Ph. D. Program in Sustainability Education

Student Handbook

2016-2017
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Welcome

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.

Ph.D. Program Mission

The Ph.D. program in Education, concentrating 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 social learning for a humane and sustainable future.
Prescott College Program Faculty & Staff Information

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SECTION ONE – OVERVIEW of the Ph.D. PROGRAM IN SUSTAINABILITY EDUCATION

Responsibility for Knowing the Policies and Procedures
Ph.D. students are responsible for obtaining and accurately following instructions from this Ph.D. Handbook. This will include such guidelines as academic expectations and requirements, policies, due-dates, and specific procedural requirements of the Ph.D. Program. Students can gain additional information from Ph.D. program website, by contacting their respective core faculty, or by contacting the Chair of the Ph.D. program.

While doctoral course mentors, practicum supervisors, and dissertation committee members are primarily selected for their content expertise in their academic discipline(s), they should be familiar with relevant sections of the Ph.D. handbook.

In addition to the Ph.D. program policy and procedures outlined here, Ph.D. students must also be familiar with the policy and procedures of Prescott College found in the All College Catalog on the Prescott College website.

Prescott College Website
To access information on the Ph.D. Program's Resources, forms, registration, technology resources and other related information go to my.prescott.edu and login. It can also be accessed from the Home page by clicking MyPrescott.

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

- The student must have completed approximately 75% of the coursework in a given course to be eligible for the temporary incomplete grade.
- The instructor or mentor must approve a student’s request for an incomplete by submitting an Incomplete Grade contract.
- The maximum time frame to complete a course graded incomplete is the end of the next semester.
- The mentor can set an earlier date, but cannot extend the incomplete period beyond the last day of the next semester.
- Evaluation of the incomplete course submitted after the last day of the next semester will be graded No Credit.
- Incomplete will not be granted for Dissertation Proposal and Dissertation credit. You must continue to enroll in Dissertations Proposal or Dissertations credits until the Proposal or Dissertation is complete.

Late evaluations and incompletes directly impact a student's academic standing and may jeopardize the student’s enrollment, graduation, and/or financial aid eligibility.

Exceptions to Academic Policy
Exceptions to academic policy are rarely made. However, students have a right to submit a request for exception using the Exceptions Request form found under the registrar’s forms on the PC website. The form requires faculty approval. Requests will be reviewed by the Exceptions Committee.

Part-Time Enrollment
This handbook is written primarily as it applies to fulltime enrollment. In consultation and in agreement with the student’s core faculty/advisor, part-time students adjust the number of study hours and learning documents to correspond to their course work. All other academic procedures and polices remain the same, including residency requirements.
Ph.D. PROGRAM ACADEMIC CALENDAR
For current information related to the Ph.D. Program, please refer to the Ph.D. Important Dates calendar on the Ph.D. Resource section of the website. The All College Academic Calendar maintained by the Office of the Registrar can be found on the PC website under the Records & Registration section.

Program Design
The design of the program is flexible enough to accommodate many individual learning goals, and individually-tailored outcomes. However, our focus is in fostering a cohort-based and a collaborative and challenging scholarly discourse and practice. Breadth is achieved through participation in a shared sequence of foundational courses and a common area of interdisciplinary inquiry (Sustainability Education). Depth is achieved through study of individually designed courses during the second and third year of the program and the dissertation process in the area of individual student’s choice.

This limited-residency program combines interdisciplinary inquiry with intense, individualized research and practice through Ph.D. program faculty instructed courses, mentored study courses, and a thorough review by a four-member dissertation committee. Three years of concentrated study and research (some have taken up to seven years and that is acceptable) culminate in a dissertation that reflects the high academic rigor expected of a doctoral dissertation and also includes a socially significant application.

Fulltime students are expected to devote a minimum of 20-25 study hours per week for the each eighteen week semester. This includes reading and writing, library research, interviews, workshops, internships, presentations, projects, reading several books a week and numerous individual book chapters or the equivalent in journal articles and other materials (e.g., web-based materials).

Program in Sustainability Education
The Prescott College Ph.D. Program in Sustainability Education views education broadly—as social learning that occurs in settings that are both formal (educational institutions, for example) and non-formal (such as families, community events, media, and businesses). Furthermore, the term “education” is considered to mean both the act or practice of educating or being educated and the study of education as a process (Richardson, 2003; Sterling, 2001).

Education for sustainability, therefore, is the act or practice of learning how to achieve global and local sustainable communities. It is a life-long, individual, and social learning progression that challenges the dominant ecological, psychological, economic, and social paradigms. The desired outcome is an informed, involved citizenry with the social and scientific literacy, commitment, and creative problem-solving skills to engage in responsible individual and cooperative actions toward a sustainable society. The focus of coursework is to understand the interconnections between ecology, economic influences, and social justice issues in a larger, bio-social-cultural context.

Education as sustainability, on the other hand, is the study of the educational process with the goal of reforming education itself. Specifically, it is a response to the dominant transmissive educational methodology of imposed instruction and transfer of information. In contrast, transformative educational methodology engages the learner through experience, participation, and reflection in the construction of meaning and knowledge (Mezirow et al., 2000). Although these two aspects of sustainability education can be defined differently, are often studied independently, and practiced separately – they are interdependent. Achieving sustainability in all dimensions of human existence depends on adopting an education paradigm that manifests and supports change toward a sustainable, secure society. In other words, "you cannot learn without changing, or change without learning" (Kosko, 1994). Since sustainability education should be "...essentially transformative, constructive, and participatory" (Sterling, 2001), all doctoral students in the new program are invited to participate in and study the transformative educational paradigm, even if their primary focus is Education for Sustainability.

The Ph.D. Program strives to contribute to synergistic learning and change in consciousness, education, culture, and, ultimately, society.
The program fosters open discourse through respect for diverse perspectives and scholarly collaboration. Integrated, interdisciplinary thinking promotes the evolution of ecological understanding, psychological/philosophical consciousness, and social learning for a humane and sustainable future.

**Content Knowledge:**
The program expects each student to demonstrate substantive knowledge base and mastery. This may include:
- Theoretical, and critical thinking skills with historical depth
- Substantive thematic knowledge in content and of practices in the field of student’s area of specialization
- Within the student’s topic of interest, as appropriate, ability to connect the knowledge base from natural sciences, social sciences (and humanities), and learning sciences
- Comparative analytical skills and ability to navigate between local, bioregional, national, and global trends and variations within these

**Skills Set:**
The program places high value in offering advanced skills of inquiry, research, and communication. They may include:
- Choose and design an inquiry framework and use appropriate methods and tools (research design)
- Collect evidence for the research question/topic, analyze, and interpret data
- Communicate your ideas and findings effectively in oral, written, digital, and multimedia formats

**Attitudes, Dispositions and Worldviews:**
The program not only inculcates appropriate values, worldviews and dispositions among its students, we believe in application of knowledge into practice through design, innovations, initiatives, and even entrepreneurship. Students are not only capable of naming and interpreting problems but actually offering better solutions. We accomplish this through our focus on:
- Relevance: Ability to situate research and practice in the socially and historically embedded contexts and to the particular communities concerned
- Resourcefulness: Ability to generate social, economic, and natural capital to support innovations and initiatives one is pursuing
- Flexibility and dynamism: Ability to initiate effective change at various levels—individuals, classrooms, communities, organizations and ecosystems.

**Behaviors and (Effective) Actions and Engagements in the Community**
We consider this as part of overall professional preparation of/for the program graduates. These may include:
- Professional code of ethics pertaining to human communities as well as larger than human species/communities. Prescott College's Institutional Review Board ensures that this is achieved in dissertation proposal and during dissertation study.
- Integral worldviews, insights and skills in sustainability, justice, and diversity
- Expertise to seek and offer integrative and imaginative solutions in human social systems as well as in natural systems and learning systems.
- Capable, ethical, and committed leadership to create a world that is not only ecologically sustainable, but also socially equitable, and bio-culturally diverse.
**Program Plan/Phases**

Students complete the three phases of the program during a minimum of three years and not to exceed ten years from date of entry to completion of all degree requirements.

**Phase One** (year one and two)

Generally these phases correspond with years in the program but there is overlap. Each phase ends with a benchmark assessment.

The first phase of the program is devoted to participating in foundational courses facilitated by the Ph.D. Faculty.

- Sustainability Theory and Practice for Education I & II (8 credits)
- Sustainability Education and Transformational Change I & II (8 credits)
- Modes of Inquiry: Interdisciplinary Graduate Research Design and Modes of Inquiry: Research for Change (8 credits)
- Attend Colloquia (see Residency Requirement)
- Benchmark assessment is the final paper of all three courses.

**Phase Two** (years 1 and 2, can be extended for part-time students)

During the second phase, students develop and participate in mentored study courses that reflect their personal, academic, and specialized orientations.

- Complete 28 credits of mentored study coursework, up to 6 credits of Practicum or courses offered by Prescott College
- Attend Colloquium and Sustainability Symposium (see Residency Requirements)
- Identify in collaboration with Core Faculty your two Dissertation Committee Members and Expert External Reader by end of year 2/phase two
- Launch Electronic Dissertation Committee Member Request form for each committee member
- Advanced Research Methods (4 credits)
- Qualifying Paper Course (1 credit). Benchmark assessment is a publishable Qualifying Paper (QP) on file with Academic Operations. Students in this phase must demonstrate the ability to integrate and synthesize knowledge in a comprehensive and scholarly manner, illustrating the student’s readiness to begin the dissertation.

**Phase Three** (completed after phase two, time is variable, for full time students this will be year 3)

The third phase is organized around four major learning projects:

- Dissertation/Project Proposal course (4 credits minimum)
- Presentation of Proposal at Sustainability Symposium
- Attend Colloquium and Sustainability Symposium (see Residency Requirements)
- The Institutional Review Board (IRB) proposal and appropriate consent forms reviewed and approved by the primary Dissertation Committee Members and on file with Academic Operations
- Benchmark assessment is Dissertation Proposal (DP) on file with Academic Operations. 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.
- Doctoral Dissertation (16 credits)
- Present Dissertation at May Colloquia and Sustainability Symposium

**Core Faculty**

All Ph.D. Program faculty will work with students throughout their program as course instructors, content experts, and advisors. However, by the beginning of phase two, one Ph.D. Program Faculty member will be matched to each student as a Core Faculty Advisor. The Core Faculty member will facilitate a student’s progress through the mentored study coursework, the dissertation proposal and the dissertation. The Core Faculty serves as advocate and Committee Chair for the doctoral student throughout phases two through four.

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Ph.D. Graduation Degree Requirements

Overview
Below is a listing of the Ph.D. program graduation requirements. Under each entry, a description is provided along with identification of the artifact produced and maintained with the students’ academic record to document completion of each requirement. Each requirement entry also includes a description of how the artifact is created, approved, submitted, and tracked.

- 72 Semester credits in 10 years’ time - Appropriate Electronic Course Evaluation completed and on file with the registrar (i.e. Mentored course evaluation, Dissertation Proposal Course Evaluation or Dissertation Course evaluation
  - Courses:
    - 24 credits of Foundational Credits
    - 23 credits Mentored study courses
    - 1 credit Qualifying Paper course
    - 4 credits Advance Research Methodologies and Methods course
    - 4 credit of Dissertation Proposal
    - 16 credit of Dissertation

- Qualifying Paper – Each Student is expected to submit a “publishable” 30 to 40 page Qualifying Paper (QP) to demonstrate his/her ability to write a doctoral level research paper.
  - Electronic Qualifying Paper Evaluative Summary launched and completed for each Dissertation Committee Member excluding the Expert External Reader.
  - Approved Qualifying Paper submitted to Academic Operations using the Electronic Submission link

- Dissertations/Project Proposal
  - Approved Dissertation/Project Proposal submitted using the Electronic Submission link
  - Electronic Dissertation Proposal Evaluative Summary for each dissertation committee member excluding the Committee Chair

- Dissertation/Project Proposal Presentation
  - Approved IRB Proposal submitted to Academic Operations (if required see IRB section below)
  - Present the Proposal at the Sustainability Education Symposium
  - Launched and completed electronic Ph.D. Presentation Narrative Evaluation on file

- Dissertation Presentation
  - Present the Dissertation at the Sustainability Education Symposium
  - Launched and completed electronic Ph.D. Presentation Narrative Evaluation on file

- Dissertation
  - Electronic Dissertation Evaluative Summary launched for each dissertation committee member excluding the Chair of the Committee
  - Launched and signed electronic Dissertation Approval Page
  - Informal Dissertation Defense 6 weeks prior to end of final semester
  - Approved Dissertation uploaded to ProQuest for publishing

In addition, to graduate, students must also meet the following administrative clearance requirements:
- Library clearance of all outstanding books and fines
- Business office clearance of any outstanding balance from tuition, fees, fines, etc.

Satisfactory completion of all aspects of the three phases (in 3 to ten years) of doctoral study will fulfill all the requirements for the Ph.D. in Education, with a concentration in Sustainability Education.
Electronic Course Forms

Mentored Course Contract – All non Moodle courses require a Mentored Course Contract. This document is the contract between you and your course mentor/instructor. A course may not be started until all parties sign the contract.

Evaluative Summary - Feedback is provided to the student for several required artifacts using an evaluative summary. This summary is an electronic form that is initiated by the student. An individual form is routed to each Dissertation Committee Member or reader as needed for each artifact. The Dissertation Committee Member or reader provides his or her feedback to the specific artifact and electronically signs the evaluation. The evaluation is automatically forwarded to the CF and the registrar (see Evaluation in Section Eight).

Course Evaluation – All courses require a student initiated Course Evaluation to grade the course complete. If a course evaluation is not initiated by the last day of the semester course credit are in danger of being graded no credit. This form is initiated by the student using the information from their course contract or Moodle course adding a Narrative evaluation of their completion of the course.

Doctoral Committee Structure

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

- One Ph.D. Faculty member Chair (usually the CF member)
- Two Dissertation Committee Member are selected/identified in the second phase (year) of the student’s program and in place at the beginning of phase three
  - To secure their Dissertation Committee student must complete a Dissertation Committee Member Request for each committee member excluding their committee chair. Failure to complete this form may result in committee members not being paid.
- One Expert External Reviewer (last phases only)
  - To complete their Dissertation Committee students launch the Dissertation Committee Member Request form

During the second year of the program and before the beginning of phase three, a student collaborates with Ph.D. Faculty to select two Doctoral Course Mentors to serve on the Doctoral Committee. The Expert External Reviewer is added to the Doctoral Committee in the final dissertation phase of the student’s program. All Dissertation 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.

Institutional Review Board (IRB)

Prescott College’s Institutional Review Board oversees the design of systems and processes that support ethical research involving any and all living beings and systems. Any persons associated with Prescott College (e.g., students, faculty, staff, and administrators) who are conducting research must follow the protocol described on the Prescott College website: Research Ethics (IRB). While these protocols may change over time in order to address emerging issues in research, they are designed to model a living systems approach toward ethical review and to reflect Prescott College’s concern for living participants and systems.
Ph.D. Protocol for IRB Approval
Acting on behalf of the college-wide Institutional Review Board, the doctoral core faculty for each individual student will chair the IRB review and approval process for the students with whom they work. If the student has an approved dissertation committee, the core faculty (doctoral committee chair) and the two other full committee members will review and approve all necessary research documents. If the student does not yet have an approved dissertation committee, the core faculty and a minimum of one other qualified and pre-approved person (e.g., course mentor or practicum supervisor) will take responsibility for this review and approval.

All research involving living beings, regardless of the stage in the student’s program and regardless of sponsorship, must be reviewed and approved by the Ph.D. IRB then sent to Academic Operations to record. This information is presented visually and in more detail in the flow chart for the Ph.D. program on the Prescott College Research Ethics (IRB) web page.

Please note:
1. No intervention or interaction with living beings in research, including advertising, recruitment and/or screening, may begin until the IRB proposal has been reviewed and approved by the acting IRB. Any research conducted without this prior approval may not be used (in dissertations, articles, course work, etc.).
2. It is the responsibility of the IRB Chairperson, her/his designee or the full IRB Committee to determine what activities constitute “research” involving “living beings.”
3. Researchers (students, faculty, staff, and administrators) should refer to the Prescott College website: Research Ethics-IRB for specific instructions about the process. The NIH training and reflection on the Twenty Questions for Ethical Review are required for all researchers going through the IRB process. Researchers can access forms, sample proposals, informed consent examples, and more on the website.

Changes in Research Project or Research Methods after Approval by the IRB
Any changes in the student’s research project and research method after IRB approval must be discussed with the advisor/faculty member and resubmitted to the IRB for re-approval as soon as possible and the reapproved IRB on file with Academic Operations. Since changes in methods do occur, it is incumbent upon the student to inform the advisor and IRB as soon as this appears to be the case.

IRB forms and additional information are available on the PC website under current students/limited-residency PH.D./forms.
SECTION TWO – DOCTORAL COURSE MENTORS AND MENTORED-STUDY COURSES

Doctoral Course Mentors

Students have the unique opportunity to create a network of professional mentors during their time in the program. During phase one, Ph.D. Faculty work with students to identify professional Doctoral Course Mentors. Doctoral Course Mentors serve students in a variety of ways in phases 2 and 3 of the program.

Doctoral Course Mentors are selected by each student for what they can bring to the student's scholarship and applied area of work. Reasons for selection will be academic and based on the potential mentor's previous academic research; in some cases, the selection will be based on life experience and personal knowledge rather than on educational background; in some cases, the selection is limited by the geographic region in which the course will take place.

Mentors should have the following credentials:

- A terminal degree including but not limited to MBA, MSW, MFA or a MPA or doctoral degree (exceptions can be made based on a mentors experience) in an academic discipline appropriate to the student's work.
- Several years of professional experience in the field.
- A superior reputation based on her or his professional experience, or record of research, publications, accomplishments, or speaking related to the subject.

Mentors may be selected from a pool of Prescott College faculty who have indicated an interest and who may work with other institutions and have been selected for their specific expertise or relationship to students' work. Students are encouraged to seek out mentors, in phase two of their program, both in and outside the Prescott College Community who have the potential to serve as Dissertation Committee Members during phases three and four of the doctoral program.

For phase two mentored courses, CF review and approve course descriptions and mentor CVs. Where feasible, CF will interview mentors by phone and discuss the program and responsibilities to be fulfilled by mentors. Mentors will be provided information on the design of the program. They are encouraged to contact the CF if there are any questions or issues. During phase two, student complete 4-8 focused, mentored courses totaling 24 credits per academic year (maximum of 6 credits per course and 12 credits per semester). Doctoral Course Mentors guide and evaluate the student's coursework. However, the CF has final responsibility for evaluating the course and assigning credit.

Credentials and Payment Process

The Ph.D. Program attempts to make payment of the mentor as straightforward as possible. For stipends to be issued, the program must have all these elements on file:

1. Complete Credential Data Sheet
2. Complete electronic W-9

These forms can be found on the Mentor Resources page of the college website at My.prescott.edu

All stipends will be calculated on a per credit, per semester basis and will be paid approximately 4 weeks after the end of the semester and only after completion of all necessary employment paperwork. By law payments cannot be issued without the proper credentialing and W-9 on file.

If a mentor cannot or will not accept a stipend for mentoring a student, the mentor should email instructionalpayment@prescott.edu prior to the start of the course to make alternate arrangements.

Mentors cannot have their stipend donated on their behalf. The payment must be made to the mentor directly. If mentors wish to donate the money to an organization they may chose to do so on their own. If the total amount of their stipends for the calendar year is over $600.00 they will receive a 1099 at tax time even if they have chosen to donate the money to a non-profit organization. Questions about payment should be directed to instructionalpayment@prescott.edu

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Honorariums

The program provides an honorarium for Doctoral Course Mentors to thank them for their willingness to inspire and guide students in the course of their mentored studies. Doctoral Course Mentors are largely donating their time and expertise to the student, and the honorarium is a way to recognize their service.

Doctoral Course Mentors for mentored studies are paid a stipend based on a per credit rate (currently $125 per credit). Doctoral Course Mentors are expected to devote approximately 6-12 hours per credit to advising, mentoring, and providing feedback on student work.

Dissertation Committee Members serving on dissertation committees are paid on a per credit basis (currently $75 per credit for a minimum of 6 credits and a maximum of 12 credits per semester). The time commitment will normally be approximately 2-4 hours per credit per semester for each student served.

Dissertation Expert External Readers are paid on a per credit basis (currently $37.50 per credit) for a minimum of 6 credits and maximum of 12 credits per semester.

Honorariums are paid approximately 4 weeks after the end of the semester and only after completion of all necessary employment paperwork.

Primary Responsibilities

There are four primary academic responsibilities that Doctoral Course Mentors must carry out:

1. Assist students in refining their study plan, individual course designs and signing the electronic Mentored Course Contract to finalize the registration of the course.

2. Read and respond to all students' written coursework. Mentors should critically evaluate all academic work both during and at the end of each semester of the program. There are no specific guidelines for method or form of responding to students' written materials; rather this is negotiated between students and their Doctoral Course Mentors. Students are to ask for the kind of feedback they need. Some Doctoral Course Mentors choose to require specific types of research papers, specific documentation, a particular style, etc. Others simply respond to the materials received.

3. Dissertation Committee Members and students, consult one-on-one for a minimum of six hours each semester. The committee and student may meet in whatever form works best for them. These meetings may:
   - Take place at scheduled colloquia, if appropriate.
   - If the student and mentor live in the same geographical area they can meet when and where it is convenient for them.
   - Some will make an effort to attend the same conference and will meet there.
   - Consult by phone or internet base communication (i.e. Skype, Google+, and GoToMeeting).

   This consultation process is completely negotiated by the Doctoral Course Mentor and student, but we ask that as a guideline at least 6 hours of meeting time be included in each term (although as noted, if this is not possible, it can be renegotiated). Critically evaluate all academic work both during and at the end of each semester of the program.

4. At the end of each course, the Doctoral Course Mentor must complete the electronic course evaluation by writing a narrative evaluation of the student's work to be included in the electronic course evaluation. (See pg 32-33 for criteria and examples).

Finally, Doctoral Course Mentors are asked to keep in touch with the core faculty member who approved their appointment and become as familiar as possible with the policies and procedures of the Ph.D. program through
reviewing the *Student Handbook*. The core faculty and program chair are available as support for the Doctoral Course Mentors in negotiating this unique model of student-directed, community-based, collaborative learning.

**Mentored-Study Courses**

Beginning in phase one, students pursue their individual interests by designing mentored study courses with the help of their Doctoral Course Mentors and Ph.D. faculty. The courses focus on the student’s specialized learning and praxis interests. Because these courses are based on agreements submitted by the student and approved by the CF, we refer to this manner of taking courses as *mentored course* to distinguish it from the more common notion *independent study*.

Course descriptions and curricula are planned by the students in collaboration with their Ph.D. faculty and Doctoral Course Mentors. A draft should be submitted to CF for review prior to the start of the semester. Once the course description and course syllabus has been finalized, the student will initiate the Mentored Course Contract Form, found under Ph.D. forms and resources on the PC website. The student must submit the form electronically by the first day of the semester or they are in danger of being dropped from placeholder credits.

These courses are supervised by Doctoral Course Mentors on a mentored study basis utilizing a system of regular meetings (in person or by phone), email, web pages, regular mail, and/or presentations at colloquia. Specific course requirements will be negotiated between the Doctoral Course Mentors and the student and approved by the Ph.D. Faculty supervising the student’s program. These responsibilities will be discussed with Ph.D. Faculty and prospective Doctoral Course Mentors prior to the beginning of study.
SECTION THREE – RESIDENCIES

Residency Requirements
The residency requirement is approximately thirty-five days and is fulfilled in a minimum of four years corresponding with the four phases of the doctoral program. The thirty-five days does not include traveling to and from residencies.

Phase One
- Entry Orientation & Colloquium (Mid-August, 5 days total)
- Mid-January Colloquium (5 days)
- Mid-May Colloquium (5 days +)

Phase Two*
- Fall Colloquium (October or November) (5 days)
- Mid-May Colloquium/Symposium (5 days)

Phases Three*
- Mid-April Colloquium/Symposium (5 days)
  - Dissertation Proposal/Project Presentations
  - Final Dissertation Presentation

*Presentations required at one residency in each of the last three phases
Students from all cohorts are required to participate in the Annual Sustainability Education Symposium held in May, prior to graduation.

Colloquium Attendance
Fulltime students must attend a total of seven colloquia: three the first phase (year), two in the second phase, and one each year until completion. They must plan their schedules to accommodate these residencies during their tenure in the doctoral program.

After the entry colloquium, there may be rare occasions when a student has a compelling need to miss a colloquium due to a practicum-, research-, work-, or family-related scheduling conflict. If such an emergency arises, the student must first gain approval from her or his CF for the requested absence, and then must submit a written request to the Ph.D. Program Chair noting the reason for the needed absence and noting that the CF member has given approval for the absence. The student will be required to determine with her or his CF or Doctoral Committee some work that can compensate for a missed colloquium. For example, the Doctoral Committee might request that the student prepare a research paper on a topic that was discussed at the colloquium or a reflection paper on a similar conference theme.

Phase One: Entry Orientation and Colloquium
All new Ph.D. students must attend a required to attend in person a 6-day orientation and colloquium in Prescott, AZ. Student will also be provided an online orientation prior to arriving to Prescott that will help orient them to the program and provide information to help them be successful. If an individual who has been accepted to the Ph.D. Program cannot attend the entry orientation and colloquium, she or he must defer enrollment to the following year.

The colloquium sessions during this first week will be an opportunity for doctoral students to come together in intensive interaction with other new students, Ph.D. Faculty, and other resource people about the purposes, processes, and requirements of the program. A detailed schedule will be available on the Prescott College website.

In addition to the entry orientation, first-phase students will attend two other 5-day colloquia in January and May. During the periods between colloquia, seminars, coursework and study of the foundation courses will continue via
individual studies, online platform and written communications, conference calls, and collaborative learning projects.

**Subsequent Phases (Years) Colloquia**
Continuing students in phases two and three of their studies continue to participate in 5-day colloquia. These colloquia occur one or two times per year. These 5-day events will be opportunities for collaboration, interdisciplinary learning, presenting, researching, and teaching about topics and issues related to the continuing doctoral students’ programs of study. Colloquia include: conferences between students and their Ph.D. Dissertation Committee Members, presentations by students of their work in progress, panel discussions, and interdisciplinary seminars that supplement the individual student learning/study plans. Colloquia may also include seminars and workshops that address the “nuts-and-bolts” of the Ph.D. program such as: research design, methodologies and methods, applied and action research strategies, grant writing and research funding, and dissertation/project planning and production. During the 5+ day annual Sustainability Education Symposium students in Phase 3 of their program present their Dissertation Proposals (DP) and graduating students present their dissertations in open sessions for feedback and dialogue from other students, faculty, and other attendees.

**Dissertation Committee Member Attendance**
A student presenting in their final Dissertation semester may invite their Dissertation Committee to attend the Annual Sustainability Education Symposium. For one committee member per graduating student Prescott College will reimburse Travel expenses up to $500.00 for the committee member but must be pre-approved by the Ph.D. Program Chair.

**Colloquium Presentations**
All doctoral students must make a minimum of three presentations to students, faculty and interested participants at regular colloquia sessions during phases (years) two through four of the program, including the final presentation of the dissertation/project results. Students may present more often than the basic requirement if the presentation can be accommodated by the colloquium schedule.

The final dissertation presentation, must be an individual presentation, but the other presentations may be done as part of a group or individually.

Approximately 3 months prior to the May Colloquium, students who are scheduled to present and faculty who are planning to present are asked to submit a title and description of the presentation. It should include a relevant descriptive title, a two to three sentence description written in third person.

**Presentation Requirements**
- Presentations are required to be in a pdf format and on either a thumb drive or accessible through the web.
- Media must be compatible with a Windows based computer
- A Windows base computer, LCD projector and speakers will be provided. **No outside A/V equipment will be allowed**
- Additional media (i.e. YouTube, Video, Music) requires prior approval from the Elearning Department

If additional media needs are necessary (i.e. YouTube, video, music), and are of substantive value you must, obtain approval from Elearning and provide the link or the music to Elearning at least 1 week prior to your presentation. You will need to make an appointment to meet with Elearning to go over these needs and any last minute changes will not be accommodated. For questions please contact Elearning@prescott.edu

The colloquium/symposium schedules may be found on the Prescott College website 3 weeks prior to any the event.
SECTION FOUR - CURRICULUM

Curriculum
The general curricular design objectives of the doctoral program are threefold:

- To offer doctoral students the opportunity to challenge and go beyond accepted educational models, knowledge, and practices
- To create a flexible and responsive learning model that allows exploration in individual focused areas of study and praxes within a broad, interdisciplinary framework
- To explicitly link research and social action in a way that contributes to an expanded vision of doctoral level study for the future

As a “rule-of-thumb”, 3 semester credits involves approximately 40-50 hours per credit of the student’s time.

Students are expected to actively study and aid the societal transition to local and global sustainability and security. This entails understanding and critiquing current thought as well as practice. It also involves visioning and designing credible alternatives for either education as sustainability or education for sustainability or both. The initial year of intensive foundational coursework sets the stage for further study in these areas.

Required Foundational Courses
Students must complete three foundational courses in the first phase of their program. This experience will provide students with a shared, broad platform of knowledge upon which to build their future studies in sustainability education. Students develop a background to prepare them to understand and analyze controversial issues, research topics, information sources, modes of scholarly inquiry, and potential individual focus areas.

Collaborative participation in these courses also helps form a cohort of cooperating doctoral students each year and provides students opportunities to exercise initiative and leadership.

Course Descriptions
 Foundations of Sustainability Theory and Practice I and II (8 credits)
Right now, there are about 350 definitions of sustainability. Thus it is a bit difficult to settle on a definition. Usually, sustainability is thought of as a paradigm for bringing about a future that balances environmental, economic and societal forms and processes. Among others, the author of Blessed Unrest (2007), Paul Hawken, defines sustainability as the task of creating balance between two most complex systems on earth—the natural system and the human social system. Echoing that, faculty for this course defines the task of learning sustainability as to “reorient human species to become beneficial members of an abundant biosphere.” This model unravels the intersection between ecology and economy, on the one hand, and equity and bio-cultural diversity, on the other.

The first part of this year-long foundational doctoral course focuses primarily on the axis between ecology and economy. Authors and texts examine various options to create beneficial partnerships between ecology and economy. The concepts of natural capitalism, valuing biomass and ecosystem services, calculating ecological footprint, investing in eco-economy, developing cradle-to-cradle ecological design, transitioning to a post-carbon economy, using appropriate technologies, pursuing sustainable harvest regimes, and respecting indigenous ecological knowledge are critically examined.

In Part Two, our spring edition of the Foundations of Sustainability Theory and Practice course, we continue to explore physical aspects of sustainability in tandem with investigations of our social, psychological, and cultural mindset. This time around the principle focus is on food, with related exploration of transport and waste/recycling of resources in our personal and community lives. Again, our explorations aim at sustaining humankind AND the living planet on which we all depend. When we produce food, how can it be done in ways also that serve the natural environment’s needs for health, wholeness, and full capacity for self-renewal? We investigate pathways to make good on more sustaining daily decisions around nutrition and food procurement. This includes
discovering alternative preferences and processes that reduce waste of natural resources and mitigate harm to natural habitats and cycles. We will weave in possibilities for more sustaining methods of transport and for reducing and recycling wastes. Learners will again be part of small groups to create comprehensive plans for an Intervention Design Engaging Adaptive Sustainability (IDEAS) that includes purpose, sources who informed the design, incremental steps meant to provide psychological, social, and economic support, and visible markers of progress toward the more sustaining behavior or practice. Where possible or practical, the intervention will include actualization of an early phase. This design project can be an extension of one begun in the fall as long as it also connects meaningfully to one of the physical manifestations of sustainability that are focal points this semester. We also will read and reflect on the latter half of our text, The Human Age.

At the end of the course, participants are expected to be not only ecologically and economically literate, but also able to comprehend and apply the notions of justice/equity and bio-cultural diversities in sustainability education. Readings and assignments for this course are comprehensive and cover these issues in the global North as well as the global South. Students are expected to derive insights and applications of these notions and success stories to her/his bio-region. Students attend to the appropriate scale and scope of ecology and economy as they intersect with the class, ethnic, gender, racial, and biogeographic formations within global, local, as well as “global” situations. The expectation is not only that learners comprehend the key concepts/themes but also demonstrate how to translate those concepts and apply them to a particular policy in a local and/or bioregional context.

Transformational Learning and Sustainability Education I and II (8 credits)
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 areas as public and private education, community development endeavors, business and economic ventures, government training programs, and through all the social and ecological networks critical for human survival.

Sustainable Education is the process by which individuals and organizations engage in new learning that challenges existing norms and draws upon the resources and initiative of those involved in this learning. This approach to education is designed to contrast the predominant managerial and mechanistic paradigm of learning, such as exists in most public education settings and in much of higher education, with a more holistic and ecological model that emphasizes the realization of human potential and interdependence of social, economic, and ecological wellbeing. Such learning is more engaged, experiential, and addresses the physical, mental, emotional, and spiritual components of our roles in the world and in human society. Such learning is based on core values of lifelong learning, recognition of diversity, cooperation and collaboration, personal reflection and values, integrative understanding, responsibility and faith in others, and developing learning communities with a commitment to the good of the planetary whole.

Education as Sustainability is the means through which we educate invite 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 also to contribute to the future well-being of our society and ecological systems.

Modes of Scholarly Inquiry and Action Research I and II (8 credits)
This course is the first of two 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: meaningful, excellent, essential, objective, informed, etc.] research. The first semester course introduces the practical elements of planning, designing, 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, how we see what is, and what we bring); epistemology (how we know what we know); and methodology (philosophical and theoretical lenses that inform our thinking). This course will ensure that in doing this we specifically address the role of power and social reproduction in knowledge production, problem solving, and action directed at change.

As the second part of the foundational research design course, the course readings, discussions, and assignments center on activist-based and applied research, critical and appreciative inquiry, and research for social/ecological/environmental change. Written assignments build on the work from the fall semester as well as on the readings and discussions this term. Written assignments help students define a question, design a research project, develop critical research skills, and prepare to work toward a dissertation proposal and final dissertation. Individuals receive feedback from the course facilitator 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 facilitator. Upon completion of this course, students will be ready to choose an appropriate mentor and collaboratively design and carry out an advanced research methodology course. Section two of the course builds a foundation for each student to begin her or his thought and examination of the following: the role of inquiry or research in the context of focused efforts to promote learning and change; how to identify important and doable action-project-based research within specific cultures of inquiry; how to collect and analyze qualitative/quantitative data to improve the work of scholar-practitioners; and how to include and foster participation by other educators and community members in a team approach to collaborative inquiry and participatory research.

Practicum Course (Optional)
Graduates of the Ph.D. Program will be prepared to serve as reflective professionals who integrate theory, research, and values with high integrity, practice, and scholarship in sustainability education. To foster the scholar-practitioner role, each student has the opportunity to create and participate in a practicum which incorporates his or her focused studies with practical application. The emphasis of this project is on providing service to a community and learning from the experience. An interdisciplinary approach is strongly recommended and encouraged in the planning and implementation of the practicum site, focus, and supervision. Students may develop more than one practicum if desirable. The Doctoral Committee or the Committee Chair, as appropriate, will approve all practica.

Practicum Guidelines
Each doctoral student who chooses to take a Practicum course undertakes a mentored practicum or active project and reflects on the relationship between theory and praxis. Students continue to devote a total of approximately 12 hours a week to the practicum (for a 4 credit practicum), but there is a great deal of flexibility and variety in what the student does, the number of hours per week devoted to hands-on experience, and how she or he uses supervision. A mentored practicum should integrate theory, research, and values with practice and scholarship oriented to positive individual, organizational, and social change. Such practica can also be utilized as a vehicle to gather relevant data or test out the research design provided the student has completed all IRB requirements.

Praxis is by definition the practical application of a branch of knowledge. Since the practicum must be based on new learning in the doctoral program, it must follow or be coincident with some theoretical coursework.

A frequently asked question is whether one's job can be considered as an acceptable practicum. It is often ideal to use one's work site for a practicum — as long as it is based on the student's learning in the doctoral program, provides new challenges or opportunities, and represents a stretch for the student. In other words, business-as-usual is not sufficient. The Ph.D. program has no requirement that students be compensated for practica, nor does it prohibit such compensation.
Practicum Mentor
The student must locate and secure an appropriate Practicum Mentor. The students Core Faculty is responsible for reviewing and approving to the Practicum Mentor. Dissertation Committee Members are to determine the student’s needs and ensure the mentor provides appropriate and relevant support.

Ph.D. Faculty recommends that student’s Dissertation Committee Members not serve as their practicum mentor. Exceptions may be requested but there must be a specific and compelling reason why a Dissertation Committee Member is really the most appropriate person to fill both roles. If there are significant mitigating reasons why one person should serve in several roles, including Practicum Mentor, the student must have approval from her or his CF.

Qualifying Paper Course
During phase two, each student is expected to that the Qualifying Paper course to develop and submit, a Qualifying Paper (QP) that is suitable for publication in a professional journal that is 30 to 40 pages, to their Dissertation Committee, excluding their Expert External Reader to demonstrate his or her ability to write a doctoral level research paper. The QP must be approved by the primary Dissertation Committee Members and committee chair before a student advances to candidacy and prior to enrollment in dissertation credits. Once a QP is approved the student must submit the degree requirement using the QP submission link on the Prescott College Website.

Suggested competencies to be demonstrated in the QP are listed below. QP readers should use these criteria to evaluate the QP. Guidelines for the Qualifying Paper at included below:

- The thesis of the QP is clear and the student’s argument is well organized.
- The student demonstrates his/her original voice while integrating theory with personal practice and reflection.
- The student demonstrates the ability to integrate multiple disciplines and clearly discusses relationships between ideas.
- The student demonstrates critical thinking through evaluation of ideas.
- The student defines and explores an idea that he or she believes is central to the concept of sustainability education while demonstrating his/her familiarity with key scholars and theories.
- The student clearly demonstrates how his/her own ideas relate to the larger landscape of sustainability education.
- The student expresses his/her own biases while making claims and challenging or supporting other’s positions.
- The student demonstrates excellent writing and editorial skills including a mastery of APA style for formatting, citations, etc.

Study Plan
Newly admitted Ph.D. students will expand the proposed program plan used in the admissions process into a thoroughly developed overall study plan for their entire graduate program (program-as-a-whole) by the end of the first year in the program. During this first phase, students also create personal learning plans, or study plans, for individual focus areas and work with Ph.D. Faculty members serving as Core Faculty (CF) to identify and recruit their Doctoral Course Mentors. By the beginning of the second phase, all Ph.D. students are required to have their study plans developed so fully that they include course titles, course syllabi, prospective Doctoral Course Mentor’s names, credentials, and number of credits planned for each course. This document is open to change as students become more involved in their coursework and perhaps envision a different focus for their dissertation research and projects.

Revised August 2016    21
SECTION FIVE - OUTCOMES OF STUDY IN THE Ph.D. PROGRAM

Students and their Dissertation Committee Members should keep in mind, as they plan each semester/phase of study, the ways in which they can move toward meeting the following degree outcome criteria:

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

Ph.D. Program Assessment

General learning outcomes for the Ph.D. Program are outlined in the following table:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>What Learners Need to Know and Be Able to Do</th>
<th>Habits of Mind/inquiry and Scholarship Learners Need to Develop</th>
</tr>
</thead>
</table>
| Ability to see research and practice as socially situated | • Identify different people or groups who have worked on related issues  
• Understand the history of one’s research tradition/field  
• Connect the purposes of their work to the work of others (e.g., challenging, adding, shifting, refuting)  
• Remain current with the academic literature  
• Ground questions in practice as well as theory | • See criticism as contributing to the quality of one’s work  
• View one’s work as a contribution to practice  
• Recognize and use local knowledge in the inquiry process  
• Develop sensitivity to different discourses in the design, conduct, and communication of research in different settings and with different audiences  
• See research and practice as part of an ongoing conversation and evolution |
| Have substantive knowledge of theory and modes of practice in the field | • Know current theories, analytic frameworks, current empirical results, and ideas of the fields central to one’s work  
• Understand controversies and differing theoretical positions  
• Understand and integrate historical perspectives on a field and its evolution  
• Understand the nature of particular claims and theories | • Curiosity about how others have thought about an area  
• Reading partly to get more substance, and partly to identify the growth points of a field  
• Keep up with developments in the field in and outside of one’s own area |
| Think theoretically and critically | • Distinguish empirical issues from conceptual/analytic issues | • Humility to respect prior work; courage to question accumulated wisdom |
| Ability to frame fruitful and relevant research questions/problems | • Grasps the issues in the field: where are there gaps? Unexamined issues? Where is there controversy? Where is something that needs to be challenged?  
• Be familiar with the literature in related fields  
• Articulate researchable questions  
• Formulate hypotheses and hunches  
• Connect one’s work to other’s  
• Identify critical (or as yet to be identified) elements of a problem | • Passion for the ideas but dispassion for scholarship (i.e., genuine curiosity or desire to develop a careful analytic contribution to a problem)  
• Willingness to take intellectual risks  
• Keep a delicate balance between advocacy and inquiry |
| --- | --- | --- |
| Skill to design research (i.e., join researchable problems to appropriate methods of inquiry) that incorporates: | • Different sources of “data”  
• Matches research questions to kinds of information needed  
• Different methodological traditions and orientations relevant to the research topic  
• Central conceptual constructs, e.g., dependent/independent variables, change, comparison  
• Different methods of data collection  
• Conceptual maps of all aspects of the inquiry, developing of methods to address particular aspects of the map  
• Creative frameworks of discussion | 8. Intellectual honesty and integrity: respect for setting and participants in research, setting up research to investigate, not merely support belief  
9. Seek and use criticism  
10. Choose methods without partisan loyalties, matched instead to intention and question  
11. Seek methods, designs, instruments from other’s work |
| Ability to collect, analyze, and interpret data using: | • Different methods of data analysis  
• Appropriate standards of evidence  
• A wide variety of sources of ideas,  
• Scholarly literature  
• Fluid and coherent writing. | • Openness to surprise  
• Look for disconfirming evidence, considering alternative interpretations or explanations  
• Seek criticism  
• Use of the literature to help develop explanations; balance in such use, neither directly importing others’ ideas, nor unnecessary invention |
| Skill in oral and written communication with various audiences about research and practice | • Address different audiences  
• Use different genres and forms (e.g., essay, empirical article, case study, conceptual analysis, etc.) of writing  
• Distinguish what constitutes “findings” or “products” of particular programs of research/practice | • Seek opportunities to present draft analyses or arguments, revise as a result of listeners’ reactions  
• See writing as part of interpretive and analytic work, not merely “writing up” research |
| • Identify the kinds of claims that are made and what constitutes effective means of presentation and provision of evidence  
• Write well for both technical and general audiences  
• Engage persuasively in academic discussion and argument  
• Structure arguments well.  
• Write precisely and plainly  
• Participate in oral presentation and debate  
• Examine the ways in which the research activity is a form of dissemination  
  *Craft findings to serve various media, such a videography for various social media. | • Seek criticism  
• Expectations of revision—that writing and rewriting entailed  
• Respect for language, caution in introducing new terms, care in created needed ones  
• Sensitive to different discourses in the design, conduct, and communication of research in different settings and with different audiences  
• To see research as contributing to an ongoing conversation and evolution in the chosen field of study |
SECTION SIX - DOCTORAL RESEARCH AND WRITING

Excellence in Passionate Scholarship
Combining rigorous scholarship and research with practica and mentored study, the student will be well prepared to pursue his/her passions within the field of Sustainability Education. The Dissertation will be a traditional research document that has an applied and/or action-oriented relationship to the wider world beyond academia. Doctoral students will be expected to achieve excellence in scholarship and practice in the following ways:

- Building on previous experience, knowledge and skills, acquire a coherent and sophisticated knowledge in their chosen areas of study.
- Demonstrate comprehensive and thorough knowledge of major problems, literature, concepts, theories, practices, ethical issues, and research methodologies in Sustainability Education and their respective areas of interest.
- Present a demonstration of their ability to formulate questions, develop hypotheses or conceptual frameworks, assemble pertinent data and information, and critically assess evidence in an interdisciplinary context.
- Present evidence of a capacity for significant and socially relevant intellectual inquiry in the form of original research that has an applied or action-oriented component.
- Display clarity, effectiveness and sophistication in written and oral communication along with development of a persuasive point of view.
- Exhibit a willingness and ability to participate in and promote interdisciplinary, collaborative inquiry as well as shared creativity and action.

Competency in Research and Scholarship
Before beginning their Dissertation, all students are required to demonstrate competency in the modes of scholarship and a variety of research methodologies and methods that are traditionally used in their areas of study. Although students are expected to be familiar with action or participatory research, they are also encouraged to explore different research methodologies and methods that may be applicable to their areas of study.

Students will be thoroughly grounded in methodologies—the specific critical theory or philosophy that motivates and supports their research. All students will want some basic familiarity with quantitative and qualitative approaches to research. In addition, students emphasizing education as sustainability may want to develop a deep understanding of various types of qualitative research, including surveys, interviews, action research, etc. Likewise, students emphasizing education for sustainability may also need an in-depth understanding of qualitative methods as well as a solid foundation in quantitative methods such as statistics. Many students with varied interests will need to be familiar with textual research, or other specialized methods commonly used in their specific area.

This expectation is meant to provide students with fundamental knowledge about the area of research design and method in their particular field. After demonstrating this competency, students will be able to 1) read and critically review current research in their particular field, 2) design and implement a research project, and 3) confidently articulate the underlying theoretical principals by which they are conducting their dissertation research or investigation. This competency is satisfied in part by taking the two required courses: Modes of Scholarly Inquiry and Research and Research Methodologies and Methods.

The full Doctoral Committee must agree that these requirements have been satisfactorily completed. It is to the student’s advantage to complete these requirements before any work is done on the final Dissertation/Project Proposal.
Dissertation/Project Proposal

Components
The Dissertation Proposal (DP) is the major project of phase three of the doctoral program. It should contain all the components of the dissertation in outline and summary form including an introduction, literature review, a research methods section with research design, sample, and intended populations, anticipated results, and projected conclusions as well as project description, IRB, and references. A project that indicates the application of the doctoral research is expected to be proposed.

The Dissertation/Project in Sustainability Education consists of two separate components, a dissertation and a project. The traditional dissertation that contains the rigorous scholarship and research methodology will support and accompany the project. The dissertation itself will reveal that the student has attained technical mastery of her or his focused area, is capable of independent scholarly work, and is able to make an original contribution to knowledge on an important topic within the field of Sustainability Education. The project is an applied and/or action-oriented effort that exists outside academia and is a practical application of the student’s studies and expertise in her/his focused area. This project will normally be documented and included with the formal dissertation.

Purpose
The Dissertation/Project is the final demonstration of a doctoral student’s ability to be an effective and passionate scholar/practitioner in Sustainability Education. Following the guidelines from the Council of Graduate Schools policy statement, we believe that the purpose of the dissertation component is to

1. Reveal the student’s ability to analyze, interpret, and synthesize information;
2. Demonstrate the students knowledge of the literature relating to the topic or at least acknowledge; prior scholarship on which the dissertation is based;
3. Describe the methodologies, methods, and procedures used;
4. Present results in a logical and sequential manner; and,
5. Display the student’s ability to discuss fully and coherently the meaning of the results.

Through the dissertation process, the student learns how to clearly outline and solve a problem of importance to society in a scholarly fashion, demonstrate an academic understanding of the parameters of the study, consider multi- and interdisciplinary perspectives on the topic, and appreciate the professional context of the study.

However, it is expected that in choosing an area of study and research, the student will be involved in a highly engaged, dynamic, learning dialog with the world outside academia. Research that has direct application in the field of Sustainability Education is required. The project component of the Dissertation/Project must demonstrate direct education, social and ecological application and impact in the realm of Sustainability Education.

Dissertation Project Format
Although there is not a specific format for the Dissertation/Project Proposal, students are encouraged to be very specific and thorough in creating the proposal. The more specificity the student includes, the higher the likelihood that all Dissertation Committee Members will have the same expectations regarding the outcome of the Dissertation/Project. Clarity of understanding in the planning stage will make the writing and revision processes go more smoothly.

The proposal/plan should include
- A narrative overview of the Dissertation/Project as a whole
- Identification of the Dissertation Committee Members and the their fields of expertise
- a timeline for writing drafts or chapters of the dissertation and submitting them to the committee (specific calendar); and,
- An overview and outline of what the final applied and/or action-oriented project will look like, when it will be done, and how it will be documented.
- Clear organization and labeling of the each of the typical dissertation components as per the following chart:

<table>
<thead>
<tr>
<th>Component</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction and Discussion of the Issue</strong></td>
<td>• the research problem or question that you will address in your work</td>
</tr>
<tr>
<td></td>
<td>• why you have chosen to do this work (need)</td>
</tr>
<tr>
<td></td>
<td>• objectives, goals, personal significance, expectations, etc.</td>
</tr>
<tr>
<td></td>
<td>• why you believe you have or will have the knowledge and skills to undertake this project</td>
</tr>
<tr>
<td></td>
<td>• how it will be useful and to whom it will be useful (purpose)</td>
</tr>
<tr>
<td></td>
<td>• how your work relates to the existing state of knowledge and practice in your field</td>
</tr>
<tr>
<td><strong>Review of the Literature</strong></td>
<td>• the body of literature that you plan to cover (include a preliminary bibliography)</td>
</tr>
<tr>
<td></td>
<td>• discussion of the breadth of your planned review</td>
</tr>
<tr>
<td></td>
<td>• ideas about including those theorists whose work offers a different perspective from yours</td>
</tr>
<tr>
<td></td>
<td>• a brief sample (2-3 paragraphs) of your literature review</td>
</tr>
<tr>
<td><strong>Discussion of the Methodology and Methods Used</strong></td>
<td>• an explanation in very specific detail of the methods being used, including procedures and techniques for conducting the research and methods of gathering and analyzing data</td>
</tr>
<tr>
<td></td>
<td>• what analytical approach you will use to interpret your research (methodology)</td>
</tr>
<tr>
<td></td>
<td>• the literature or other research you plan to validate the integrity and reliability of the work</td>
</tr>
<tr>
<td></td>
<td>• the authors or texts that were or will be considered in designing the research</td>
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<tr>
<td></td>
<td>• any information about the use of human or living subjects, including the selection process, agreements and payments made, informed consent and confidentiality issues, demographic characteristics (see Appendix 2 – Prescott College IRB)</td>
</tr>
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<td></td>
<td>• description of participants, testing instruments, and procedure by which you plan to collect data</td>
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<tr>
<td><strong>Discussion of the Research/Results</strong></td>
<td>• how you think you will approach or include this discussion</td>
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<td>• your plans for demonstrating the results to readers</td>
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<td>• discussion of any form of presenting results other than text, such as tables, art, transcripts, etc.</td>
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<td></td>
<td>• your willingness to let this section evolve. In other words, consider your biases or agendas and how you plan to let them go and allow the research to determine the results</td>
</tr>
<tr>
<td><strong>Conclusions/Recommendations</strong></td>
<td>• what you think you will include here</td>
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<td>• your thoughts about how this section may related to the applied or action-oriented project</td>
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<td>• your thinking about future research or what is not being addressed by this research</td>
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<td>• your willingness to allow this section to evolve</td>
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</tbody>
</table>
Each of these components will be expanded upon once doctoral research is carried out and results obtained, though the basic structure will be followed with individual variations approved by the committee. This should be a substantial document that will indicate to the student’s Doctoral Committee that the student is fully prepared to begin collecting additional data and writing the dissertation.

**Procedures for Review, Revision, Submission, and Approval of the Dissertation/Project Proposal**

During phase three, students will complete and submit the following artifacts related to and supportive of the Dissertation Proposal/Project (DP):

- The Qualifying Paper (QP) is expected to be a 30 to 40 page paper of publishable quality. The QP is due before the beginning of the second semester of the second phase or before a draft of the DP is submitted. The QP may constitute a section or be incorporated into the DP. The QP is read, reviewed, revised, and approved by the two primary Dissertation Committee Members and the chair. Once approved the student is required to submit the approved QP to Academic Operations using the electronic submission link on the Prescott College website. The student will get sufficient feedback on the QP to know how to proceed with the dissertation proposal.
- Prior to the student submitting the DP, a conference call between the student, the chair, and primary Dissertation Committee Member is highly recommended.
- NB: The Advanced Research Methods Course and IRB proposal must be completed and on file with Academic Operations before research can begin.
- A practicum course is one in which the learning of the program can be put into practice in some action-oriented situation. This may also provide an opportunity to test the research design.
- Dissertation Proposal (DP) for review and approval by the student’s Doctoral Committee.

Two Dissertation Committee Members will serve as primary resources to the student during the writing of the dissertation proposal (DP) and the dissertation; a third committee member will be a designated Expert External Reader whose responsibility will be to review and approve the final version of the DP and the dissertation. The chair of the committee will facilitate the functioning of the other Dissertation Committee Members, review all student submissions, summarize the EOS evaluations of the student and Dissertation Committee Members each semester, and coordinate the approval process for the DP and dissertation. The committee will also review the student’s completion of the degree components that lead to Admission to Candidacy. These include the Advanced Research Course, the IRB Proposal, the Qualifying Paper, and the DP.

**DP Writing/Approval Process**

- The student will submit an outline of the DP early in Phase 3 to acquaint the committee with the student’s direction.
- An initial draft for review will be submitted for committee review and feedback early in the second semester of Phase 3.
- The student will revise this draft and submit it for further review and approval by the two Dissertation Committee Members and the chair at least six weeks before the end of the semester that the DP is due.
- The DP will then be reviewed by the Expert External Reader, revised with this input, and a meeting scheduled with the student and the committee for final approval, if advised by the chair.
- Once approved students submits the Dissertation Proposal to Academic Operations through the submission link on the Prescott College website.
- The student will then present this proposal at the Sustainability Education Symposium in the spring.
- Students will launch a Dissertation Proposal Evaluative summary for their 2 Dissertation Committee Members excluding their Committee Chair.
- Students will launch the Dissertation Proposal Course Evaluation to receive credit for the course.
- Dissertation Committee Members will complete the Dissertation Evaluative Summaries that are then routed to the chair who will write a Summary Evaluation for the EOS review.
IMPORTANT: Before a student can enroll for the final or Dissertation Phase, the Dissertation/Project Proposal must be approved by the Doctoral Committee and submitted to the Academic Operations Office through the submission link found on the Prescott College Website

Procedures for Completing the Dissertation

During phase four of the program, students are expected to carry out and complete research proposed in their Dissertation Proposal (DP) Plan, enact a project related to their dissertation topic, and complete the writing of the Dissertation. This entails working closely with the primary Dissertation Committee Members on a schedule to ensure completion and submission of a draft so that there is time for feedback and revision near the beginning of the second semester. At this point, if there is preliminary approval by the chair and primary Dissertation Committee Members, the approved initial draft is submitted to the Expert External Reader for further review and feedback.

Students may submit chapters for review by the primary Dissertation Committee Members at any time. The primary Dissertation Committee Members will write an evaluation of the student's progress at the end of the each semester of dissertation research and writing that a student is enrolled in. After review by the primary Dissertation Committee Members and chair, with appropriate evaluations as required, a final draft of the dissertation is submitted to the Expert External Reader. Once the Expert External Reviewer has reviewed and provided feedback to the student, a final revision will be submitted to the entire committee at least eight weeks before the concluding semester. Failure to meet this deadline could result in further enrollment of Dissertation Completion Credits.

If this final draft is acceptable, the student should schedule a meeting via conference call or other means with the entire committee to review the student's work and judge whether the requirements of the dissertation degree requirement have been met and the student can proceed to graduation. If needed, conference calls can be scheduled at other times during the writing of the dissertation. Once this process is complete, the student will present their doctoral work to the college community during the final Sustainability Education Symposium.

A proposed schedule for phase four will be presented by each student to her or his committee and forms provided for final evaluation of the dissertation. Once a dissertation is approved by the entire committee, in order to complete the dissertation process and complete the requirement for graduation, a student must complete the following items by the last day of the graduating semester:

1. Launch the Dissertation Approval Page form
2. Launch the Dissertation Evaluative Summary forms to Dissertation Committee Members excluding committee chair
3. Launch the Dissertation Course Evaluation
4. Launch the Presentation Narrative Reflection form for the Dissertation Presentation
5. Upload Dissertation to ProQuest for publishing (directions and instructions will be sent by Academic Operation prior to the end of the semester)
SECTION SEVEN – SCHOLARLY WRITING AND ACADEMIC INTEGRITY

Scholarly Writing
The Ph.D. Program is writing-intensive. As most coursework is completed through mentored study, students have limited opportunity for oral demonstration (to faculty and to other students) of their learning and knowledge. The program, therefore, relies heavily on the written learning documents, the Qualifying Paper, the Dissertation/Project Proposal, and the Dissertation as the principal illustration of the quality and quantity of work completed for the program.

In all requisite written work for the Ph.D. Program, students are required to know and use the writing and publication guidelines appropriate for their area of studies within Sustainability Education. Sustainability Education will follow the protocol described by the American Psychological Association (APA). All formal papers, the Qualifying Paper, the Dissertation/Project Proposal, and the Dissertation must be written according to these guidelines. Individual Doctoral Course Mentors or Dissertation Committee Members (or Expert External Reader) may also request that a specific paper be written in an informal manner.

Students should note that many style guides are geared toward writing papers for publication in scholarly journals. Although students will follow these guidelines when writing their publishable Qualifying Paper, expectations for the Dissertation can be somewhat different than what is expected for materials being submitted for publication

Regardless of the style guide being used, written work by a student in the Ph.D. Program must be nonsexist, non-racist, non-homophobic, and tolerant of diversity. Information about gender-free or nonsexist language is included in all current style guides; the MLA has a book dedicated entirely to this subject.

Academic Integrity
The Ph.D. Faculty and Dissertation Committee Members will not be flexible regarding plagiarism. Plagiarism is unacceptable. If it is determined by any member of the Prescott College faculty that plagiarism, cheating, or fabrication have occurred, the student will not receive credit for the course or term in which the plagiarism occurred, and the student’s enrollment at Prescott College may be terminated. The Ph.D. Program subscribes to the following from the American Heritage Dictionary of the English language (1992) in its definition of plagiarism:

“1. To use and pass off as one’s own (the ideas or writings of another). 2. To appropriate for use as one’s own passages or ideas from (another). To put forth as original to oneself the ideas or words of another.” (p. 1383)

Please refer to the Prescott College policy on Academic Integrity in the All College Catalog on the college website.
SECTION EIGHT - EVALUATION

Evaluation of Student Achievement
Students send learning artifacts to their Doctoral Course Mentors or faculty at regular intervals during the semester. Doctoral Course Mentors or faculty provide regular and timely written feedback on student work in progress. Students may also receive verbal feedback during the in-person, web-based, Video based and teleconference meetings at various times during each semester.

Student’s learning artifacts must contain a minimum number of required works and must be of a quality appropriate to a “B+” or better for graduate study. These expectations are to be monitored by the Doctoral Course Mentors with input and oversight from the Ph.D. Faculty.

Narrative Evaluation by Mentors and Faculty
At the conclusion of each course, the student initiates an electronic narrative evaluation form found under Ph.D. forms and documents on the PC website. The student inserts the course description, bibliography and self-evaluation. The evaluation is then automatically routed to the course instructor (either a mentor or faculty member), Dissertation Committee Member or reader who completes a narrative evaluation of the student’s performance and signs the evaluation electronically. The evaluation is automatically forwarded to the CF and registrar.

Guidelines for End-of-Semester (EOS) Narrative Evaluations

The student’s narrative self-evaluation The student’s portions, exactly as submitted by the student, become part of the official Prescott College transcript. Evaluations should be proofread for spelling and grammar.

In the self-evaluation narrative, students can briefly describe their learning within the course. It is not the place to discuss personal assessment of the course, instructor or the program. Student self-evaluations should supplement the course descriptions in giving a picture of the course work a student completed. It may include such things as:
- Accomplishments appearing in the course description (e.g., completing a publishable paper)
- Specific research projects
- Important learning resulting from the course work
- Student success as a self-directed and/or collaborative learner
- Accomplishments within the course related to the Ph.D. academic outcome criteria (see Learning outcomes pg23)

The Doctoral Course Mentor’s narrative evaluation
This portion, exactly as submitted by the mentor, becomes a part of the student’s official Prescott College transcript. Mentor evaluations reflect their assessment of student course work. The evaluations may include such things as:

- The mentor will describe the nature, extent, and quality of the work completed by the student for each course during the term (especially as related to the student’s goals)
- Suggest areas for improvement.
- Indicate whether or not the student’s work for the course is of sufficient quality as learning achieved (if no sufficient please see No Credit Verification section on pg 33)
- Description of new directions for learning

Academic Outcome Criteria for the Ph.D. Program
In the narrative evaluations, students and faculty relate what the student has accomplished each semester according to the following outcome criteria for award of the Doctor of Philosophy degree at Prescott College. A student graduating from the Prescott College Ph.D. Program will demonstrate the following:
• Ability to see research and practice as socially situated;
• Substantive knowledge of theory and modes of practice in the field;
• Theoretical and critical thinking skills;
• Ability to frame fruitful and relevant research questions and problems;
• Skill to design research by approaching researchable problems with appropriate methods of inquiry;
• Ability to collect, analyze, and interpret data; and,
• Skills in oral and written communication for various audiences.

Example Narratives

Student Evaluation
Course Title: Nourishing Community Connections through Social Learning Networks (6 credits)

This course began as an investigation of ways to weave consciousness and practice of the natural environment into the everyday lives of Americans. My learning path soon took an unexpected and productive turn when it became apparent that a chief culprit in the disassociation of people from stewardship of nature is the near invisibility of the natural environment as an authentic concern of mainstream politics. In my research, I wove strands of political opportunity such as connecting physical health of people and economic health of communities to conserving the health of bioregional ecosystems. The culminating course product was a comprehensive essay describing a "Full Spectrum" politics that offers political parties a way to include conservation as a necessary plank of their platforms. I have submitted for publication to a journal of politics.

Mentor Evaluation
The student's work for this course, “Global Warming, the Law, and Sustainability,” was more than satisfactory. He was able to bring his legal background effectively to bear quite specifically on carbon dioxide emissions and their part in the current global climate dynamics. His final paper particularly addressed the case of Massachusetts V. the U.S. Environmental Protection Agency (EPA), and on the legal proceedings and machinations that contribute to or thwart efforts of the “environmental community” to attenuate future carbon dioxide emissions within the United States. He has shown a tremendous capacity for research and for drawing connections among approaches to an issue from different professions, political contexts, and systems of thought. This is certainly doctoral-level work. My only suggestion would be that he keeps in mind his primary academic audience, rather than a legal one. Even so, I found his data and their presentation quite approachable, thanks to his glossary of legal terms.

No Credit Verification
Occasionally, a student will not fulfill the objectives of her or his course or meet the criteria for requesting an incomplete for a mentored course. When a student does not complete the proposed course objectives, does not maintain contact with the mentor for the duration of the course, and is unlikely to initiate a course evaluation at the end of the semester, the mentor may initiate electronically the No Credit Verification form found on the Mentor’s section of the college website. This form signals to the CF and registrar that a student has not earned credit for a course. Like the course evaluation, a No Credit Verification form should be submitted by the last day of the semester and initiates payment of the stipend to the mentor. Mentors are urged to contact the student and the student's CF prior to submitting the No Credit Verification form.