to gathering and data (i.e. “methods”), this course is not designed to provide you with a ready-made toolkit of critical research methods. Rather, the course assumes that any research method can be used in a critical manner and encourages you to develop a critical analysis of various approaches and philosophies that guide research (i.e. “methodology”). Students will gain skills to understand and critically evaluate published research, as well as skills to design and implement a critical methodological approach to their own research. Students pursuing the Research/Doctoral track will complete their thesis research proposal and submit this proposal to the IRB (if involving human subjects) by the completion of the course.

**Adolescent Psychology**

**HDP52200**

**4CR**

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](mailto:sebastienne.grant@prescott.edu) for permission. COURSE DESCRIPTION: This course is designed for undergraduate students seeking a broad comprehensive view of adolescent development including issues of autonomy, ego identity, socialization, and sexuality. Its focus will be on the application of theory in applied areas such as classrooms, hospitals, treatment facilities, recreation, and wilderness programs.

**Concepts in Critical Psychology**

**HDP52212**

**3CR**

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

**Critical Theoretical and Historical Foun**

**HDP52220**

**3CR**

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](mailto:sebastienne.grant@prescott.edu) for permission. 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.

**Psychology of Consumerism**

**HDP52230**

**3CR**

SPECIAL NOTES: This master's level course is designed for undergraduates accelerating into one of the masters programs online. The rigor of all assigned reading and assignments will be at master's level. For undergraduate credit see HDP42230 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.

**Psychology of Culture and Diversity**

**HDP53000**

**3CR**

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](mailto:sebastienne.grant@prescott.edu) for permission.  
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.

**Peace Psychology**

**HDP54000**

**3CR**

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](mailto:sebastienne.grant@prescott.edu) for permission.  
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.

**Psychology of Globalization**

**HDP56000**

**3CR**

**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](mailto:sebastienne.grant@prescott.edu) for permission.

**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.

**Liberation Psychology**

**HDP57000**

**3CR**

**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](mailto:sebastienne.grant@prescott.edu) for permission. **COURSE DESCRIPTION:** Liberation psychology involves the application of psychology in a participatory manner for the purposes of facilitating transformative action and advancing social justice. This course explores experiences of oppression, resistance to oppression, and the link between individual's unique psychological experiences and broader societal structures. Students will examine oppression's (i.e. racism, sexism, classism, heterosexism, and other systems) impact on psychological consciousness, as well as how communities develop tools for social and psychological liberation. Finally, this course utilizes a praxis model of education. Therefore, students will critically examine their own action in the world, how it contributes to oppression and/or liberation (others as well as their own), and what actions they could take to facilitate greater liberation.

**Helping Skills**

**HDP58500**

**3CR**

**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](mailto:sebastienne.grant@prescott.edu) for permission. **COURSE DESCRIPTION:** This course presents foundational knowledge and skills essential to professional interpersonal practice while considering the community, organizational, and policy contexts in which these practices takes place. It further integrates content on multiculturalism, diversity, social justice, and social change issues, as well as relevant historical, contextual, and social science knowledge. Students will critically examine theory and methods of interpersonal and "helping" skills and will engage in practice through participating in interpersonal exercises with one another.

**Capstone: Critical Psychology & Human Services**

**HDP59900**

**3CR**

**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](mailto:sebastienne.grant@prescott.edu) for permission.

**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.

**Individualized Studies**

**LRU20000**

**OCR**

SPECIAL NOTES: N/A Course Description: The Individualized Studies course serves as a homeroom to provide students with regular and substantive faculty oversight for any LRU studies that fall outside of a regular class offering. Such studies may include independent learning, mentored learning, internship learning, structured noncredit learning, and any creative combination of these options. The Individualized Studies course guides students through the entire process of creating individualized studies, writing study contracts, engaging in the individualized study, receiving weekly support and feedback on assignments, and the final evaluation of work. Students enroll for the total number of credits that will be individualized during one complete term.

**Practicum for Educators**

**MA51111**

**3CR**

COURSE DESCRIPTION: Studies that provide a broad understanding of types of research, statistics, research-report development, research implementation, program evaluation, needs assessment, and publication of research.

**Practicum: Film & Media Education**

**MA51020**

**2CR**

In this course the student will study media and film as a method of transformational education. The student will explore and become competent with various video programs such as Adobe Premiere, Adobe Audition and/or Adobe After Effects, as well as study the theory and practice of good film production. She will learn how to take a project from beginning to end, organize media, add audio, create transitions, produce titles and captions, add effects and use other advanced editing techniques. Through this course, the student will become competent in the practical and technical aspects of film and media production. She will review and critique other educational film productions to get a deeper understanding of various styles, particularly relating to the field of peace education. The class will culminate with the creation of a film that demonstrates her ability to navigate the editing programs as well as teach through the film in a creative, engaging and meaningful way.

**Expressive Art Therapy Practicum**

**MAAT51020**

**1CR**

SPECIAL NOTES: Students must file separate EAT Practicum Application and Agreement prior to start of the semester in order for these hours to count toward your total required hours. PREREQUISITES: MAAT51301 Foundations in Expressive Art Therapy: History and Theory of Expressive Art Therapy COURSE DESCRIPTION: The Practicum in Expressive Art Therapy is designed to facilitate the application of theory and development of expressive art therapy skills under supervision. EAT Students are provided with opportunities to provide expressive art therapy for clients representative of the ethnic and demographic diversity of their community. Through closely supervised individual and group expressive art therapy experiences students expand their repertoire of expressive art therapy techniques and interpersonal relationship skills. Student receives direct and specific feedback from clinical and faculty supervisors. Ideally students will spend at least 50% of this 100 hour clinical field experience providing EAT directly for clients. This course has a MYCLASSROOM/MOODLE based, cohort component and also includes video conferenced supervision.

**EAT Internship**

**MAAT51021**

**2CR**

SPECIAL NOTES: The internship will be split into Parts I and II over at least 2 semesters of enrollment. COURSE DESCRIPTION: Students gain professional experience in supervised clinical settings and engage in on-going case consultation with faculty throughout the internship experience. The EAT Internship provides the opportunity to synthesize theory and knowledge with practice under supervision. EAT

interns select sites that are congruent with their career goals and serve clients representative of the ethnic, lifestyle and demographic diversity in their community. Participation in both group and individual supervision support EAT Internship students in their increasingly autonomous role with clients. This course involves a MYCLASSROOM/MOODLE based, cohort component and video, as well as face to face faculty provided group supervision.

**EAT I: Found EAT Hist & Theo**

**MAAT51301**

**3CR**

SPECIAL NOTES: Required for students doing an Expressive Arts Therapy concentration. Not open to students not approved for the concentration COURSE DESCRIPTION: This foundational course examines the history and the development of expressive art therapy as a distinct therapeutic practice. This course identifies anthropological precursors, the major events and founding practitioners that have shaped the development of the modality and profession of expressive art therapy. An overview of the theories of psychotherapy relevant to art therapy and expressive arts therapies, as well as theories of creativity and the creative process are included in this course.

**EAT II: Materials and Techniques of Prac**

**MAAT51302**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: The focus of this course involves direct experience of the therapeutic utility and psychological influence of art process and materials. Through engagement in studio art processes students learn art therapy techniques and approaches which contribute to understanding the therapeutic effect of art making and creative expression in the application of intervention strategies and establishment of therapeutic goals. Students will gain an understanding of the Expressive Therapies Continuum and its application in expressive art therapies. This course encompasses the beginning study of symbolism and metaphor as applied in expressive art therapy.

**EAT III: Applications of Expressive Arts**

**MAAT51303**

**3CR**

SPECIAL NOTES: N/A 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.

**EAT IV: Group Work and Dynamics**

**MAAT51304**

**3CR**

SPECIAL NOTES: Not open to students not approved for the concentration This course may be taken concurrently with the EATSI if other EATSI aligned courses have been taken. COURSE DESCRIPTION: This course examines theoretical and experiential understanding of group expressive art therapy as distinct from other forms of group therapy. Areas of focus include group counseling methods and skills as applied in expressive art therapy; principles of group dynamics, therapeutic factors, member roles and behaviors, leadership styles and approaches; short and long-term group process. Special emphasis is placed on understanding the applications of group expressive art therapy processes appropriate for different diagnostic issues, developmental levels and presenting problems in a variety of settings with diverse clients.

**EAT V: Assessment in Expr Arts Ther**

**MAAT51305**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course examines fundamentals of expressive and art therapy assessment, selection of the assessment tools and familiarity with a variety of specific art

therapy and expressive therapy instruments and procedures used in appraisal and evaluation. Areas of focus include understanding of developmental levels, cultural factors, psychopathology and psychological health manifested in artwork, art making and creative expression; administration and documentation of expressive art therapy assessments, ethical issues related to assessments, formulation of treatment goals, objectives and strategies related to assessment and evaluation

**EAT VI: Ethical and Legal Issues-Standards of Good Practice MAAT51306 3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course examines professional identity, professional ethics and ethical practice of art therapy; familiarity with the ethical standards of the AATA and ATCB, as well as the ACA and other related fields, proper application of ethical and legal principles of art therapy and expressive art therapy practice. This course examines the professional role as an expressive art therapist with regard to function and relationships with other mental health professional organizations. Understanding of credentialing and licensure, public policy, advocating for the profession and client advocacy are included in this course. Areas of focus also include preparation to enter the job market and practice in resume writing and professional interviewing skills.

**EAT VII: Cultural Diversity MAAT51308 3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides a foundation of knowledge in cultural diversity theory and competency models applied to an understanding of diversity of artistic language, symbolism, and meaning in artwork, art making and creative expression across cultures and within diverse societies. Areas of focus include an investigation of the role of the expressive art therapist in social justice, advocacy and conflict resolution

**Studio Art-Expressive Arts Studio MAAT51310 1CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course will focus on further development of studio art skills and practices and or expressive arts techniques, as applicable. Areas of focus may include a specific studio art technique such as drawing, painting or clay work, mixed media materials explorations, or intermodal expressive arts such as visual art, poetry, performance, movement, sound and music.

**Expressive Arts Therapy Capstone Project MAAT59301 3CR**

SPECIAL NOTES: Students must have a complete and approved Capstone Proposal prior to registering for this course. 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.

**Expressive Arts Therapy Summer Institute MASUMIN0603 3CR**

COURSE DESCRIPTION: Open 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.

Registrar will then use your enrollment in this course to enroll you in the full program of EATSI once the program is built.

Course fee: \$2300.00. Refund of all but \$200 if cancellation received by July 1. No refund after that date.

**Professional Orientation to Mental Health MACP50000 3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course introduces graduate students to the field of Mental Health Counseling, and provides an essential foundation in matters of professional identity and orientation.

**Psychopathology: Diagnosis and Treatment**

**MACP50010**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides an understanding of the use of assessment and diagnosis to develop appropriate treatment interventions for behavioral health disorders. This course includes the study of the current Diagnostic and Statistical Manual, the integration of diagnostic and other assessment information, and the development of treatment plans.

**Human Growth and Development**

**MACP50020**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides an understanding of the nature and needs of individuals at all developmental levels, including: a. Theories of individual and family development and transitions across the life-span; b. Theories of learning and personality development; and c. Strategies for facilitating optimum development over the life-span.

**Social and Cultural Diversity in Counsel**

**MACP50030**

**3CR**

SPECIAL NOTES: NONE COURSE DESCRIPTION: This course provides a broad understanding of issues and trends in a multicultural and diverse society, including: a. Attitudes and behaviors based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status and intellectual ability; b. Individual, family, group, and community strategies for working with diverse populations; and c. Theories of multicultural counseling, theories of identity development, and multicultural competencies.

**Research and Program Evaluation in Menta**

**MACP50040**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides an understanding of research methods and basic statistical analysis, including: The importance of research and opportunities and difficulties in conducting research in the counseling profession; Research methods such as qualitative, quantitative, single-case designs, action research and outcome-based research; and Use of research to improve counseling effectiveness.

**Helping Relationships: Basic Counseling**

**MACP50060**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides a broad understanding of counseling processes, including: a. Counselor and client characteristics and behaviors that influence helping processes related to age, gender and ethnic differences, verbal and nonverbal behaviors, and personal characteristics, orientations, and skills; and b. Essential interviewing and counseling skills with a focus on the development of a therapeutic relationship, establishment of appropriate counseling goals and intervention strategies, evaluation of client outcome, and successful termination of the counseling relationship.

**Career and Lifestyle Development: Challe**

**MACP50070**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides an understanding of career development and related life factors, including: a. Career development theories and decision-making models; b. Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development; and c. Psychotherapy and career counseling processes, techniques, and resources, including those applicable to specific populations.

**Group Work: Clinical Theory and Practice**

**MACP50080**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides a broad understanding of group development, group dynamics, group counseling theories, group counseling methods and skills, and other group work approaches including principles of group dynamics, group leadership styles and approaches, theories of group counseling and group counseling methods.

**Assessment: Psychological Testing and Ap**

**MACP50090**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides an understanding of individual and group approaches to assessment and evaluation including: a. Basic concepts of standardized and non-standardized testing and other assessment techniques, statistical concepts, reliability and validity.

**Social Justice in Counseling**

**MACP51000**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course is designed to provide basic competencies to counselors faced with social justice concerns in therapeutic and clinical settings. The implications of culture, privilege, power, and politics to social justice struggles and the subsequent communities impacted will be examined. In addition, this course will look at the effects of environmental justice and how it impacts a client's overall wellbeing. Students will gain awareness and understanding of these complex concepts and systems, the basic competencies and skills needed to be effective when working with these issues, and learn the importance of advocacy within counseling profession.

**Counseling Theories**

**MACP51010**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides a comprehensive survey of the major counseling theories and principles including Cognitive behavioral, Person centered, Brief solution focused, Adlerian, Behavioral, Psychoanalytic and neopsychoanalytic and Rational emotive.

**Supervised Counseling Practicum**

**MACP51020**

**OCR**

SPECIAL NOTES: Meeting times are on AZ time. 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). 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.

**Supervised Counseling Internship**

**MACP51021**

**OCR**

SPECIAL NOTES: This course meets every other Saturday 7am-10am AZ Time. Meeting times are on AZ time. Please note instructor is on PST so there will be a time change in Fall. Internship is a total of 6 credits over two semesters. The standard credit load per semester is 3 credits. Students wishing to complete internship over more than two semesters should consult the Director of Practicum and Internship. You will also need to enroll for COU INTERN for 1, 2 or 3 credits as this Moodle course is 0 credits until your Application packet is approved. PREREQUISITES: Requires completion Prerequisites, except MACP 50090 Assessment: Psychology Testing & Appraisal in Counseling maybe approved with concurrent enrollment in first semester of internship only For continuing students only: Requires approval of the Practicum / Internship Application Packet by the Practicum and Internship Director by the deadline or enrollment for practicum or internship credits and any related hours accumulated will not be approved. TECHNOLOGY REQUIRED: High-Speed Internet and headphones with attached microphone (ex.



iPhone earbuds). The Counseling Internship is the final and most comprehensive professional clinical experience in the counseling program. The internship provides the opportunity to synthesize counseling theory and knowledge with practice under supervision.

Interns select sites congruent with their career goals that serve clients representative of the ethnic, lifestyle, and demographic diversity in the community. Participation in both group and individual supervision support interns in their increasingly autonomous role with clients.

**Marriage, Couple, & Family Counseling**

**MACP51150**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: Provides a broad understanding of the structure and dynamics of the family, including assessment and methods of couple and family intervention and counseling. Reviews the major theories, principles, and applications of couples and family counseling, from systemic and postmodern approaches.

**Addiction Counseling**

**MACP51170**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course includes studies that are limited to providing a broad understanding of the stages, processes, and effects of chemical dependency, social and psychological dynamics of chemical dependency, and the professional's role in prevention, intervention, and aftercare. The course covers the following competencies and objectives: gain an understanding of theories and methods of chemical dependency counseling; become aware of drug classifications and effects; and learn strategies for assessing chemical dependency.

**Professional Counseling Ethics**

**MACP51190**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides a broad understanding of professional counseling ethics, legal standards, and responsibilities.

**Child and Adolescent Counseling**

**MACP51235**

**3CR**

SPECIAL NOTES: NONE DESCRIPTION: This course will prepare counselors to address the specific needs of counseling children and adolescents. Students will learn to apply early child development, middle childhood, pre-adolescent and adolescent counseling theories. Students will explore evidenced based treatment, systems interventions including school and family, parent training programs, and play therapy techniques for counseling children and adolescents. Students will increase understanding of the diagnostics and treatment of children and adolescents through various experiential assignments.

**Psychopharmacology and the Counseling Pr**

**MACP51387**

**3CR**

SPECIAL NOTES: NONE DESCRIPTION: This course provides counselors with a basic understanding of commonly prescribed psychotropic medications and the diagnoses for which they are prescribed. It will prepare counselors to effectively communicate and collaborate in treatment planning with prescribing professionals. Content will include the merger of psychotherapy and pharmacotherapy, history, efficacy and present standard of care. Ethical and legal issues for the counselor relating to pharmacotherapy will be covered. Several case examples demonstrating effective psychopharmacologic and psychotherapeutic management will be discussed. Strategies for developing a collaborative relationship with the prescriber will be presented.

**Mindfulness in Clinical Practice**

**MACP51391**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course will familiarize students with contemporary mindfulness, meditation, and awareness practices. Current research on meditation techniques is reviewed as it relates to mental health and self-care for counselors. This course will explore ways of integrating meditation and mindfulness into clinical practice, and investigate how presence and moment-

to-moment experience of body, breath, heart, and mind can support health, healing, and transformation in counseling. There will be an experiential aspect of this course as students will participate in a mindfulness practice, write observational reflections on their experience, and consider the applications in the field of mental health and counseling.

**Human Sexuality in Counseling**

**MACP53201**

**3CR**

SPECIAL NOTES: NONE DESCRIPTION: This course is a study of the issues involved in understanding human sexuality and assisting individuals and couples with sexual concerns in a therapeutic setting. It is designed to provide information in the following areas: research about sexuality, sexual development, aging and sexual functioning, sexual orientation and identity, gender issues, sexual anatomy and physiology, psychological and social sexual dynamics, sexual disorders, sexual trauma/abuse, sexual behavior patterns, sexual communication, contraception, infertility, and sexually transmitted infections. Additionally, how different cultural and religious perspectives may influence sexuality and intimacy will be explored.

**The Body In Counseling: A Somatic Approach to the Therapeutic Relationship**

**MAPC55030**

**3CR**

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.

**Trauma and Crisis: Intervention and Trea**

**MACP55031**

**3CR**

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

**The Neurobiology of Relationships: Appli**

**MACP55032**

**3CR**

SPECIAL NOTES: This elective is open to all Counseling students, and is also one of the approved courses for the Somatic Counseling Emphasis. DESCRIPTION: The burgeoning and exciting field of neuroscience and interpersonal neurobiology has provided an amazing array of potent and fascinating inroads to understanding human behavior and the impact of attachment in relationships. This course introduces key anatomical and neurological substrates of human experience and bases of behavior, and locates them in the field of clinical and somatic counseling and the therapeutic relationship. Some of the concepts to be explored include how early experiences shape the brain, the development of self, the difference between subjective experience and objective knowledge, and healthy development and relational functioning. The application of research and theory in neuroscience to clinical practice, somatic counseling, and

therapeutic interventions will be explored.

**Treatment in Addiction Counseling**

**MACP55120**

**3CR**

SPECIAL NOTES: Students are encouraged to take MACP51170 Addiction Counseling prior to taking this course. This elective is open to all counseling students, and is also one of the approved courses for the Addiction Counseling Emphasis. COURSE DESCRIPTION: This course provides an advanced study of the etiology and treatment of addictive behaviors (e.g. substance use disorders, dual diagnosis, and process addictions). Attention will be given to professional, legal and ethical considerations specific to addiction counseling.

**Addiction Counseling and Community Resou**

**MACP55121**

**3CR**

SPECIAL NOTES: While this elective is open to all counseling students, it is also one of the approved courses for the Addiction Counseling emphasis. COURSE DESCRIPTION: This course focuses on substance use prevention, intervention and social policy, including the political, legal and social effects substance use disorders. The course also addresses the ecological risk factors of substance use.

**Advanced Contemporary and Postmodern The**

**MACP55140**

**3CR**

SPECIAL NOTES: Students are encouraged to take MACP51000 Social Justice in Counseling prior to taking this course. This elective is one of the approved courses for the Social Justice in Counseling Emphasis. COURSE DESCRIPTION: This course is designed to provide students with a greater understanding of contemporary and postmodern counseling theories. The class will focus on postmodern, feminist, queer, and cultural/relational counseling models and their relevance when working with issues of social justice. Students will further develop their counseling skills and understanding of how power, rank, and status impact counseling diverse clients. The theoretical perspectives presented in this course are grounded in the various ACA cross cultural, multicultural, and social justice competencies for counseling.

**Advocacy and Research in Social Justice**

**MACP55141**

**3CR**

SPECIAL NOTES: Students are encouraged to take MACP51000 Social Justice in Counseling prior to taking this course. While this elective is open to all counseling students, it is also one of the approved courses for the Social Justice in Counseling emphasis. DESCRIPTION: This course will review a history of social justice in counseling, history of social movements, position of dominant and non-dominant groups, and how advocacy can be explored in all systems- including political leadership, advocacy for counseling profession, advocacy for systems that support people that experience oppression, defining skills as an ally. Students will increase their cultural competency by engaging in an in depth research study of an at-risk population in their community, including a plan for future advocacy. The theoretical perspectives presented in this course are also grounded in the Counselors for Social Justice (CSJ) Advocacy Competencies

**Advanced Skills in Marriage, Couple and**

**MACP55150**

**3CR**

SPECIAL NOTES: While this elective is open to all counseling students, it is also one of the approved courses for the Marriage, Couple, and Family Counseling emphasis. COURSE DESCRIPTION: This course focuses on an advanced examination of the couple and family counseling process, including diagnosis and assessment, as well as the skills necessary to work effectively with couples and families. The course will also explore how the counselor's personal experiences influence the counseling process with couples and families.

**Advanced Theories in Marriage, Couple an**

**MACP55151**

**3CR**

SPECIAL NOTES: This elective is open to all counseling students, and is also an approved course for the

Marriage, Couple, & Family Emphasis. COURSE DESCRIPTION: This course provides an advanced survey of the major marriage, couple, and family counseling theories in the field. The course will also explore how the counselor's family of origin influences the personal style and development as a marriage, couple, and family therapist.

**Designing & Facilitating Age-Appropriate**

**MAED52000**

**3CR**

COURSE DESCRIPTION: This course is designed to provide environmental educators with current and emerging research, skills and strategies in meeting the learning needs of children, adolescents, and adults. Environmental educators will learn and understand how children, adolescents, and adults develop over time and how emerging research on learning affects instruction, assessment, and the decisions made by educators. Effective educators understand the holistic nature of learning and attend to the collective and individual cognitive, emotional, physical, and social needs of their students. To facilitate deep learning, effective educators understand the role of prior knowledge and experiences, language, human development, self-efficacy, creativity, motivation, and influence of culture and community in the learning process. Extended description: Educational theories hold diverse paradigms of knowledge and learning and therefore position the role of the teacher and view of the students differently. Understanding that models have the potential to benefit some students while marginalizing others, effective educators seek to understand the experience of their students. As learners within their classroom, effective educators listen, examine their own actions, check biases and assumptions, and advocate for equity and excellence so that every student reaches their full potential. Effective educators analyze educational theory and use professional judgment to create developmentally appropriate curriculum and instruction based on the educational needs and interests of each student in their classroom or another educational environment.

**Socio-Ecological Perspectives on Environ**

**MAED52050**

**3CR**

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

**Foundations of Education**

**MAED57001**

**3CR**

SPECIAL NOTES: This course is available to all Prescott College students. This course is a pre-requisite to a Professional Program pathway in Education. COURSE DESCRIPTION: This course examines the historical and philosophical foundations of the American educational system as it engages with learners from birth through Grade 12. Current trends in education will be reviewed and evaluated. Issues affecting the role of the teacher, including school governance and finance, legal foundations, social influences, and educational reform will be explored. Attention will be given to the role of the federal government in public education especially as it applies to the Elementary and Secondary Education Act of 1965 and subsequent reauthorizations. Students will develop a basic understanding of the eligibility, and current placement for individuals with exceptional learning needs as determined by legal statutes. In addition, students will examine state, tribal, and national standards, including the Common Core State Standards Initiative.

**SEI Complete**

**MAED57004**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: 'Structured English Immersion Methods (SEI) Complete has been designed to meet Arizona teacher and administrator licensure requirements effective July 1, 2015. SEI Complete provides a dynamic combination of Basic Language Acquisition and Language Learning Theory from leading ELA researchers Noam Chomsky, Stephen Krashen, Jim Cummings and expert practitioners Lilly Wong Fillmore, Deborah Short and Jo Gusman. SEI Complete students select ELA topics in which to conduct extended guided research and prepare three Dual Objective ESL/ SEI- SIOP Lessons addressing Madeline Hunter's (7) Elements of Effective Instruction'.

**Learning Theories**

**MAED57005**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides an overview of the process of learning. Various theorists who have made contributions to education will be compared as a way to provide further insight into effective teaching strategies. Theorists examined will include but not limited to Bloom, Dewey, Vygotsky, Gardner, Montessori, and Freire. Students will explore topics such as optimal conditions for learning and how relationships within the classroom affect learning, and will gain an understanding of learning differences. Psychological and developmental factors will be examined, as well as the impact of environmental and cultural conditions.

**Curriculum Design: Assessment & Evaluati**

**MAED57010**

**4CR**

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

**Nature and Place-Based Methods Integrati**

**MAED57019**

**4CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course will explore curriculum design at a practical level with relevant applications through an experiential and interdisciplinary focused unit design. Students will design and implement an integrated unit that makes explicit connections across the subject areas of Mathematics, Science, and Reading, meeting specific state standards. Strategies for successful curricular implementation, effective use of technology to support curriculum, and accommodations for special situations and individual differences are required. The course will address the role that setting, time-frame, age, and culture play in the design of curriculum through authentic experience. Diverse assessment tools, strategies for using student assessment data to improve instruction, and appropriate ways to share the data will be required. Cultural and environmental impacts on assessment will be considered. Extended Description Students will be expected to implement original lesson plans in their unit design that are grade and state standards appropriate for Mathematics, Science, and Reading integration: selecting one or more of the math standards appropriate to the unit and grade level; selecting one or more of the science standards appropriate to the unit and grade level, including STEAM content; and including effective reading and writing strategies in the content areas.

**Reading: Methods and Practice**

**MAED57020**

**3CR**

SPECIAL NOTES: Taught with EDU47020. This course is part of the required curriculum for Elementary Education Teacher Preparation students. Additionally, this course may be added to a group of courses to meet the requirements for a "Reading Endorsement" for Arizona teachers. The required courses are: Decoding Strategies and Techniques for Beginning and Remedial Readers; Reading Instruction for Diverse Learners from Assessment and Balanced Literacy Programs; Diagnosis and Remediation of Reading Difficulties COURSE DESCRIPTION: The student will examine the Arizona K-12 Reading/Language Arts Academic Standards, in order to identify and understand the components of a comprehensive reading program designed to ensure student mastery in grade level skills. The student will understand legislative and state board of education mandates pertaining to the elementary reading program. The student will explore diagnostic and remedial strategies which can be incorporated as part of an effective classroom reading program. The student will investigate environmental and cultural factors that influence reading, as well as methods for teaching diverse learners.

**Language Arts: Methods and Practice**

**MAED57022**

**3CR**

This course provides an opportunity for future elementary teachers to gain knowledge of and demonstrate competence in the development of language arts curriculum. Students will explore the relationship between reading and writing skills, examine methods

**Math: Methods and Practice**

**MAED57028**

**3CR**

This course explores various elements of mathematics education for K-8 students. Students will gain an in-depth knowledge of the mathematics curricular areas specific to the school district, state, and national education standards, including the national common core standards. Topics covered include: use of a Constructivist approach to mathematics teaching and learning, methods for teaching mathematics to diverse populations, and methods for teaching specific mathematical operations. The integration of mathematics into other subject areas, as well as mathematics as a part of environmental topics, will be explored. Students will prepare original lesson plans, engage in classroom observations, and experience a wide range of experiential exercises for mathematics education. Special Notes: N/A Pre-requisites

**Arts and Place-Based Methods Integration**

**MAED57029**

**4CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course will explore curriculum design at a practical level with relevant applications through an experiential and interdisciplinary focused unit design. Students will design and implement an integrated unit that makes explicit connections across the subject areas of Language Arts, Social Studies and the Arts, meeting specific state standards. Strategies for successful curricular implementation, effective use of technology to support curriculum, and accommodations for special situations and individual differences are required. The course will address the role that setting, time-frame, age, and culture play in the design of curriculum through authentic experience. Diverse assessment tools, strategies for using student assessment data to improve instruction, and appropriate ways to share the data will be required. Cultural and environmental impacts on assessment will be considered. Extended Description Students will be expected to implement original lesson plans in their unit design that are grade and state standards appropriate for Language Arts, Social Studies, and Arts integration: addressing the relationship between reading and writing skills, language arts instruction; selecting one or more of the state standards in Social Studies relevant to individual grade levels; and including a naturally-aligned arts area.

**Assessment and Measurement**

**MAED57030**

**3CR**

This course examines the rationale for numerous measurement and assessment methods utilized in the education of diverse student populations. The course compares standardized testing with criterion-referenced testing and other assessment formats. Knowledge of concepts and procedures involved in

student evaluation, the development and selection of assessment instruments, the analysis and interpretation of results, and the utilization and reporting of results will be explored. Applications to the classroom setting will be emphasized. Special Notes: N/A Pre-requisites: N/A

**Place-based Education Theory**

**MAED57033**

**3CR**

SPECIAL NOTES: Fingerprint Clearance may be required for observation/practicum aspects. COURSE DESCRIPTION: In this course, students will engage with Place-based Education from a variety of cultural and theoretical viewpoints, examining philosophies, benefits, and methods, while also critically reflecting on their personal past and present connections to place. These understandings will then expand to include the scholastic perspectives of Place-based Education: a pedagogy and methodology that utilizes local community and environment as a starting point to teach concepts in a variety of disciplines. Emphasizing experiential and interdisciplinary learning, Place-based Education has been shown to increase academic achievement, strengthen communities, enhances students' appreciation for the natural world, and foster a healthy commitment to serving as active, contributing citizens. Students in this course will critically examine these claims through research, discussion, and observation of initiatives in their community. Additionally, students will have the opportunity to focus on an age group, such as early childhood, elementary, adolescents, or adult populations.

**Introduction to Special Education**

**MAED57035**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course introduces the various categories for Special Education eligibility and provides accommodating individuals with exceptional learning needs in the classroom setting. Categories addressed include learning disabilities, emotional and behavioral disorders, physical disabilities, sensory and speech impairments, severe and multiple disabilities, and the gifted and talented. Current special education law and pertinent state and national standards, including the national common core standards, are examined. Attention is also given to issues of culturally and environmentally diverse backgrounds in the education of individuals with exceptional learning needs

**Creating and Managing Learning Communiti**

**MAED57040**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides students with the opportunity to examine the theories and practices necessary to effectively manage groups in classrooms and nontraditional settings. Students will explore the correlation among effective classroom management, engaging curriculum, and optimal learning. Through observation and study, students will identify and analyze a variety of approaches to classroom management and group management styles and techniques for their utility. Students will learn to create optimal learning environments designed to meet the needs of diverse learners.

**Working in Schools: Orientation**

**MAED57050**

**1CR**

SPECIAL NOTES: This course is available to all Prescott College students. This course is a pre-requisite to a Professional Program pathway in Education. COURSE DESCRIPTION: Students in this course are introduced to the profession of education as related to schooling from pre-kindergarten through 12th grade. Participants are orientated to the professional classroom, personnel, education resources, field guidelines, and school placements. School professionalism, law, safety clearance guidelines, school etiquette, conduct, and dispositional requirements while working in schools are also reviewed. This course meets the professional educator course requirement for all students seeking to volunteer, intern, student teach, or other fieldwork related to working with underage children in school settings from pre-kindergarten through high school.

**Advanced Education Research**

**MAED57080**

**3CR**

SPECIAL NOTES: This course requires Instructor Permission for enrollment. COURSE DESCRIPTION: This is a course for students interested in conducting or performing education research. Through this course, students will research and build conceptual frameworks, and work alongside the professor in order to outline, organize and generate original research. Students in this course will discuss general research structure, methodologies, research questions, and will participate in intense writing. This course is exceptionally well suited for students writing capstone papers, theses, dissertations or any form of original education research.

**Student Teaching - Elementary Education**

**MAED57199 8CR**

SPECIAL NOTES: N/A 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.

**Secondary Content Methods**

**MAED57208**

**4CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: During this course the student will study methods and practices for instruction in the student's selected content area. The student will become familiar with the content of texts in the subject area, state and national standards, including the national common core academic standards, for the grade levels of the subject, and a variety of methods of instruction relevant to the subject area. The student will develop strategies to meet the needs of a diverse population of learners as well as any environmental or ethical issues impacting the specific field of study. An additional area of emphasis will be placed on constructing assessment experiences which provide opportunities to analyze and interpret results for reporting strengths, areas of concern and interventions needed to ensure student learning outcomes.

**Reading Methods and Literacy in the Seco**

**MAED57217**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: The student will review AZ (or home state) secondary Reading Standards and core English and Language Arts curricula, including the national common core standards, in order to support skills and include them into her/his specific content area(s). Topics such as phonemic awareness, phonics, vocabulary, reading fluency and comprehension are central components of this course, as well as comprehension in both literary and informational texts such as expository, functional, and persuasive writing. The student will consult with district reading/instructional specialists and other professional personnel to become informed of reading diagnostic tools used within the district and state as well as additional tools and technology available to assist the struggling reader. The student will review the Arizona Department of Education (or the state in which she/he is being certified) website to maintain a working knowledge of legislation and programs that address literacy issues. The student will engage in an in-depth study of systems involved in the reading process at the secondary level. After observing in public school classrooms, the student will design lessons suitable for middle and high school students in his/her subject area, emphasizing reading skills.

**Student Teaching - Secondary Education**

**MAED57299**

**8CR**

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. 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.

**Classroom Management for Special Educati**

**MAED57315**

**3CR**

SPECIAL NOTES: NONE COURSE DESCRIPTION: 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

**Survey of the Exceptional Learners and C**

**MAED57385**

**3CR**

SPECIAL NOTES: NONE COURSE DESCRIPTION This course provides each student an opportunity to research and construct a rich knowledge base and understanding of the primary characteristics commonly evidenced in at least four to five of the major special education exceptionalities, including learning disabilities, mental retardation, and emotional and behavioral disabilities. Topics addressed include the characteristics, causes, and management protocol for each of the identified exceptionalities; diagnostic and eligibility criteria; placement and IEP considerations; and common academic and behavioral strategies in the context of state and national academic standards. Students also consider issues of culturally, linguistically, and environmentally diverse backgrounds pertinent to the exceptionality.

**Student Teaching - Special Education**

**MAED57395**

**2CR**

SPECIAL NOTES: N/A 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. 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.

**Exploring Ecological Identity: Theory an**

**MAED57505**

**3CR**

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

**Practicum in Early Childhood Special Edu**

**MAED57697**

**4CR**

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, homeschool communication, parent education, group contacts with parents, and parent involvement in early childhood education.]

**Student Teaching in Early Childhood Spec**

**MAED57698**

**4CR**

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% 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 have been met.

**Found of ECE & ECSE**

**MAED57802**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This foundations course provides an overview of historical, philosophical, legal, and social domains of the early childhood teaching professions, including special education, and explores how these roots have influenced current educational theory, practice, and policy regarding access to early childhood and early childhood special education programs and services. Diverse models of early childhood education such as Montessori and Reggio Emilia, and Developmentally Appropriate Practice standards are introduced. Students study these models as well as current public policies on standards, access, and equity in schooling of all children and families in our diverse society. Students are introduced to teacher resources such as assessment data, professional member organizations, research studies, and technological tools to utilize in creative and informed teaching in all

early education fields. The course challenges students to establish an individual sense of professionalism by articulating and defending their personal philosophies of, and advocacy for, early childhood and early childhood special education.

**The Whole Child**

**MAED57804**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: In this course students engage in holistic study of typical and atypical early child development, address issues of health, safety, and nutrition, and research the impact of early experience on the young child's behavior and learning progress. Focus of study is on the multiple and interrelated physical, environmental, and social factors that impact child growth and development from pre-birth to 8 years of age and on methods of evaluation and assessment of development. Students study patterns and indicators of healthy development for each age and stage of growth and learn to recognize, document, and respond appropriately to signs of developmental delays or problems that can affect a child's growth and development. Nutritional and health guidelines for optimal physical and intellectual growth are examined, as well as the developmental processes that support healthy emotional and social relationships and successful learning. The importance of access to safe spaces and responsive adults to optimal growth and development is emphasized.

Research data on the positive impact of meaningful times and places for inclusive experiential learning and outdoor play and exploration for all young children is also examined.

**Positive Guid & Inclusive Clsrm Mgmt**

**MAED57820**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course addresses the classroom management skills building needs of students in the ECE teacher prep program who are, or will soon be, teaching in an early childhood classroom. Students are introduced to best practices for day to day organization and creative management of an inclusive classroom as well as strategies for successful differentiation of pedagogy for children with typical and atypical behaviors and diverse social and emotional needs.

Emphasis is on developmentally appropriate and positive guidance practices for supporting social and emotional growth and development to enhance self-regulation skills and optimize academic learning.

**Early Science & Math**

**MAED57843**

**4CR**

This course familiarizes students with a variety of ways to introduce children birth through prekindergarten, including children with special needs, to concepts related to math and science and the use of manipulatives. Students create activities and plan and practice developmentally appropriate experiences that would meet recognized standards for these areas with an emphasis on use of natural materials and outdoor exploration and experimentation to support math and science learning objectives. Building on the knowledge and skills gained in the STEAM 1 and 2 courses, students focus on concepts and inclusive instructional practices for supporting children's inquiry and project-based processes of research and experimentation that support math and science learning objectives for children in K-3rd grade classrooms. Emphasis is on creative development and design of interdisciplinary activities and projects that incorporate technology and engineering and on innovative use of natural materials and outdoor research and project experiences

**Pedagogy of Nature and Place-based Early**

**MAED57860**

**4CR**

This course begins with reading and study of current theory and research on nature and place-based learning and pedagogy, as articulated by leaders in the field such as David Orr, Richard Louv, David Sobel, Karen Malone, and David Gruenewald. Issues and methods of inclusion and differentiation in nature and place-based education are emphasized. This course strengthens the student's basic ecological literacy, knowledge of natural science, and understanding of place and community culture. Students gain skills in nature and place-based instructional methods and curricula development for typical and atypical children

and examine safety issues for outdoor adventuring with young children. Field observation and research projects include in-depth visits to community nature centers, nature preschools, parks, gardens, museums, and cultural sites, and assess their resources and accessibility for children with disabilities.

**EIDT Strategies for Children Behavioral**

**MAED57875**

**3CR**

PREREQUISITES: Evaluation, Intervention, and Differentiated Teaching Strategies for Children with Learning, Behavioral and Emotional Challenges is the first of two methods in early special education courses required for certification and/or degree in early childhood special education. Students will take this advanced course only after completing courses in Positive Guidance and Classroom Management, The Whole Child, Foundations of Early Childhood and Early Special Education courses and a series of four methods and curricula development courses focused on inclusive classroom teaching. COURSE DESCRIPTION: This course will give the student skills and knowledge in evaluating and assessing the special needs of children, in choosing options for intervention, in differentiated teaching strategies and practices, and in management and guidance specifically for children with learning, behavioral, and emotional challenges; characteristics which are often found to be interrelated.

**EIDT: Strategies Gifted, Twice Exception**

**MAED57876**

**3CR**

SPECIAL NOTES: Must have Core Faculty approval PREREQUISITES: Evaluation, Intervention, and Differentiated Teaching Strategies for Gifted, Twice Exceptional & Learners on the Autism Spectrum is the second of two methods in early special education courses required for certification and/or degree in early childhood special education. Students will take this advanced course only after completing courses in Positive Guidance and Classroom Management, The Whole Child, Foundations of Early Childhood and Early Special Education courses, a series of four methods and curricula development courses focused on inclusive classroom teaching, and the EDU47875 or MAED 57875 course. COURSE DESCRIPTION: This course will give the student skills and knowledge in evaluating and assessing the special needs of children, in choosing options for intervention, in differentiated teaching strategies and practices, and in management and guidance specifically for children who are identified as gifted, twice exceptional and/or learners on the autism spectrum; characteristics often found to be inter-related.

**Collaborative Special Education Communit**

**MAED57880**

**4CR**

SPECIAL NOTES: NONE COURSE DESCRIPTION: This course identifies the members of an Educational Team, the professionals who come together to advocate and educate students with exceptionalities. The team members include a psychologist, an Early Childhood Special Education (ECSE) teacher, and Occupational Therapist (OT), a Speech and Language Pathologist (SLP), and a Physical Therapist (PT) as well as the child's family members. Students will learn not only the roles each educational team member holds but how to work collaboratively with other adults within the special education setting. Students will learn professional expectations of working within an educational team, personality styles, and ways to communicate with a colleague during pleasant and challenging moments. This course will examine the expectation of the ECSE teacher when teaching cooperatively with paraprofessionals, substitutes, other ECSE teachers, and potential elementary school level educational teams. Students will learn about the process of creating an Individualized Education Plan (IEP): who is responsible for each part of the document, legal timelines, and how to communicate information within the IEP with families as a cohesive team.

**Advanced Special Education Methods**

**MAED57881**

**4CR**

SPECIAL NOTES: Requires instructor permission to register COURSE DESCRIPTION: This course explores the practice, implementation, and individualization necessary to work with children with exceptionalities. Students will take this advanced course required for certification and/or degree in early childhood special

education. The course will offer insight into exceptionalities common in the special education classroom, including children on the Autism Spectrum. Other exceptionalities to be explored include: Down Syndrome, children with communication disorders, children with visual impairments, children with low mobility due to physical disability, and children with social-emotional delays, among others. Students will learn strategies and educational supports necessary to work with students of all abilities and will research appropriate educational expectations for an inclusive classroom. The student will gain skills and knowledge in evaluating and assessing the special needs of children, in choosing options for intervention, in differentiated teaching strategies and practices, and in management and guidance specifically for children with exceptional learning, behavioral, and emotional challenges; characteristics are often found inter-related. This course will deepen the student's knowledge of evaluation, intervention, and differentiated teaching strategies with a focus on specific challenges presented by learners of all abilities and on current research that can enlighten and inform teachers on effective interventions, support, and guidance of young children in an inclusive classroom.

**Early Childhood Practicum**

**MAED57898**

**4CR**

SPECIAL NOTES: NONE COURSE DESCRIPTION: Practicum in Early Childhood Education (birth through pre-K) is an opportunity for Early Childhood Education (ECE) teacher candidates to have a guided learning experience in a professional agency that provides services to children and families. Students will use their practicum experience to connect theory and practice as they develop professional behaviors and build a comprehensive understanding of the demographics of their community, the impact of early education in that community, and how to create a positive, supportive, and collaborative learning culture. The course uses the practicum experience to examine the developing child in a societal context and focuses on the importance of respectful, reciprocal relationships that support and empower families in a diverse society. It also examines culturally relevant and linguistically appropriate anti-bias approaches that support children in becoming competent members of society their communities and explores anti-bias strategies that can be utilized in parenting, classroom, or social settings to support families and children. Students develop skills and techniques in parent-teacher conferencing, home-school communication, parent education, group contacts with parents, and parent involvement in early childhood education.]

**Student Teaching Early Childhood Education**

**MAED57899**

**4CR**

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.

**Foundations of Language and Literacy**

**MAED58750**

**3CR**

SPECIAL NOTES: This course is part of a group of courses to meet the requirements for an Arizona Department of Education Reading Endorsement (K-8). COURSE DESCRIPTION: This course is a comprehensive overview of the foundations of language and literacy designed for ALL educators who teach reading in either inclusion or self-contained settings K-12. Current research and best practice methods are provided in an interactive course format designed to meet the needs of a variety of staff including classroom teachers, special education resource and self-contained teachers who are responsible for literacy assessment and instruction. Participants will learn the principles and components

of scientifically based reading instruction and also focus on basic principles of writing instruction.

**Community-based Conservation in Costa Ri**

**MAENV55114**

**3CR**

SPECIAL NOTES: This course requires a <<<<<VALID PASSPORT>>>>. Pre-meeting to be held <<<<<TBD>>>>. If you are unable to attend the meeting please contact instructors to arrange individual meeting. This course requires Instructor permission. Students will be required to do the online portion before departure. Students will arrange their own travel to San Jose' Costa Rica and meet faculty there on May 25th. This course explores the 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.

**Foundations of Experiential Counseling**

**MAEP51010**

**3CR**

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.

**Treatment Applications in Ecotherapy**

**MAEP51031**

**3CR**

SPECIAL NOTES: NONE COURSE DESCRIPTION: Theory is of vital importance to informing the practice and applications of therapy. Ecotherapy is a rapidly developing, multi-disciplinary, multi-theoretical modality of treatment that incorporates elements of more well-established theories from a range of diverse perspectives. Drawing from the fields of psychology, education, sociology, outdoor education, and a number of others, the central question of "what makes Ecotherapy work" will be debated in this course. This course explores how the concepts of Ecotherapy are implemented in treatment. The material in this course is primarily focused on describing what Ecotherapy best practices exist at this time. It is expected that currently accepted best practices in mental health will be observed and implemented in Ecotherapy programs, and as such, are specifically addressed in relationship to good practice in Ecotherapy. Students will be encouraged to consider ways that traditional clinical theory and method inform an Ecotherapy process; how the concepts of ecotherapy are implemented in treatment; Interpersonal contexts of treatment (Group, Individual, Family/ Couples); Intervention- treatment Outcomes; Clinical Decisions in Ecotherapy.

**Assessment and Interventions in Ecotherapy**

**MAEP51032**

**3CR**

**SPECIAL NOTES: NONE** COURSE DESCRIPTION: Assessment and Intervention planning in mental health counseling is essential in quality and ethical practice. This course is designed to support students in understanding how to utilize Ecotherapy interventions as methods of assessment. Further, this course is also designed to help the student identify and become competent in utilizing Ecotherapy interventions in their area of excitement (deep ecology, Biophilia, environmental science). Topics that will be covered are: The Adventure Wave, Therapeutic Alliance, Matching, Treatment Skills, Processing while using Ecotherapy concepts.

**Ethics & Risk Mitigation in Ecotherapy**

**MAEP51033**

**3CR**

**SPECIAL NOTES: NONE** COURSE DESCRIPTION: This course is designed to help the student become competent in ethics related to their future practice of Ecotherapy. Students will be asked to look at the ACA code of ethics and relate it to other codes of ethics that directly relate to the use of the natural world. Students will cover the following concepts: ethical considerations, competence and scope of practice, client welfare, confidentiality, informed consent, boundaries, cultural considerations, environmental impact and the TAPG Code of Ethics (Components that relate to Ecotherapy).

**Research in Ecopsychology**

**MAEP51034**

**3CR**

**SPECIAL NOTES: NONE** COURSE DESCRIPTION: In this course students will have the option to design and participate in a research project through the NATSAP database at UNH or with an Outdoor Behavioral Healthcare Industry Council Research Consortium (OBHRC) researcher, or another research approved by the concentration director. **PREREQUISITE:** This course can only be taken after students have taken their CP research course and understand the IRB process.

**Treatment Applications in Adventure-base**

**MAEP51041**

**3CR**

**SPECIAL NOTES: N/A** COURSE DESCRIPTION: Theory is of vital importance to informing the practice and applications of adventure therapy (Ringer & Gillis, 1996; Hoyer, 2004). Adventure therapy is a rapidly developing, multi-disciplinary, multi-theoretical modality of treatment that incorporates elements of more well-established theories from a range of diverse perspectives. Drawing from the fields of psychology, education, sociology, outdoor education, and a number of others, the central question of "what makes adventure therapy work" continues to be debated in the literature, as well as in both formal and informal gatherings of adventure therapy practitioners. This course explores how the concepts of adventure-based psychotherapy are implemented in treatment. The material in this course is primarily focused on describing what specific ABP best practices are accepted at this time. It is expected that currently accepted best practices in mental health will be observed and implemented in adventure therapy programs, and as such, are specifically addressed in relationship to ABP best practices in this course. Students will be encouraged to consider ways that traditional clinical theory and method inform an ABP process; How the concepts of adventure therapy are implemented in treatment; Interpersonal contexts of treatment (Group, Individual, Family/ Couples); Intervention- treatment Outcomes; Clinical Decisions in ABP.

**Assessment and Interventions in Adventure-based Counseling**

**MAEP51042**

**3CR**

**SPECIAL NOTES: None.** COURSE DESCRIPTION: Assessment and Intervention planning in mental health counseling is essential in quality and ethical practice. This course is designed to support students in understanding how to utilize adventure-based psychotherapy interventions as methods of assessment. Further, this course is also designed to help the student identify and become competent in utilizing ABP interventions in their area of excitement (initiatives, ropes, high adventure, natural environment). Topics that will be covered are: The Adventure Wave, Therapeutic Alliance, Matching, Treatment Skills, Processing and some, not all of the following: Cooperative, initiative, trust, high constructed, service

learning, solo, high adventure, expedition.

**Ethics & Risk Mitigation in Adventure-based Counseling MAEP51043**

**3CR**

SPECIAL NOTES: None. Course DESCRIPTION: This course is designed to help the student become competent in ethics related to their future practice of ABP. Students will be asked to look at the ACA code of ethics and relate it to the TAPG code of ethics. Students will cover the following concepts: ethical considerations, competence and scope of practice, client welfare, confidentiality, informed consent, boundaries, cultural considerations, environmental impact and the TAPG Code of Ethics.

**Research in Adventure Based Psychotherapy**

**MAEP51044**

**3CR**

SPECIAL NOTES: PREREQUISITES: This course is helpful to be taken after students have taken their CP research course and understand the IRB process. COURSE DESCRIPTION: In this course students will have the option to design and participate in a research project through the NATSAP database at UNH or with an Outdoor Behavioral Healthcare Industry Council Research Consortium (OBHRC) researcher or another research approved by the concentration director.

**MAEPINTENSIVE 1: Wilderness Intensive**

**MAEPINTENSIVE**

**OCR**

\*\* NON-REFUNDABLE COURSE FEE\*\* \$625.00 SPECIAL NOTES: Students will participate in a backpacking experience for this Intensive. It is helpful to have previously taken MAEP51030 or MAEP51040. Date may change by a day or two depending on permits. For additional information contact Maurie Lung at [mlung@prescott.edu](mailto:mlung@prescott.edu). Students should have \$50-\$75 cash in case they wish to purchase anything while traveling.

**MAEPINTENSIVE 2: Outdoor Urban Intensive**

**MAEPINTENSIVE 2**

**OCR**

\*\* NON REFUNDABLE COURSE FEE\*\* \$500.00 The January intensive is an outdoor urban intensive. Lodging and food are on their own. Shared lodging is encouraged. Camping is available. SPECIAL NOTES: Required for students in Ecotherapy and Adventure Based Psychotherapy. To receive concentration, students must complete 4 intensives in conjunction with concentration courses enrolled.

**MAEPINTENSIVE 3: Outdoor Rural Intensive**

**MAEPINTENSIVE 3**

**OCR**

\*\* NON REFUNDABLE COURSE FEE\*\* \$500.00 SPECIAL NOTES: Required for students in Ecotherapy and Adventure Based Psychotherapy. To receive concentration, students must complete 4 intensives in conjunction with concentration courses enrolled. Cost is \$650 and includes some meals (when on the water) and program activity gear. On-site SIGNIFICANTLY discounted rustic lodging and meals are available for an additional cost. DESCRIPTION: Water is said to make up 70% of earth and around 65% of the human body. In this fun and action-based course, we will explore our relationship with water and the many unique ways to incorporate the use of water into therapeutic growth. From exploring streams while looking for critters, to paddle boarding/canoeing through beautiful ecosystems, this course will submerge you into the world of water and how to incorporate water into supporting people learning about themselves, while moving towards their goals. This course is designed to be interactive and participants can expect to be pushed, as they laugh while getting wet and playing with their teammates. October is a beautiful time to be in the Tampa Bay region!

**Foundations of School Counseling**

**MASG50000**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course introduces the history, philosophy, development and trends in school counseling and educational systems, as well as the roles and responsibilities of a school counselor. This course provides an overview of the functions and skills critical to delivering a comprehensive competency-based school counseling program (ASCA Model) for all students.



**Human Growth and Development****MASG50020****3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course introduces students of individual, family, and life-span developmental theories. Developmental differences influenced by social forces, cultural backgrounds, socioeconomic status, gender, race, sexual orientation, age and environment will be examined, as well as the exploration of typical and atypical development.

**Social and Ecological Perspectives****MASG50030****3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides a broad understanding of the cultural, ethical, economic, legal and political issues surrounding diversity, equity and excellence in terms of student learning. Students will explore the implications for providing school counseling to the diverse groups in the U.S., and understand the ways in which educational policies, programs, and practices can be developed, adapted and modified to be culturally congruent with the needs of students and their families.

**Vocational Counseling and Career Develop****MASG50070****3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course examines career and vocational development theories; occupational and advanced education planning, information sources and systems. During this course, the students will be exposed to curriculum design, lesson plan development, classroom management strategies and differentiated instructional strategies for teaching counseling and guidance related material.

**Group Dynamics Processing and Counseling****MASG50080****3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: Through this course, the student will gain a theoretical and experiential understanding of group development, dynamics, group counseling theories, methods and skills and the effectiveness of using group counseling to address the influence of multiple factors, (e.g. abuse, violence, eating disorders, ADHD, childhood depression) on the personal, social and academic functioning of students. Students will explore individual and small group appraisal and advisement, group process assessment, counseling and consultation processes, and knowledge and skill requirements for school counselors. Peer intervention programs will also be explored as viable options for supporting and enhancing student academic, career, and personal/social development.

**The Transformed School Counselor: 21st Century Schools Ready****MASG50081****1CR**

SPECIAL NOTES: NONE COURSE DESCRIPTION: This course will provide students with the final preparation needed to transition into their supervised school practicum and beyond, to their role as a 21st century school counselor. They will review their prior learning from course work and field experience application through the lens of technology and the tools needed to effectively maximize their roles in leadership, advocacy, consultancy, coordination, collaboration, and resource management, as well as effectively maximizing legal and ethical behavior while meeting their program vision of supporting a safe and equitable school environment and educational system to meet the needs of all students.

**Current Issues in School Counseling: Meeting the Needs of the Whole Child****3CR****MASG50090**

SPECIAL NOTES: N/A COURSE DESCRIPTION: School Counseling candidates will focus on delving deeper into current issues relevant to their future positions as school counselors and will select from a variety of contemporary issues to further research individually and in a collaborative course setting with their colleagues. Within the approach of developing a "collaborative team" to meet the needs of students from both an academic and social-emotional support framework, candidates will explore coordination

and collaboration with various components of the American School Counseling Association's (ASCA) National Model. These roles guide school counselors in their interactions with teachers, parents, administrators, community agencies, and others.

**Research Practices for School Counselors**

**MASG50111**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course will provide students with fundamental knowledge about the area of research method and design in the field of school counseling. After demonstrating competency in research methodologies students should be versed well enough in research methods to 1) read and critically review current research in the field of school guidance counseling, and 2) design, implement, and confidently articulate the underlying theoretical principles used in the required scholarly research project and in the field.

**School Counseling: Program Development**

**MASG50112**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course introduces counseling theories for the field of Counseling Psychology and School Counseling. The developmental needs of individuals at all levels will be examined. It includes the study of major counseling theories, principles and their application.

**Counseling Theories**

**MASG51010**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course introduces counseling theories for the field of Counseling Psychology and School Counseling. The developmental needs of individuals at all levels will be examined. It includes the study of major counseling theories, principles and their application.

**Supervised School Counseling Internship**

**MASG51020**

**8CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: The school counseling practicum is designed to provide the opportunity for graduate students to participate in all forms of the School Counseling Program setting under the supervision of a certified school guidance counselor and Prescott College core faculty. The 600 supervised clock hours (with a minimum of 240 direct service clock hours) of graduate practicum builds upon the student's graduate studies in school counseling. Students will work in a school setting under the supervision of an experienced school counselor.

**Creative & Expressive Arts in School Counseling**

**MASG51300**

**3CR**

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.

**Urban Field Orientation: Justice, Home & Community**

**MASJ50000**

**3CR**

SPECIAL NOTES: This course takes place in Los Angeles after an initial meeting on campus. The course fee includes all housing while in the field. 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 takes each new cohort of MA SJHR students to Los Angeles to orient them toward processes of experiential learning, expose them to major questions and debates in the interdisciplinary and applied study of urbanization and globalization, to build an intentional learning community, and to explore themes of justice, home, and community in diverse contexts of social justice organizing and activism.

**Community Organizing 1****MASJ50001****3CR**

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

**Radical Pedagogy as Praxis****MASJ50002****3CR**

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

**Social Justice Graduate Seminar I****MASJ50003****3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: How can we, as social movement participants, develop and build our analysis in ways that enable us to identify key fronts and strategies and participate in building effective movements for social transformation? Put another way, how do we fight? This graduate social justice theory seminar explores comparative critical approaches to the study of systemic and institutional social power relations, the dynamics of social, cultural, and political change, and movements for social transformation with an emphasis on engaged scholarship. We will read closely, discuss, reflect on, and write about texts (including scholarly and movement based articles and books, videos, documentaries, and discussions with scholars and activists) that address the following questions: How are socio-environmental crises and systemic injustices produced, reproduced, resisted, and challenged by human beings acting across and within different scales and modalities of time and space? How do groups engaged in social movement building as well as scholars and movement intellectuals engaged in understanding the world with the purpose of changing it frame and address these questions? Building on and expanding the geographic scale of analysis introduced during the Urban Field Orientation, this course applies historical and geographic understandings of urbanization and globalization to questions about social movements operating at the regional, national, and transnational scales. Each year, this course will focus this broad framework for inquiry around specific social problems and movements based on current events, the specific goals and commitments of each incoming cohort, and our ongoing collaborative work with social movement organizations and projects.

**Landscapes of Neoliberalism: Conditions****MASJ50020****3CR**

**\*\* NON REFUNDABLE COURSE FEE\*\*** SPECIAL NOTES: PASSPORT REQUIRED TO CROSS THE BORDER Students will travel to cities and towns in Sonora, Mexico (such as Nogales, Agua Prieta, and Naco.) We may also go to the Prescott College Kino Bay Field Station. \$300 estimate of additional student expenses

Landscapes of Neoliberalism engages students in intensive field study in the crisis ridden economic free zones, maquiladoras, threatened ecosystems, immigration detention centers, depressed rural communities, indigenous nations, and prison systems the comprise the US- Mexico borderlands. The course explores the rise of neoliberalism and the implications of neoliberal ideologies and practices for communities experiencing the most negative impacts of contemporary global development, governance, and policy. Combining close reading, discussion and scholarly research with hands-on interviews and service learning in militarized border communities, students will explore a diverse array of critical, interdisciplinary and community perspectives on the human and environmental costs of neoliberalism, using new frameworks and perspectives to make sense of the crises that characterize contemporary globalization.

**Community Organizing 2**

**MASJ50021**

**3CR**

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

**Social Justice Graduate Seminar 2**

**MASJ50022**

**3CR**

SPECIAL NOTES: NONE COURSE DESCRIPTION: Social Justice Seminar II builds on, deepens, and continues the work completed in Social Justice Seminar I, taking the same approach to the applied study of social movements, and expanding from the scale of the nation-state and bi-national region to the scale of global systems, crises, and movements for social transformation. This graduate level reading and writing seminar explores historical and contemporary theories of culture, power, knowledge, history, and social change that have been developed and applied by intellectuals working within and in collaboration with social justice movements. The course resonates with and connects student learning to the major themes, questions, and concepts explored during the Urban Field Orientation, expanding the scope of analysis from the scale of the global city and the scales of the nation-state and bi-national region to transnational and global geographies of crisis and possibility. Students will develop an understanding of the integral role of theory in movement building and will expand their knowledge of and ability to evaluate, compare, and apply theoretical frameworks in movement building projects. Close reading and critical writing and communication skills will be emphasized, as students become adept at evaluating the scope, limits, and stakes of complex theoretical arguments and applied analysis of social problems, learn to learn from a wide array of social theorists, and develop the ability to evaluate and navigate contradictory and/or incommensurate theoretical positions.

**Practicum**

**MASJ51020**

**3CR**

COURSE DESCRIPTION: For their Practicum, the student will work with Cirien Saadeh to support her organizing and journalism work in a variety of capacities. This work will be founded in the four counter-hegemonic principles of Journalism of Color: 1 - racial is ideological, systemic, structural, and individual. Its real and lived impacts on historically-marginalized communities cannot be dismissed; 2 - white hegemony is real. Its impacts are real. It is our responsibility to deconstruct that reality, recognizing that this hegemony exists at every level and in every DNA strand of this nation; 3 -journalism is a necessary

tool for resistance and one way in which we deconstruct the strands of white hegemony, but it is only effective when practiced in concert with other tools of resistance; and 4 - solidarity is an intentional act and oppression ties together historically marginalized communities.

**Research Design and Methods**

**MASJ51111**

**3CR**

SPECIAL NOTES: Course takes place in the Semester part of the Spring term. COURSE DESCRIPTION: In this course, students will develop research and analytical skills that foster a just and mindful approach to inquiry. We will examine research methods and their application to social problems, and also inevitably the production of knowledge itself and how privilege factors into the determination of what questions are asked and pursued, what resources are available to research what topics, how research contributes to the reproduction of dominant cultural power or can also be used to empower marginalized communities and their perspectives. Topics will include exploration of ontology, epistemology, and methodology; evaluating sources of information; literature review and research question development; modes of social and scientific inquiry; data analysis and reporting; and the ethics and politics of social research. Students will examine how these skills help determine how questions/problems are conceptualized, investigated, and resolved. Students will gain both theoretical and practical knowledge of research methods and will demonstrate the ability to apply these methods in developing and answering research questions through both qualitative and quantitative inquiry. The class will explore how research can be conducted in a manner that recognizes that the subject/object paradigm through which much research is undertaken can be upended. When conducted with a commitment to rigor, transparency and equality, research, which is vitally needed in social justice and human rights work, can be a means to equalize power and representation.

**Radical Pedagogy as Praxis**

**MASJC50002**

**3CR**

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

**Globalization and Urban Politics**

**MASJC50003**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: The study of urbanization has become crucial to understanding processes of uneven development, social decision making, and struggles for liberation and sustainability. Contemporary globalization has reconfigured landscapes of power, in part, through the emergence of global cities such as Los Angeles. Also, for the first time in history, the majority of humans live in urban areas. This course explores themes of justice, home, and community through the viewpoints of community organizers working in the global city of Los Angeles. This course exposes SJCO students to major questions and debates in the interdisciplinary and applied study of urbanization and globalization with an emphasis on their relevance to community organizing and social movement building.

**Theories of Change**

**MASJC50004**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: Theories of Change and Comparative Political and Social Theory are designed to build upon and speak to each other, though need not be taken in any particular order. In each class, students engage with contemporary social and political theory to develop an analysis

of social change, develop the ability to apply critical frameworks for understanding organizing and movements and taking stands within key debates about mobilization. These courses explore comparative critical approaches to the study of systemic and institutional social power relations, the dynamics of social, cultural, and political change, and movements for social transformation with an emphasis on engaged scholarship. We will read closely, discuss, reflect on, and write about texts (including scholarly and movement-based articles and books, videos, documentaries, and discussions with scholars and activists) that address the following questions: How do ordinary people build the power to participate in social decisions that impact their communities? How do groups engaged in social movement building as well as scholars and movement intellectuals engage in understanding the world with the purpose of changing it? How are socio-environmental crises and systemic injustices produced, reproduced, resisted, and challenged by human beings acting across and within different scales and modalities of time and space?

**Mobilizing Change**

**MASJC50005**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: What does it mean to “build power” and what is the role of organizers in this process? In this course, students investigate contemporary theories and learn to practice key skills for building power to make change as they participate in and reflect on grassroots organizing. Students will explore, analyze, and practice different approaches to developing leadership and designing and driving strategic campaigns. At the completion of the two organizing courses, students will demonstrate knowledge in: 1. community organizing, 2. electoral organizing, and 3. union organizing.

**Landscapes of Neoliberalism**

**MASJC50020**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: Landscapes of Neoliberalism examines social crises and movement building at the transnational scale, exploring the rise of neoliberalism and the implications of neoliberal ideologies and practices for communities experiencing the most negative impacts of contemporary global development, governance, and policy. Combining close reading, discussion and scholarly research with hands-on interviews and experiential engagement, students will explore a diverse array of community perspectives and organized challenges to neoliberalism, as well as projects and visions for alternatives using new frameworks and perspectives to make sense of the crises that characterize contemporary globalization.

**ST IN SJCO: Rural Organizing in the Age**

**MASJC50030**

**3CR**

COURSE DESCRIPTION: Since the 2016 election, there has been increased attention on the too- often ignored political and economic problems in the rural regions of the U.S. Taking into account and drawing from the long and rich tradition of rural organizing in the United States, this course will survey problems facing rural communities today and the organizing happening in these places. Students will explore a range of issues facing rural places, study case studies in rural organizing, and learn about historical and contemporary strategies, tactics, research methods, and ways that organizers are building movements (both connecting rural struggles and building urban/rural coalitions).

**Comparative Political and Social Theory**

**MASJC50050**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: Theories of Change and Comparative Political and Social Theory are designed to build upon and speak to each other, though need not be taken in any particular order. In each class, students engage with contemporary social and political theory to develop an analysis of social change, develop the ability to apply critical frameworks for understanding organizing and movements and taking stands within key debates about mobilization.

These seminars explore comparative critical approaches to the study of systemic and institutional social power relations, the dynamics of social, cultural, and political change, and movements for social

transformation with an emphasis on engaged scholarship. We will read closely, discuss, reflect on, and write about texts (including scholarly and movement based articles and books, videos, documentaries, and discussions with scholars and activists) that address the following questions: How do ordinary people build the power to participate in social decisions that impact their communities? How do groups engaged in social movement building as well as scholars and movement intellectuals engage in understanding the world with the purpose of changing it? How are socio-environmental crises and systemic injustices produced, reproduced, resisted, and challenged by human beings acting across and within different scales and modalities of time and space?

**The Art of Social Practice: Changing the**

**MASJC50051**

**3CR**

This course will look at the ways social practice has evolved from 1960 to present. We will study the artists and movements that have utilized social practice to evolve the political landscape. We will look at how social practice has navigated the private and public spheres and study how artists and movements negotiate the difference between the individual and the collective. Students will learn about the most critical theorists, artists, and movements inside of social practice.

**Leadership Development**

**MASJC50060**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: What does it mean to “build power” and what is the role of organizers in this process? In these two, related courses (that can be taken in any order), students investigate contemporary theories and learn to practice key skills for building power to make change as they participate in and reflect on grassroots organizing. Students will explore, analyze, and practice different approaches to developing leadership and designing and driving strategic campaigns. At the completion of these two courses, students will demonstrate knowledge in: 1. community organizing, 2. electoral organizing, and 3. union organizing.

**Advocacy Research**

**MASJC51111**

**3CR**

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

**Race, Class, and Housing Justice**

**MASJC52000**

**3CR**

COURSE DESCRIPTION: This course investigates housing as a key site of struggle, where systems of colonization, racialized subordination, economic inequality, and gender/sexual regulation all intersect. We will begin by building a theoretical and historical framework for understanding housing in relation to labor, consumption, and racial capitalism. We will then consider housing through a number of topics, including homelessness, redlining, gentrification, indigenous “relocation” programs, public housing, and the 2008 subprime mortgage crisis. We will also study how communities have organized to access housing and secure safe living conditions, such as mutual aid projects, squatting and housing takeovers, and rent strikes. In addition to contemporary media and social movement documents (from organizations like Picture the Homeless, Take Back the Land, and LA CAN), readings will include scholarly works by Neil Smith, Cheryl Harris, George Lipsitz, Rahim Kurwa, Christina Hanhardt, and others.

**Strategic Media and Communications**

**MASJC57700**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: Combining communications theory with practical tools, networking, and coaching, this course centers on the media and communication skills required for

building successful campaigns, organizations, and movements with a specific emphasis on the knowledge and know-how required of those seeking careers in media and communications for social justice. Through hands-on experience, reflection, and opportunities to participate directly in strategic communications work, students learn about brand development, storytelling, framing and messaging, meta-framing, and media strategy development.

**Capstone: Social Justice & Community Org**

**MASJC59001**

**6 CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: Students are all required to design and complete a capstone project to be completed in their third and final semester. Working with their adviser, each student designs a project that best meets their learning and career goals in a manner that demonstrates mastery in critical social theory and community organizing theory and practice.

Mastery is defined as meeting the departmental learning objectives of the MA Program in Social Justice and Human Rights. Students will propose one of the following Capstone options, or, with the permission of the faculty, propose to design an alternative Capstone project. Every capstone proposal and final product will be evaluated and approved by the student's adviser and an additional faculty member, who together, will serve as the student's MA Committee. 1. Organizing Research Project: Working collaboratively with a social justice organization and their MA Committee, the student will co-design and complete a research project that fulfills a research need of that organization. 2. Comprehensive Examination: Working with their MA Committee, the student will develop three reading lists (literature reviews), each containing scholarly and applied articles and books addressing a specific question or debate in the fields of community organizing and/or social movements theory.

Once the two faculty committee members approve the reading lists, the students read and take notes on all of the readings. The faculty committee then gives the student an essay question for each list.

The student and committee agree on a time period in which the student will write essays responding to the questions. The student and faculty will then schedule the oral part of the exam in which the faculty will ask the students to discuss their essays. If the faculty committee determines that the student has completed the essays and discussion in manner that demonstrates competence, the student will have completed their capstone. 3. Independent Movement-Based Research Project: Working with their MA Committee, the student will design a research project that offers significant analysis of a movement-based issue. The research may be presented in written or video form (to be agreed on by the student and their adviser and committee member.) 4. Organizing Practice Project: Working collaboratively with a social justice organization and their MA Committee, the student will produce something that the organization requests, for example, a campaign or program assessment, a strategic plan, a social media campaign, a fund-raising video, etc.

**Foundations of Educational Leadership**

**MEDL50000**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This is the first required course in the M.Ed. in Leadership program. The focus is on merging theory and practice in educational leadership. The course is part of the Principal certification program. Students will begin to develop their own leadership platform based on the literature, field experiences and class discussions

**Special Topics: Data Analysis & Decision**

**MEDL50010**

**3CR**

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, nonprofits, and places where data-driven decision-making is valued.



**Sustainable Leadership****MEDL50020****3CR**

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.

**Collaboratively Meeting the Needs of Students****MEDL50026****3CR**

**COURSE DESCRIPTION:** In this course Educational Leadership candidates will focus on delving deeper into current issues relevant to their future positions as educational leaders and will select from a variety of contemporary issues to further research individually and in a collaborative course setting with their colleagues. Within the approach of developing a “collaborative team” to meet the needs of students and staff in regards to the current issue(s) selected for further research, candidates will explore coordination and collaboration with various stakeholders involved in schools, districts, and the supporting community.

**School Law****MEDL50030****3CR**

**SPECIAL NOTES:** N/A **COURSE DESCRIPTION:** This course in School Law gives major attention to the issues of the constitutional and other legal bases of public education in the United States and the State of Arizona. The course is designed to provide all participants with a thorough grounding in the legal basics for teachers and administrators. Priority emphasis will be given to landmark decisions of the United States Supreme Court in the areas of finance, religion, collective bargaining, student rights, rights of the disabled, employee rights, and desegregation and discrimination. The course also addresses the major current and critical legal issues in education. The course meets or exceeds Arizona State Board of Education requirements for administrative certification, and covers educational law assessment items measured by both the Arizona Professional Administrator Standards and the Arizona Administrator Proficiency Assessment (AAPA).

**School Finance****MEDL50040****3CR**

**SPECIAL NOTES:** N/A **COURSE DESCRIPTION:** This course will focus on fundamental principles and techniques of public school finance with emphasis on problems of public P-12 school finance in Arizona. Finance theory and practice; historical developments in school funding; present sources of revenue and methods of allocating funds; current problems in funding schools, and the financing of education as a social issue will be examined. Students will be expected to complete, and demonstrate at least entry level mastery of, all identified Signature Assignments, Learning Targets, and field experiences as presented within this syllabus.

**Designing the Educational Program****MEDL50045****3CR**

**COURSE DESCRIPTION:** This course is ‘designed’ to provide Program Managers the theoretical planning framework, training curriculum development models, implementation strategies and evaluation tools needed for the facilitation of high impact institutional initiatives.

**Ethics in Practice for Educational Leadership****MEDL50046****3CR**

**COURSE DESCRIPTION:** This course is designed to provide leaders with an in-depth examination of the current and anticipated ethical issues and dilemmas facing leaders and the role of character education in our society. This course provides a reflective overview of the educational policymaking process at local, state, and national levels, and of the ethical principles that can influence such policy making.

Addressing these ethical issues will lead to the academic success of all PK-12 students including those with learning disabilities and those who come from linguistically and culturally diverse backgrounds.

**Personnel Management in Education**

**MEDL50090**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course provides an overview of the concepts and practices associated with developing and managing an effective education team in a school setting. Recruiting, training and nurturing instructional and non-instructional faculty and staff members, as well as effectively addressing other personnel issues in schools and school districts will be examined, including obstacles to effective team development, as outlined by the 2008 ISLLC Standards and Functions for School Leaders. Through such strategies as reading, dialogue, shared presentation, group and individual investigation, and written response, participants will gain practical knowledge for leadership roles in schools and school districts and will acquire the skills necessary for school level administrators to act professionally and ethically in carrying out their responsibilities in this area. Topics included will be statutory and procedural issues, human resource planning, recruitment, selection, professional development, and evaluation. Students will also explore those social and ecological issues that appear germane to the course, legal and ethical issues, conflict resolution, and formal and informal negotiations.

**Internship in Educational Administration**

**MEDL51020**

**3CR**

COURSE DESCRIPTION: The Master of Education Degree and Post-Degree Principal Certification Program in Educational Leadership requires a two-part summative capstone experience: Internship in Educational Administration I and II. Each part of the Internship experience requires the student to complete a minimum of 150 hours. The students receive 3 semester credits for completion of each of the two parts for a total of 6 Internship semester credits.

**Internship in Educational Administration**

**MEDL51021**

**3CR**

COURSE DESCRIPTION: The Master of Education Degree and Post-Degree Principal Certification Program in Educational Leadership requires a two-part summative capstone experience: Internship in Educational Administration I and II. Each part of the Internship experience requires the student to complete a minimum of 150 hours. The students receive 3 semester credits for completion of each of the two parts for a total of 6 Internship semester credits.

**Applied Algebra**

**MTH26050**

**4CR**

SPECIAL NOTES: Students will need the text and a TI-83 or better graphing calculator. COURSE DESCRIPTION: The goal of this course is to equip students with the basic algebra skills necessary to understand and address common topics in their lives and prepare them for further studies for which mathematics is essential. The successful student will learn how to manipulate and apply linear, quadratic and logarithmic functions; exponential growth and decay; systems of equations; and plane trigonometry. Through cooperative learning and experiential exercises, students will gain comfort in algebraic reasoning, develop critical thinking skills, and see relevant connections so that math has practical, not just theoretical, value. Numeracy is as important in a good liberal arts education as is literacy (you can count on it).

**Calculus: Theory & Practice**

**MTH26055**

**4CR**

SPECIAL NOTES: Graphing calculators will be used extensively in the course to explore and reinforce mathematical concepts. COURSE DESCRIPTION: This course is an introduction to the basic concepts, techniques, and applications of calculus. Applications will focus on the use of calculus techniques in developing, interpreting, and investigating functions that model natural phenomena and dynamical

systems. Topics include limits and infinity, derivatives and rates of change, and computing areas via integration.

**Mathematical Explorations**

**MTH47001**

**4CR**

SPECIAL NOTES: This course satisfies the Prescott College math requirement. COURSE DESCRIPTION: Math Explorations provides liberal arts and education students the opportunity to transform a limited or unpleasant math background into a new and positive relationship with math. The three major components of this conceptual-based math course are: reasoning exercises that enable students to develop better quantitative thinking skills, a meaningful self-chosen experiential project, and self-chosen research into an interdisciplinary math-related topic of vital importance in the human quest to understand the world around us and our role within it.

**Orientation: Desert, Mountain & Canyon E**

**ORI26002**

**4CR**

SPECIAL NOTES: Course fee covers all dinners and breakfasts in the field as well as designate group meals while on campus. Student will receive \$200 back to purchase field lunches. Group gear is provided. Please see the Orientation webpage for additional gear information. Physician signed Medical History Form required. Contact Cecil Goodman, Orientation Director, with questions. COURSE DESCRIPTION: This course is intended to orient new students to the college's unique educational philosophy, structure, and community. The curriculum for the course is carried out within the context of a three-week backpacking expedition. Students develop a sense of place and make connections to the southwest through rigorous back country travel, map and wilderness navigation, and studying the ecology and natural history of their route. Students become functioning members of an invaluable community by learning interpersonal communication, flexibility, commitment, and most importantly, compassion and respect for others and one's self. Through individual research projects, a solo experience, leadership training, and service projects students must participate fully in this interdisciplinary Liberal Arts course. Students will conclude Orientation with an all-day academic seminar.

**Orientation: Community Based - Explorations**

**ORI26004**

**4CR**

SPECIAL NOTES: This course takes place in Prescott. COURSE DESCRIPTION: This section of Community Based Orientation is an exploration of Prescott via interdisciplinary lenses, including ecological, artistic, community, and critical theory frameworks. Each week the student group will adopt a different disciplinary lens to delve deep into the study of Prescott to form a comprehensive understanding of place. For example, students will explore the natural history of Prescott through an ecological and environmental science frame one week. Another week they may work to understand the complicated cultural history of Prescott via cultural and regional study frameworks. As in other sections of Orientation, student learning activities will include readings, discussions, student delivered presentations, group projects, community building activities, field trips, and a student-built learning portfolio. This course is based in Prescott.

**Orientation: Community-Based - Connections**

**ORI26005**

**4CR**

SPECIAL NOTES: Course fee covers designated group meal at the Cafe' during your first week in town. Students will also receive money \$265.00 back to cover food for field trips or materials. COURSE DESCRIPTION: This section of Community Based Orientation is an exploration of community through the multifaceted lens of food justice. Students will engage a range of experiential and classroom based activities to investigate such topics as sustainable food systems, food insecurity, school and community gardens, agroecology and nutrition. Course work will aid in learning how to analyze the relationships between community and the environment, while cultivating a sense of place and in- depth introduction to the philosophies and practices of Prescott College. As in other section of Orientation student learning

activities will include reading, discussions, student delivered presentations, group projects, community building activities, required field trips, and a student-built learning portfolio. This course is based in Prescott.

**Community Based Orientation Instructor**

**ORI46001**

**4CR**

**PREREQUISITES:** Permission of instructor after application process (please contact instructor to apply): Cecil Goodman and Courses: At least 1 education skills course. Identified course include: Foundation of Education, Curriculum Design, Teaching & Learning in AE, Barrion Pedagogy, Environmental Education Methods or Fundamentals Teaching methods for Adventure Educators And At least 1 course that focuses on building mentoring, coaching and community building skills. Identified courses include: Counseling Skills or Peer Education Training, Peer Education Practicum, Group Process of Adventure Educators, Maasailand I, II, III, Youth Empowerment: Developing & Facilitating Transformational Experiences. **SPECIAL NOTES:** Senior level status preferred. Completion of the application process includes a supportive faculty reference. Contact Orientation Director (Cecil Goodman) for application to register. Students participate in a staff training beginning prior to the start of the term. This training will take place daily until the beginning of the Block. Students will also receive a \$100 stipend to cover gear and food expenses. See Orientation Director for all details. Qualified students will have the opportunity to implement an interdisciplinary and diverse skill set including, counseling and mentoring skills, teaching and learning skills, and community building skills within the context of Community Based Orientation. Students will work one-on-one with a mentor instructor to co-plan curriculum, co-facilitate learning activities, co-teach classes, and support new students in the Community Based Orientation course. The overall goal of this course is for qualified students to hone their diverse skill set to orient new students in Community Based Orientation to the Prescott College learning community and to the philosophy and practices of Prescott College. Students must apply via the Orientation Instructor to enroll.

**Modes of Inquiry II: Interdisciplinary Graduate Research Design**

**PHD71113**

**4CR**

As the second part of the foundational research design course, the course readings, discussions, and assignments will center on activist-based and applied research, critical and appreciative inquiry, and research for social/ecological/environmental change. Written assignments will build on the work from the fall semester as well as on the discussions this term. Written assignments will help students define a question, design a research project, develop good research skills, and prepare to work toward a dissertation proposal and final dissertation. Individuals will receive feedback from the course facilitators as well as from peers and are expected to revise and improve the written assignments based on the collaborative discussions of the material, and where relevant/useful on the specific input from the cohort members and facilitators. Upon completion of this course, students will have a broad understanding and application of research needed for a dissertation and be ready to design their advanced research method/ology course with their core faculty.

**Climate Change: Social, Cultural, Economical and Political Dimensions**

**PHD71121**

**4CR**

**COURSE DESCRIPTION:** Students examine the implications of climate change and how it influences human and natural systems, as well as the connections between climate change and a multitude of contemporary issues in the 21st Century. To do this the basics of climate science and change along with the resulting disturbance are surveyed. Course topics include: climate ethics, environmental racism and environmental justice, the climate justice education spectrum for effective curricular design, community organizing exemplars and vibrant practices, coalition, allyship, and solidarity, and regenerating capacity for intergenerational flourishing. Students examine research-based community education and action and future climate scenarios. Students have opportunities to improve their skills in critical thinking, their

ability to analyze complex arguments, and develop knowledge to decide what actions individuals, corporations, and government might take to reduce environmental impact.

**Dissertation Proposal: Doctoral Research**

**EDU79004**

**3CR**

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.

**The Adventure of Enterprise: Ecopreneurs**

**PHD77510**

**4CR**

Engage in the adventure of enterprise from strategic planning to a sustainable business model and social marketing. Become fluent in the main techniques and arrays of standards available for sustainable endeavors, including cradle to cradle, Natural Step, permaculture, triple bottom line, the 5 (and 7) P’s, and more. This course helps students put ecopreneurship into practice, using biomimicry and ecological design from leadership and staff management to product development and program evaluation. Explore other concepts of organization and business models, including natural capitalism, social capital, local economies, gift economies, the commons, restoration, resilience and complexity, servant leadership, cooperative and collaborative structures, and new marketing. Engage in regenerative creativity and innovation to optimize collaborative organizational genius. Explore options for successful businesses including nonprofit and hybrid structures. Engage your passion and purpose with integrity and authenticity in enterprise design and management.

**Ecofeminism**

**PHD77513**

**2CR**

SPECIAL NOTES: Course is offered in both Master’s and Doctoral programs. Ecofeminist education fulfills the promise of catalyzing learning at the deep intersection of ecological and gender justice. Teaching and research methods and approaches in ecofeminist education participate in the “fourth wave” of integrating human and earth systems for social sustainability education. This course rides the emergent wave front of scholarship researching and applying deep ecologies, feminist materialisms, gender-bending pedagogies, and ecological resistance and resilience to educational design and praxis. This doctoral and graduate level course examines the evolving concepts of ecofeminism and sustainability as they relate to teaching in formal and informal learning contexts. In addition to exploring the positionalities and intersectionalities of networks of life, nature, culture and earth’s systems across multiple scales, students will consider how theoretical concepts of sustainability, ecofeminism, and emergent teaching and learning can be practically blended as a form of activist educational liberation. As an integral part of this course, students will engage in an individually or collaboratively designed experience in nature in order to engage different ways of knowing in relation to scholarly course content. The course is designed to critically examine and articulate the shared and unique traditions, constructs, and paradigms from the ecological and feminist dimensions that source ecofeminist education. Students will collaborate to critically position ecofeminist education in relationship to the quilt of other

pedagogies, including such areas as ecojustice education, ecological critical pedagogy, sustainability education, and critical pedagogies of place. As part of ecofeminist approaches, students will engage in multi-modal methods, including collaborative, arts-based, embodied, and multiple ways of knowing. This course supports the student undertaking original research in the field of ecofeminist education within the student's area of focus.

**Sustainable Leadership**

**PHD77518**

**4CR**

SPECIAL NOTES: None This course is designed to explore a number of different approaches to the concept and practice of sustainable leadership and how this can be developed in the different situations in which students are engaged. While many different theories and approaches to leadership have been developed and promoted over the past 100 years, there are some basic concepts to which many current approaches subscribe, such as situational, strength-based and, servant leadership. This course will encourage students to explore different approaches to develop their own useful concepts and practices as befits their personal circumstances. Students will be encouraged to articulate and present their ideas for feedback and discussion among other participants in the course and to offer constructive feedback and questioning to one another over a Moodle platform and through video conferencing.

**Advanced Permaculture**

**PHD77530**

**4CR**

SPECIAL NOTES: Advanced Permaculture Design builds on the understanding developed in the Introduction to Permaculture Design or any Permaculture Design Certificate course. In this course, learners will apply Permaculture principles to a real-life situation to solve complex design needs. Learners will finish the course with a greater understanding of systems approaches to developing culturally-appropriate food systems in any bioregion. Learners will practice integrated, restorative designs involving soils, water, biodiversity, and human communities.

**Food Justice and Sustainable Food System**

**PHD77550**

**3CR**

Food justice is a growing movement that seeks to shift global, industrial food systems towards more equitable, just, and sustainable foodways. Food justice can be measured through a community's ability to acquire healthy food (food access), and its right to define its own food systems (food sovereignty). Using this framework, students will uncover how institutional racism and classism prevent certain communities from accessing healthy and culturally appropriate food. With an emphasis on the Global North, specifically US food systems, students will examine the intersections of food justice, social justice, and environmental justice through the work of grassroots organizations and initiatives. Readings, multimedia viewings, class discussion, and experiential learning will frame our investigation of the current food system and how issues of privilege, access, and identity relate to food justice. By the end of the course, students will have gained a comprehensive understanding of the historical, conceptual, and theoretical underpinnings of these grassroots movements and the wider social, political, and economic systems that impact foodways. These critical conversations will allow students to explore the possibilities and challenges of imagining sustainable and just food systems.

**Resilience Thinking**

**PHD77560**

**4CR**

Resilience is a concept that has received interest in recent years. From personal resilience, to community resilience, to ecological resilience in the face of an ever-changing world, resilience thinking encourages systems-level thinking to evaluate how to respond to internal and external factors. This course will introduce students to the theoretical construct of resilience thinking and delve into practical applications within the students' fields of interest. In addition, resilience will be examined in terms of its applications to sustainability. Students will develop mastery of the general theory and apply this learning to a specific area such as education, ecosystem health, personal wellbeing, water resources, organizational structure,

natural disasters, food systems, urban planning, and other appropriate avenues.

**Prior Learning Assessment**

**PLA19700**

**4CR**

SPECIAL NOTES: Instructor permission required. Please see application details and application deadline on the Prescott College website. Students must utilize the current, required writing style manual for their discipline (APA, MLA, or Chicago style manual). COURSE DESCRIPTION: This Prior Learning Assessment Course (PLA) is required for all students approved to begin the prior learning process. In this course, students learn to develop their PLA toward one of these three processes: 1) conversion portfolio (CP), 2) life experience portfolio (LEP), or 3) practicum. Within this course, the student will explore and synthesize college-level learning gained from professional or volunteer experiences into a final document for review by experts in the field. Students must be able to verify the learning gained through official documentation. The CP is used for transferring non-credited coursework and trainings into lower division (LD) credits. Fifteen clock hours may equate to 1 semester credit hour. The student must have at least five years of professional experience in the practicum or life experience portfolio subject(s). Strong academic writing skills are required, including proficiency in using the student's style guide for the field. Students are advised to read all PLA process details on the college website.

**Sustainable Business for Community Well-Being**

**SBM41000**

**4CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course helps prepare students to holistically engage small-scale businesses they create or join. Course activities invite students to link their personal vision for compassionate, community-based business to practices that better assure environmental health and social benefits in the place where the business operates and/or, in the case of digital businesses, where customers live. Learning components include transforming personal interests into a viable business model; creative exploration of prospective customer or subscriber base demographics; calculating ecological and social footprint of the business; identifying, researching, and selecting an appropriate financing strategy; plan for recruiting partners and employees via conventional and alternative scenarios (such as crowdfunding or cooperative model); growing resources to sustainably support the business, including socially equitable, renewable natural, intellectual, and emotional elements; and establishing effective communicative and outreach protocols, including place-based and digital platforms. Students will design a sustainable business concept and plan (or a suite of sustaining strategies and practices for use in an existing business) that identifies how the business will serve the student's interests and the well-being of the human and natural community at large. That design will be sufficiently complete to be advanced to implementation of a sustainable business following the end of the course.

**Organizational Behavior Through a Sustainability Lens SBM47010**

**3CR**

SPECIAL NOTES: 8 weeks online. This course will meet asynchronously. Participation on specific days and at specific times will not be required; however, students must actively participate in the online discussions on a minimum of 3-4 days per week, beginning by Wednesday each week and with participation at least once on the ending weekend of each week.

COURSE DESCRIPTION: Organizational Behavior is the study of people within organizations. The behaviors of individuals and groups within any organization influence and are influenced by each other and facets of the organization, and determine the organization's success in meeting its objectives.

This course would be of value to students in any degree program which will lead to work within an organization – whether non-profit or for-profit, public or private, large or small. A “Sustainability Lens” will be applied in the exploration of each topic.

Topics will include: leadership and visioning, communication and engagement of internal stakeholders, principles of learning and motivation, collaborative functional teams, facilitating change, employee wellness, organizational design (workplace impact on employee health and productivity, and on the

environment), and organizational culture and innovation.

**Intercultural Leadership In Sustainability Organizations SBM47015 3CR**

SPECIAL NOTES: 8 weeks online. This course will meet asynchronously. Participation on specific days and at specific times will not be required; however, students must actively participate in the online discussions on a minimum of 3-4 days per week, beginning by Wednesday each week and with participation at least once on the ending weekend of each week. COURSE DESCRIPTION: This leadership course will examine leadership theory and practice, with emphasis on influencing stakeholders (“followers”) within an organization. The implications of race, gender identities, ethnicity, generation, and other micro, meso, and/or macro-cultural influences will be the focus of the course - explicitly as those facets of identity intersect with a leader’s ability to influence organizational progress toward meeting environmental and sustainability imperatives. This course would be of value to students in any degree program which will lead to work as an influencer within an organization – whether non-profit or for-profit, public or private, large or small.

Topics will include: articulating and motivating a sustainability vision; ethical leadership; exploration of self-awareness and authentic leadership; and understanding, respecting, and engaging culturally and ideologically diverse stakeholders. Students will independently and collaboratively analyze and reflect on the intersection of leadership and of broader definitions of cultures and their impacts on ideologies and behaviors of organizational stakeholders.

**Triple Bottom Line Measurement, Reporting & Data Analytics SBM52000 3CR**

COURSE DESCRIPTION: This course prepares the manager to use the principles of data analysis and to apply data analysis tools to management problems. Topics include research; techniques of classification, summarization, and display of data; application of probability models for inference and decision making; and social and environmental performance measurement and analysis, including social and environmental performance reporting frameworks.

**Accounting Practices in the Ethical Organization SBM52001 3CR**

COURSE DESCRIPTION: This course examines the principles of financial and managerial accounting for effective managerial decision-making in the sustainable business, nonprofit, or other organization. Topics include concepts and principles underlying financial accounting practices; financial sustainability assessment of the organization; budgeting; and measurement of performance from the perspective of non-shareholder stakeholders.

**Financial Decision Making in the Triple SBM52002 3CR**

SPECIAL NOTES: NONE COURSE DESCRIPTION: This course examines the principles of finance and financial techniques for effective management decision-making in the sustainable business, nonprofit, or other organization. While the course focus is understanding economic sustainability of organizations through by analyzing, and integrating financial information as an aid to making financial decisions, topics include the integration of social and environmental performance in financial decisions; and the application sustainability performance to lower organizational risk and cost of capital.

**Energy and the Environment ENV52225 3CR**

COURSE DESCRIPTION: This course explores the institutional frameworks and interaction of different modes of energy, infrastructure, and transportation in a carbon-constrained world. Beginning with an examination of past and present energy sources, including the environmental and social impacts of conventional energy production and distribution, the course will lead students to consider the local questions of electricity generation siting for the 21st century, to deal with questions of grid security, and



to evaluate the possibilities of various future modes of energy production and distribution.

**The Economics of Sustainable Organization**

**SBM53000**

**3CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This course examines the principles and tools of economics for management decision-making in sustainable organizations, communities, and projects. Beginning with an introduction to theories of economic and community development, students will evaluate classic and alternative economic models and become familiar with existing policies that may facilitate or hinder sustainable economic development and effective management of sustainable organizations.

**Organizational Behavior Through a Sustainability Lens SBM53001**

**3CR**

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.

**Alternative Dispute Resolution**

**ENV53050**

**3CR**

Course Description: This course will introduce students to a range of contemporary theories about the nature of conflict, the principles of Alternative Dispute Resolution, and the role of creative problem solving in facilitation and negotiation. Students will explore the laws governing mediation in their own bioregions, and learn the skills needed to facilitate agreement among a range of stakeholders. There will be some group work, related to reviewing and providing feedback on the arguments and materials that another of your classmates has prepared for a hypothetical negotiation.

**Environmental Law and Policy**

**ENV54500**

**3CR**

COURSE DESCRIPTION: This course is an introduction to the laws and policies pertaining to issues such as population, energy, pollution, land management, waste disposal, economic growth, and ecosystem management, as well as some of the theoretical underpinnings of how economic and ecological burdens and benefits are distributed within society. Students will consider historic and modern common-law mechanisms for managing land use, and modern environmental statutes including federal land management regimes, consumer protection statutes, pollution prevention regimes, and the intersection of energy regulation and transportation law with environmental laws. Using the National Environmental Policy Act’s Environmental Impact Statement process as an organizing principle, students will consider a variety of environmental issues, statutes, and case law concerning environmental regulation in the United States

**Sustainable Business Marketing & Brand Management SBM55500**

**3CR**

COURSE DESCRIPTION: This course examines the principles and practices of marketing in a sustainable organization and marketing's role in the creation and management of relationships with customers and other stakeholders. Students learn how to create effective marketing strategies and plans that support the sustainable organization's mission and goals. Topics include identifying target audiences and needs, developing authentic positioning, and designing products/services, pricing, distribution, promotion and communications for sustainable brands and organizations.

**ST: Building Blocks of Sustainable Business**

**SBM55501**

**3CR**

SPECIAL NOTES: NONE COURSE DESCRIPTION: This survey course will introduce students to key concepts of accounting, economics and statistics which form the building blocks of the quantitative considerations for business. This course will also serve to satisfy the pre-requisite courses for those students interested in entering the MBA in Sustainability Leadership.

**Organization Transformation and Sustainable Leadership SBM57501**

**3CR**

COURSE DESCRIPTION: This course examines leadership theory relating to community and organizational transformation with a focus on leading for socially responsible institutions. Students consider variables that influence effective leadership in general, and the idiosyncrasies that characterize environmental issues and social change in particular. Throughout the course students examine several integral and connected issues—leadership theory and systems thinking, key environmental and related social issues for organizations, and a variety of different leadership modalities, along with Triple Bottom Line management concepts. These broad topics intertwine to provide a solid grounding to develop students' understanding of their strengths and potential as leaders for innovating environmental and social change.

**The Adventure of Enterprise: Ecopreneurs**

**SBM57510**

**3CR**

SPECIAL NOTES: NONE COURSE DESCRIPTION: Engage in the adventure of enterprise from strategic planning to a sustainable business model and social marketing. Become fluent in the main techniques and arrays of standards available for sustainable endeavors, including cradle to cradle, Natural Step, permaculture, triple bottom line, the 5 (and 7) P's, and more. This course helps students put ecopreneurship into practice, using biomimicry and ecological design from leadership and staff management to product development and program evaluation. Explore other concepts of organization and business models, including natural capitalism, social capital, local economies, gift economies, the commons, restoration, resilience and complexity, servant leadership, cooperative and collaborative structures, and new marketing. Engage in regenerative creativity and innovation to optimize collaborative organizational genius. Explore options for successful businesses including nonprofit and hybrid structures. Engage your passion and purpose with integrity and authenticity in enterprise design and management.

**Realizing the Vision: Integrating Strategic Systems Thinking, SBM58000**

**3CR**

COURSE DESCRIPTION: This course explores operations management in sustainable organizations and the application of systems thinking in the design and implementation of successful supply chain and operations strategies. Topics include social/ environmental performance gains through new model application and efficiency gains; process analysis, sustainable supply chains, quality management, service systems management, and how systems respond to attempts to bring about beneficial change to non-shareholder stakeholders, including the environment. Students will also learn about leveraging small changes in the optimal part of a system to produce big results.

**Strategic Sustainable Management Capstone**

**SBM59000**

**3CR**

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.

**Writing Workshop**

**WRW26000**

**4CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: This class has three primary purposes: 1) to help students develop writing strategies that reduce anxiety and produce quality work; 2) to help students identify a specific reader and purpose in order to translate exploratory writing into expository writing; and 3) to practice different forms of writing (e.g., narrative, evaluative, analytical, and argumentative) to increase flexibility. Peer and instructor responses help students develop an editorial eye for clarity and the ability to read one's own writing critically. Students study published writing to enlarge their understanding of rhetorical methods of development and to explore and refine their personal writing style.

**Academic Writing Skills**

**WRW27001**

**4CR**

SPECIAL NOTES: N/A COURSE DESCRIPTION: The course reviews basic expository writing, then focuses on generating and developing a persuasive research paper, 7-10 pages, in the student's field of study. The course will address documentation in both APA and MLA formats. The course also will emphasize training the students as peer editors for each other, with the goal of building a cohort that will support each other's writing during their Prescott experience.

**Academic Writing Seminar**

**WRW57001**

**3CR**

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. Master's students will produce a Capstone Paper, journal article, or other document supporting their thesis development.