



Prescott College

Ph. D. Program in Sustainability Education

Student Handbook

2025-2026

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Welcome to Prescott College's Sustainability Education Ph.D.

Prescott College's Mission and Vision

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.

Prescott College sets the standard for academic excellence through experiential, collaborative, community-responsive 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.

Ph.D. Program in Sustainability Education

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 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.

Students gravitate to and leverage this program from myriad scholarly and professional angles. It supports a transdisciplinary group of scholar-practitioners focused on sustainability in their fields, which often manifests professionally into careers in teaching, research, and leadership.

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Prescott College's Ph.D. Program in Sustainability Education

Responsibility for Knowing the Policies and Procedures

Ph.D. students are responsible for obtaining and accurately following policy from the All College Catalog and procedure from the Ph.D. Handbook. The All College Catalog can be found on the Prescott College Website. This Handbook will include such guidelines as academic expectations and requirements, due-dates, and specific procedural requirements of the Ph.D. Program. Students can gain additional information from the Ph.D. program website, by contacting their respective core faculty advisor, 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 expectations 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.

PhD Resource Center in Canvas Learning Management System

All PhD students should self-enroll in the Canvas PhD Resource center by utilizing this link: <https://prescott.instructure.com/enroll/ARCDWH> which houses many course documents, links, forms, and helpful resources for the doctoral journey.

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, 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 the study of individually chosen online electives.

This limited-residency program combines interdisciplinary inquiry with intense, individualized research and practice through Ph.D. program faculty instructed courses, and a thorough review by a four-member dissertation committee. The program can be completed in three years of concentrated study and research, for full time students, or the equivalent for part time students, assuming their work reflects the high academic rigor expected of a doctoral dissertation and includes a socially significant application.

Full time students on average invest a minimum of 20-30 hours a week focused on their academic work. 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). Opportunities to integrate projects from one's professional and personal life into a learner's academic life are supported and encouraged. Note:

regardless of institutional affiliation, high academic expectations will be applied across all doctoral students at Prescott College.

Prescott College Learning Outcomes

A strong foundation in the Liberal Arts prepares students to be lifelong learners, critical thinkers, and creative problem-solvers by engaging them in a broad, interwoven range of models of inquiry. This foundation of knowledge and skills allows students to understand societies and their histories, cultures, arts, aspirations, and challenges. It prepares students to find, evaluate and analyze information, as well as integrate and synthesize the practical and theoretical aspects of their learning. They develop an understanding of their obligation to respond to the needs of the greater community of humans and the natural world.

- Competence within specific field of study
- Humanities & Arts Knowledge
- Civic Engagement
- Ecological Literacy
- Skills for Inquiry, Analysis, & Synthesis
- Global Cultural Literacy
- Skills for Self-Direction and Lifelong Learning

Prescott College Sustainability Education Ph.D. Doctoral 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 Ph.D. Program consists of 72 credits (at a minimum). The program is primarily conducted online with annual virtual (and sometimes in-person) convenings. There is a recommended annual Spring Sustainability Education Symposium for student scholars to present their work, to network with students and faculty, and required for graduating doctoral students. This has been in-person and virtual in the past, and the modality will be communicated on a case-by-case basis. The degree must be completed in ten or fewer years. Generally, the three programmatic 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 session format of 8 weeks. Students enroll each term in one or two courses per session.

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

Coursework in three phases:

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)

Additional Research Methods:

Students must take 2 of the 3 below courses between "a, b, and c":

- a. Quantitative Research Methods (3 Credits) (take 2 of 3)
- b. Qualitative Research Methods (3 Credits) (take 2 of 3)
- c. Equitable Program Evaluation and Development (3 credits) take 2 of 3)

And--a requirement to proceed to the Dissertation Proposal for All students:

- d. Advanced Research Design (3 credits)

Phase II consists of **24 Elective Credits**

Students will take 24 credits of electives in Master's or PhD level (50000-70000-level) 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 50000 or 70000 level courses
 - This could include a practicum (Up to 6 credits)

Identify in collaboration with Core Faculty Advisor, the student's Dissertation Chair, two Dissertation Committee Members, and 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:

- Academic Writing Seminar (3 credits) (Outcome: Qualifying Paper, if approved, leads to:)**Note: This could also be accomplished during Phase II. The Academic Writing Seminar can be waived and replaced with an elective if Qualifying Paper benchmark is met elsewhere, pending program director approval.*
- Dissertation Proposal: Doctoral Research Design: Doctoral Research Design (3 credits) (if approved, leads to:)
- Dissertation: 18 credits total.

- Present Dissertation at (mandatory) Sustainability Education Symposium.

For three and four year possible study plans, visit [this document](#). For a PhD Graduation Checklist (to share with the registrar), [visit this document](#). For a user-friendly graduation pathway document, to note when courses are offered and available, [visit this document](#).

Ph.D. Curriculum:

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

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

Students are expected to actively study and aid the societal transition to local and global sustainability and security in and through education. 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.

Students must complete a sequence of foundational courses throughout their doctoral trajectory. They 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, critical foundations 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.

Doctoral Courses: General Overview

At the conclusion of the Foundational Courses, Ph.D. students work with their CFA to select online elective courses that meet the needs of their academic focus. The courses may be drawn from the list of graduate courses offered each block. The language of "session" is also used to describe the 8-week block. Each session lasts 8 weeks. Full time Ph.D. students need to enroll in 24 credit hours, or 8 session/block courses per year. Typically students enroll in one block course at a time. However, in order to complete the course in 3 years, students need an additional 6 credits per year (this includes the summer term). This could include a practicum for 6 credit hours in a single block. The practicum might run the entire Term (2 blocks) while taking one elective 3 credit course per block. In order to complete the program in 3 years students need 24 credit hours per year.

Grades and Credit

All foundational courses and electives will offer students a letter grade. However, for practica, and benchmark courses that include the Dissertation Proposal and Dissertation credits, students will default to Credit/No Credit for their ongoing work. This is because the Dissertation Proposal and Dissertation are expected to be exemplary. Students may petition for a Grade or a C/NC in any of the above cases if either are preferable for their transcript, and will make that specific request to their faculty/instructor at the onset of the relevant academic session.

Foundational Courses

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)

Students enrolled in the "Culturally Responsive and Sustaining Pedagogy" course will explore fundamental challenges and contradictions in educational practice and theory as a means to work toward a shared vision of a more sustainable—socially just and ecologically responsible—world. An aim of this course is to model critical pedagogy and culturally responsive teaching that is intellectual and experiential, individual and collective, and theoretical and practical. Students taking this course will study effective praxis, theoretical foundations of critical pedagogy and culturally responsive teaching. Students will also study practical aspects of the classroom that include lesson planning, teaching techniques, reflections on student learning, and politics of knowledge. Through the process of inquiry, this course will operate as a learning community where all students, as both educator and learner, will be encouraged to imagine new ways of seeing and acting in the field of education and the role it plays in problem-solving for a multitude of social and environmental challenges. The course will culminate in the implementation of student-designed Critical Pedagogy Action Projects.

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 demands 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 effective praxis, 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.

Equitable Program Evaluation and Development (3 credits)

This course provides students with an overview of theory and skills in program development and evaluation, employing a lens and throughline of equity literacy. Students will learn to evaluate constituent needs and develop plans that reflect the community and the organization, that are reality-based and sustainable, and created with measurable outcomes which can be evaluated to determine their success and provide a framework for funding proposals. Students will gain practical experience through a series of exercises involving the design of a conceptual framework, development of successful and equitable program indicators, and producing a practical and thorough evaluation plan to measure impact of a pre-existing organization, program, or initiative. This is intended to develop professional skills that students can take into the workplace as informed leaders for actionable, equity focused institutional development.

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 is designed to support graduate students in writing, refining, and advancing a scholarly paper for publication in an approved peer review journal of their selection. A student is expected to enter the course with a substantive draft paper from which they will be coached in refining and elevating for an academic audience. The paper will need to meet formatting conventions of the journal of their selection in length and style (such as APA 7th edition). The outcome of this course is the signature assignment entitled the "Qualifying Paper" which, upon approval, will indicate the paper is primed for journal submission. Doctoral students will produce an approved Qualifying Paper in order to advance to their Dissertation Proposal: Doctoral Research Design coursework. Students must demonstrate the ability to integrate and synthesize knowledge in a comprehensive and scholarly manner, illustrating the student's readiness to begin the Dissertation Proposal.

Dissertation Proposal: Doctoral Research Design (3 credits)

The "Dissertation Proposal: Doctoral Research Design" course is required for all Ph.D. 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 candidates, and must be preceded by the "Dissertation Proposal: Doctoral Research Design" course. It will provide structure and support for doctoral candidates working on their Dissertation over a period of time, from enacting a project related to their Dissertation topic, to completing the analysis, writing, and refining the Dissertation itself. This will entail working closely with the primary Dissertation Committee Members on a schedule to ensure completion and submission of drafts to ensure time for feedback and revision. Students will enroll in this course a minimum of 6 times (in 3 credit increments) to meet program requirements under the Fall 2020 Handbook, but there will be no distinction in the course between enrollment periods. The instructor of record on the course will support students with guidelines on each chapter of the dissertation, best practices with respect to writing and revising, and supporting students in leading their committees to ensure consistent communication and transparency through the process. The end result of this course, at a minimum of 18 credits, will be a polished Dissertation that the student's Dissertation Committee Members all concur is Ph.D. quality, and a successful Dissertation Presentation in the candidate'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 .

Ph.D. Graduation Degree Requirements/Benchmarks

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 within 10 years' time - Appropriate Electronic Course Evaluations and Grades completed and on file with the registrar.

- Courses:
 - 24 credits of Foundational Courses
 - 24 elective credits (up to 18 5,000-6,000 level credits, a minimum of 6 7,000-level credits, and up to 6 credits of Practicum)
 - 3 credits "Academic Writing Seminar" Qualifying Paper Benchmark course*
 - 3 credits "Dissertation Proposal: Doctoral Research Design" course
 - 18 credits of Dissertation

**Note: the Academic Writing Seminar can be waived and replaced with an elective if Qualifying Paper benchmark is met elsewhere, pending program director approval.*

- Qualifying Paper
Each Student is expected to submit a "publishable" Qualifying Paper (QP) to demonstrate their ability to write a doctoral level research paper. (The student will research scholarly journals for the guidelines for publishing in their specific journal.). The CFA or Chair will determine when the Qualifying Paper has met academic standards, and this can be done inside of the "Academic Writing Seminar" course, or outside of it.
 - Approved Qualifying Paper.
- Dissertation/Project Proposal
 - Approved IRB Proposal submitted to Prescott's Institutional Review Board (if required, see IRB section below). *The IRB submission may also happen in advance of the DP course, like in the Advanced Research Methods course.*
 - Approved Dissertation/Project Proposal by the students' Chair, committee and instructor of the DP course. *Some Dissertation Chairs might require a DP presentation, but others may find that the written document suffices. Please defer to your Dissertation Chair for guidance on this. It is, however, encouraged to present at least in a Zoom format to refine the student's oral dissemination skills.*
- Dissertation Presentation
 - Present the Dissertation at the Sustainability Education Symposium
- Dissertation
 - Launched and signed electronic Dissertation Approval Page
 - Informal Dissertation Committee meeting highly recommended 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.

Doctoral Students versus Candidates

The following are two different student roles in the PhD process, 1) doctoral students and 2) doctoral candidates, which are important to differentiate for the students' general needs, as they shift over the course of the program.

- **Doctoral Students** are defined as students who are not advanced to doctoral candidacy and will not advance to candidacy by the start of Fall term of the academic year in which workload is being assigned.

- **Doctoral Candidates** are students who have completed 48 credits (including transfer credits) of the PhD's Phases 1 and 2, and are enrolled in dissertation proposal (DP) or dissertation credits. **Doctoral candidates** are defined as students who are (1) already doctoral candidates or (2) on track to advance to candidacy during the academic year in which workload is being assigned.

The differentiation between candidates and students help articulate where the doctoral learner is with respect to their path to graduation and completion.

Doctoral Committee Structure

The Doctoral Committee is determined during phase (year) two as they approach phase three, for a doctoral candidate. The Doctoral Committee consists of four members:

- One Dissertation Chair (not necessarily the student's CFA)
- Two Dissertation Committee Members are selected/identified typically in the second phase (year) of the student's program and in place at the beginning of phase three
 - To secure their Dissertation Committee, the 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 External Reviewer (Intended graduation term)
 - 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 their Ph.D. Core Faculty Advisor to select a Dissertation Chair and two Doctoral Committee Members to serve on the Doctoral Committee. The 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.

HLC Doctoral Faculty Qualifications

Higher Learning Commission Guidelines indicate that all faculty supporting PhD students and candidates will meet Prescott College's HLC Faculty Qualifications Policy (Approved 10/2023) that includes the following: "Faculty guiding doctoral education have a record of scholarship and preparation to teach and supervise scholarly activity at the doctoral level. Research and scholarship are appropriate to the program and degree offered." Doctoral Committee members will abide by the aforementioned HLC guidelines.

Responsibilities of Committee Members

A word about the philosophy of Prescott College and our work with Doctoral Learners: In a stance unlike some traditional institutions, the philosophy of Prescott College encourages doctoral students to succeed. The members of the doctoral committees are invited to support and encourage the doctoral student and the doctoral candidate to produce academically significant work. The number one job of the committee is to help the student succeed.

Note, for student and candidate context: The Doctoral Advising Policy shifted in January of 2023, differentiating between the CFA and Chair Roles, and elaborating the External Reader's Role.

Core Faculty Advisor

The Core faculty advisor (CFA) is a member of the PhD Core Faculty, and is responsible for advising students during phases 1 and 2, and occasional administration support through Phase 3 as needed. The CFA will guide doctoral students through the doctoral academic process, assisting with graduation planning, registration and academic advising, and ushering students toward candidacy. The CFA will assist in securing the doctoral student with a chair as they move towards candidacy. Every student will be matched with a CFA upon confirming admission to the program. The CFA will ensure that the student has a smooth transition to a dissertation chair, in collaboration with program administrators.

Dissertation Chair

The **Dissertation Chair** is a faculty member with a PhD at Prescott College, or Prescott College Emeritus and is the primary advisor and consultant for the construction, refinement, and completion of the dissertation. (It is recommended that students either hire an APA editor or obtain effective software for the final APA review and edits). The dissertation chair meets regularly with the Ph.D. candidate to clarify, motivate, guide, and move the dissertation forward in a timely manner. (Occasionally, the dissertation chair served as a student's CFA, but not in the majority of cases).

In consultation with the dissertation chair, the Ph.D. candidate schedules the final Dissertation Committee meeting approximately 6 weeks prior to the end of the term in which the candidate hopes to graduate. While the dissertation chair's job is to guide the student academically, PhD candidates are expected to be in charge of scheduling, meeting agendas, and general organization of the chair and the candidates' time together, with an eye towards effective time management and focused engagement.

Committee Members 1 and 2 (and their engagement)

The primary responsibility of the other two primary committee members is to read and provide thoughtful and thorough feedback to the Ph.D. candidate. This feedback begins with the review of the Dissertation Proposal (DP). Reading the DP offers the Committee Members the occasion to look closely at the literature review, the methods, and methodology the student has proposed. This is the time to give the student guidance on gaps or excesses in the literature and/or maintaining integrity through the research processes. These Committee members do not need to work for Prescott College, but must hold a terminal degree in an area relevant to the student's area of interest. Once a draft of the dissertation has been reviewed by the Dissertation Chair, the Committee Members receive an electronic copy. Committee Members may request the dissertation be shared with them as each chapter is completed and approved by the Chair, or request the dissertation in full. It is not their responsibility to engage in heavy editing, but address the accuracy of the content, the appropriateness of the methods and methodology, the substance of the data collected, and the scholarly reflection of new learning.

The Committee Members will be asked to attend a face-to-face meeting (typically conducted using Zoom or other electronic media.) The committee, including the student, will review first the DP and approximately a year later, the committee will meet again to review and ultimately approve the dissertation contingent on its academic quality and rigor.

The External Reader

The External Reader is officially contracted for the doctoral candidate's intended graduating term, and reads the final draft of the dissertation after all committee members have thoroughly reviewed it. They offer substantive content related feedback in an aim to finesse and refine the final product. They are

expected to attend dissertation related meetings throughout this term, including the candidate's final dissertation presentation. Occasionally, candidates do not graduate during that time frame as intended, and the External Reader's purview is voluntary after that intended graduation Term of service.

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.

The Prescott College Institutional Review Board acts as an administrative body ensuring state, federal, and international compliance with regulations concerning the use of human beings as research participants. All research involving human participants conducted by faculty, staff, or students must follow all standards set for by the IRB in to ensure:

- Human participants are neither harmed nor placed unduly at risk over the course of study
- That all participants are aware of their rights
- That investigators comply with all regulations on the state and federal level. In addition, that investigators conducting research in other nations, including tribal nations, obtain permission from those nations and comply with all applicable regulations and laws of that nation
- That investigators uphold the highest of ethical standards of care relating to participants, including, but not limited to: maintaining confidentiality, providing informed consent and, when applicable, assent, and minimizing risk of harm.

Faculty participation on the Prescott College Institutional Review Board rotates and complies with the Common Rule regarding membership, with at least five members including one natural scientist, one social scientist or humanities expert, and one member that is not affiliated with the institution. Members have the responsibility to approve, require modification, or deny approval to all proposals brought forth that contain research using human participants. The Prescott College IRB welcomes inquiries and will strive to assist all researchers in the review process. For more information on IRB submission guidelines, search Research Ethics on the Prescott College website. For questions or comments, please email the board at irb-board@prescott.edu.

Ph.D. Protocol for IRB Approval

The doctoral CFA or Chair, depending on the student's (or candidate's) phase of study, will act as Principal Investigator in conjunction with the doctoral student for purposes of the IRB review and approval process. Once the doctoral student has an approved dissertation committee, a dissertation chair, and the two other full committee members will review and approve all necessary research documents prior to IRB submission if it relates to their dissertation design. All research involving human participants, regardless of the stage in the student's program and regardless of sponsorship, must be reviewed and approved by the Chair or Core Faculty Advisor, and then submitted to the Institutional Review Board for approval.

Please note:

1. No intervention or interaction with human participants 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 to determine what activities constitute "research" involving "human participants."

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. 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, and they will advise the student on how to proceed.

Enrollment in the **Canvas IRB Course**, which houses all IRB-relevant information including how to submit a proposal can be done through this link: <https://bigip-idp.prescott.edu/my.policy>

Practicum/Committee Payment Process

Credentials and Payment Process for Practicum Mentors and External Committee Members

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 choose 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

Honoraria

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 practicum 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 who are not PC faculty are paid on a per credit basis (\$75 per credit for a maximum of 12 credits per semester).

Dissertation External Readers are paid a lump sum of \$500 for their service.

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

Residency Requirements

There are two required events, the **entry Orientation** in the fall and, for those graduating, the **Sustainability Education Symposium** in the spring. All Ph.D. learners are invited and **strongly encouraged** to attend the annual Spring Sustainability Education Symposium, but only those scholars graduating and presenting their dissertations are required to attend. *Under special circumstances, such as with the COVID-19 pandemic, events may be held virtually and physical attendance is not an option. International students, or others on a case by case basis may have the option of virtual residency attendance, and will need to reach out to the program director if travel is particularly inaccessible.*

Phase One: Entry Orientation and Colloquium

All new Ph.D. students are required to attend in person a 3-day orientation and colloquium in Prescott, AZ (this may be moved fully online if necessary, as continues to be done for COVID-19). Students will be provided an additional online orientation prior to arriving at Prescott that will help orient them to the program, staff offerings and student support resources, and generally 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, they 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 for the Online Orientation.

Subsequent Phases (Years) Sustainability Education Symposia

The Sustainability Education Symposium is an annual offering, typically hosted on Prescott College's campus in Prescott, AZ, but may instead be held virtually, that convenes doctoral students, faculty, committee members, and others in the academic community to share and present research and inquiry in the field of Sustainability Orientation. The Symposium is open to friends, family, and colleagues of anyone in the doctoral community. It is typically three to four days in duration. Keynote speakers and dynamic experiential sessions often characterize this event as one of connection, collaboration, and advancing new knowledge and praxis in the Sustainability Education realm. It precedes the doctoral graduation, and occurs the same week so that attendees can also support their fellow Ph.D. graduates, or segue directly into graduation themselves.

Sustainability Education Symposium Presentation

The final dissertation presentation must be an individual presentation, but any other presentations may be done as part of a group or individually. Approximately 3 months prior to the spring symposium, students who are scheduled to present are asked to submit a title and description of the presentation. It should include a relevant descriptive title and abstract.

Requirements for in-person presentations

- Presentations are required to be in a PDF, PPT format and on either a thumb drive or accessible through the web.
- Media must be compatible with a Windows based computer.
- A Windows based 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 roughly 3 weeks prior to any event.

Additional Curricular Details and Benchmarks

Plan of Study

Newly admitted Ph.D. students are encouraged to develop an [overall study plan](#) for their entire graduate program so they have a sense for their overall study trajectory, which will be emailed to the registrar to assist in their graduation tracking. Beginning with their first term, doctoral students will be assigned a Ph.D. faculty member to serve as Core Faculty Advisor (CFA) to ensure all their graduate requirements are being met. They will create a study-plan document in preparation for graduation planning, and send it via email to the Registrar's office. 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. Ultimately, the Dissertation Chair, if different from the CFA, may need to approve this plan as well.

Practicum Course (Optional) or Independent Study Courses

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 their 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. A student may take no more than 6 credits of Practicum. *In certain circumstances, a student may be eligible to take an independent study course, if the course content they are seeking is not offered in the graduate course offerings. In this circumstance, the course would need to be approved by the student's core faculty advisor and program director.*

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 the student 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. [This document](#) may support students in building a practicum course contract.

Practicum Supervisor Mentor

The student must locate and secure an appropriate Practicum Mentor. The student's Core Faculty Advisor is responsible for reviewing and approving the Practicum Mentor.

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 doctoral student or candidate must have approval from their CFA or dissertation chair

Qualifying Paper

In phase two (or sometimes three), during the Academic Writing Seminar course or outside of that course with instructor approval, each student is expected to develop and submit a Qualifying Paper (QP). The Academic Writing Seminar can be waived and replaced with an elective if Qualifying Paper benchmark is met elsewhere, pending program director approval. The purpose of this benchmark is to demonstrate the student's ability to write a doctoral level, refereed research paper. The QP must be approved by the 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 are included below:

- The thesis of the QP is clear and the student's argument is well organized.
- The student demonstrates their 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 they believe is central to the concept of sustainability education while demonstrating their familiarity with key scholars and theories.
- The student clearly demonstrates how their own ideas relate to the larger landscape of sustainability education.
- The student expresses their 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.

Doctoral Research and Writing

Excellence in Passionate Scholarship

Combining rigorous scholarship, research and collaborative academic discourse, the student will be well prepared to pursue their passions within the field of Sustainability Education. The Dissertation will be a research or inquiry-based product that has an applied and/or action-oriented relationship to the wider world beyond academia. Doctoral students will achieve excellence in scholarship and practice, as demonstrated by the ability to:

- Develop a coherent and sophisticated knowledge in their chosen areas of study.
- Argue 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.

- Formulate questions, develop hypotheses or conceptual frameworks, assemble pertinent data and information, and critically assess evidence in an interdisciplinary context.
- Support significant and socially relevant intellectual inquiry in the form of original research that has an applied or action-oriented component.
- Formulate written and oral communication with clarity, effectiveness, and sophistication.
- Illustrate 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 critical 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 methods 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 principles by which they are conducting their dissertation research or investigation.

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 written dissertation in Sustainability Education contains the rigorous scholarship and research methodology will support and accompany the project. The dissertation document itself will reveal that the student has attained technical mastery of their 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.

Students may also choose to do an accompanying project that 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 their

focused area. If they opt to do this as well, this project will be documented and included within the formal dissertation, as an Appendix or in the body of the text itself.

Purpose

The Dissertation/Project is the final demonstration of a doctoral candidate'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;
5. Display the student's ability to discuss fully and coherently the meaning of the results.

Through the dissertation process, the doctoral candidate 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 doctoral candidate will be involved in a highly engaged, dynamic, learning dialogue 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 will demonstrate direct education, social and ecological application and impact in the realm of Sustainability Education.

Dissertation Project Proposal Format

Although there is not a specific format for the Dissertation/Project Proposal, doctoral candidates are encouraged to be very specific and thorough in creating the proposal. The more specificity the candidate 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 their fields of expertise
- A timeline for writing drafts or chapters of the dissertation and submitting them to the committee (specific calendar)
- 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 each of the typical dissertation components as per the following chart:

Introduction and Discussion of the Issue	<ul style="list-style-type: none">▶the research problem or question that you will address in your work▶why you have chosen to do this work (need)▶what is the intellectual significance of this work? what are the potential impacts of this work in the world?▶objectives, goals, personal significance/positionality, expectations, etc.
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	<ul style="list-style-type: none"> ▶how it will be useful and to whom it will be useful (purpose) ▶how your work relates to the existing state of knowledge and practice in your field
Review of the Literature	<ul style="list-style-type: none"> ▶the body of literature that you plan to cover (include a preliminary bibliography) ▶discussion of the breadth of your planned review ▶ideas about including those theorists whose work offers a different perspective from yours ▶a brief sample (2-3 paragraphs) of your literature review
Discussion of the Methodology and Methods Used	<ul style="list-style-type: none"> ▶an explanation in very specific details of the methodology and methods being used, including procedures and techniques for conducting the research and methods of gathering and analyzing data ▶what conceptual framework you will use to interpret your research ▶the literature or other research you plan to support the integrity and trustworthiness of the work ▶the authors or texts that were or will be considered in designing the research ▶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 (Prescott College IRB content) ▶description of participants, testing instruments, and procedure by which you plan to collect data
Discussion of the Research, Results	<ul style="list-style-type: none"> ▶how you think you will approach or include this discussion ▶your plans for demonstrating the results to readers ▶discussion of any form of presenting results other than text, such as tables, art, transcripts, etc. ▶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
Conclusions, Recommendations	<ul style="list-style-type: none"> ▶what you think you may include here ▶your thoughts about how this section may be related to the applied or action-oriented project, if relevant ▶your thinking about future research or what is not being addressed by this research ▶your willingness to allow this section to evolve

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 candidate's Doctoral Committee that the doctoral candidate is fully prepared to begin collecting additional data and writing the dissertation.

Some students alternatively may wish to write an **article-based dissertation**, in which their dissertation proposal will outline their plan for each individual article, the sub-research questions addressed if applicable, potential timelines, and journal formatting requirements accompany their plan. Each specific

proposed article should include an abbreviated version of the contents in the above table: an introduction, literature review, methodology, results, discussion and conclusions.

Article-Based Dissertation Policy

Rationale:

There are distinct advantages and challenges to the article-based dissertation model. The advantage is getting the student's research out in a timely manner. By having three or more articles published by the time the student graduates, puts the student in an academically advantageous position, as publications—especially in academics—is a key criterion in evaluating the student for possible employment. One of the key challenges to the model is creating a coherent dissertation as an end product. The student's research grows and changes through the process of research. Concepts and directions that begin with the first article may take abrupt changes throughout the rest of the student's process. Because of this, there will likely always be some awkwardness of certain parts of the final dissertation.

Caveats:

The primary guide in evaluating the student's dissertation is by consensus of the student's dissertation committee as long as the mandatory requirements established by the Prescott College PhD program are met. All jury members should agree with this model before the student proceeds too far. The student should also remain open to the idea of going back to the monograph model if it becomes clear that the article-based dissertation will not work out as well.

For each article, the student must get the permission of each jury member that the article and journal for publication makes sense for inclusion into the dissertation. Clear and constant communication between the student and jury members will result in any issues being addressed quickly. Without this clear and constant communication, the student risks the situation where jury members raise concerns after the student has put in a large amount of work.

Mandatory Requirements:

- Minimum of 3 articles, plus an extensive introduction that ties the articles together. The dissertation should finish with a conclusion.
- One of the articles must be single-authored by the student and be completely published in a peer-reviewed journal.
- If any of the other articles are co-authored, the student's name must be listed first as the primary author and there should be a detailed explanation of what portions of the article contain ideas or writing by others and not by the student. In any case, the other two (at a minimum) articles will need to be published in peer-reviewed journals. Articles that are accepted for publication and have finished the editing process but might still be going through the final formatting/publishing stages are acceptable to include in the dissertation.
- The articles should be reformatted to unify the style (font, spacing, pagination) of the dissertation, and it should be noted in the introduction that the formatting (and likely the pagination) is different than the published articles.
- All articles must have the permission of the peer-reviewed journal in order to be published in the dissertation, which will be published in ProQuest's Dissertations and Theses database. The author will acknowledge that they have received the original publisher's permission in the dissertation.

Article-Based Hybrid Option

The student and jury might conclude that a hybrid of articles and a monograph would be the best solution for the student's dissertation. For example, a student might have published three articles, but one of the articles does not fit well into the flow of the dissertations. The student might then re-write the article completely (possibly using occasional quotes from the original article) and indicate in the introduction—and the rewritten chapter—that the chapter is based on this original article. What is important is that the dissertation format makes sense as a stand-alone whole. Clear communication and agreement of all committee members is critical.

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

Before the end of phase two, doctoral 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 scholarly paper of publishable quality. The QP is due 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 chair, in addition to the faculty instructor of the Academic Writing Seminar course. Once approved, the doctoral student is required to submit the approved QP to the Registrar 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 call/conversation between the student, the chair, and primary Dissertation Committee Members is highly recommended.
- The Advanced Research Methods Course and the accepted IRB proposal must be completed and approved by the IRB before research can begin.
- The Dissertation Proposal (DP) will be submitted for review and approval by the student's Doctoral Committee prior to beginning the dissertation research itself. This will advance the student to doctoral candidacy.

DP Writing/Approval Course and Process

The "Dissertation Proposal: Doctoral Research Design" 3-credit course is intended to help usher students through the DP process, and the following will be included in the course:

- The student will submit an outline of the DP to acquaint the committee with the student's direction.
- An initial draft for review will be submitted for committee review.
- The student will revise this draft and submit it for further review and approval by the two Dissertation Committee Members and the Chair.
 - Optional: The DP may be reviewed by the External Reader, but this is not required and they would not be paid additionally.
- The DP document will be revised with the chair and committees' input, and a meeting may be scheduled with the student and the committee for final approval, if advised by the chair.
- Once approved, the student will submit the Dissertation Proposal to the Registrar using the submission link on the Prescott College website.

IMPORTANT: Before a doctoral student can enroll for the final or Dissertation Phase, the Dissertation/Project Proposal must be approved by the Doctoral Committee and submitted to the Registrar's Office through the submission link found on the Prescott College Website.

Procedures for Completing the Dissertation

During phase three of the program, doctoral candidates 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 the absolute latest. At this point, if there is preliminary approval by the chair and primary Dissertation Committee Members, the approved initial draft is submitted to the External Reader for further review and feedback. Doctoral candidates will be enrolled in a "Dissertation" Canvas course with an Instructor of Record, that may be someone outside of their committee, to offer additional support and guidance.

Doctoral candidates may submit chapters for review by the primary Dissertation Committee Members at any time. 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 External Reader. Once the External Reviewer has reviewed and provided feedback to the candidate, 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 doctoral candidate should schedule a meeting via Zoom conference call or other means with the entire committee to review the candidate's work and judge whether the requirements of the dissertation degree requirement have been met and the candidate 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 doctoral candidate will present their doctoral work to the college community during their final Sustainability Education Symposium.

A proposed schedule for phase three will be presented by each candidate to their 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 candidate must complete the following items by the last day of the graduating semester:

- Launch the Dissertation Approval Page form
- Upload Dissertation to ProQuest for publishing (directions and instructions will be sent by Academic Operation prior to the end of the semester)

Scholarly Writing and Academic Integrity

Scholarly Writing

The Ph.D. Program is writing-intensive. The program relies heavily on the written learning documents, the Qualifying Paper, the Dissertation/Project Proposal, and the Dissertation as 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 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 equitable, anti-racist, and inclusive. Information about gender-neutral or equitable 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.