

Ph.D. program accredited

Inaugural cohort to begin studies this fall

Beginning this fall, Prescott College will be the first education institution in the United States to offer a Doctor of Philosophy in education, with a focus in sustainability education.

The new Ph.D. program, which is accredited by the Higher Learning Commission, a member of the North Central Association, enlarges the College's mission to educate students of diverse ages and backgrounds to understand, thrive in, and enhance the world community and the environment.

Ongoing process

At Prescott College learning is considered a continuing process, and educators strive to provide an education that will enable students to live productive lives while achieving a balance between 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. The College's philosophy stresses experiential learning and self-direction, within an interdisciplinary curriculum.

The doctoral program in education, concentrating in sustainability education, logically derives from and brings together several current bachelor's degree and master's degree curricular specialties, including education, environmental studies, and social sciences.

This new low-residency program uniquely combines expansive, interdisciplinary inquiry with intense, individualized research and practice. Four years of concentrated study and research culminate in a dissertation or a project

that reflects the high academic rigor expected of a doctoral dissertation, and also includes a socially significant application.

Flexible design

The design of the program is flexible enough to accommodate many individual learning goals, but is focused sufficiently enough to generate collaborative and challenging scholarly discourse within a solid, if relatively new, academic concentration.

Breadth is achieved through participation in a shared sequence of foundational courses, and a common area of interdisciplinary inquiry—that of sustainability education. Depth is achieved through study of individual focus areas and the dissertation and project process.

The Ph.D. program emphasizes rigorous scholarship, critical thinking, and action-oriented research, and fosters open discourse through respect for diverse perspectives and scholarly collaboration. Integrated, interdisciplinary thinking pro-

notes the evolution of ecological understanding, psychological and philosophical consciousness, and social learning for a humane and sustainable future.

The greatest challenge facing humankind in the 21st century is to learn to live sustainably on the earth. The increasing emphasis on economic growth and unsustainable production is in direct conflict with promoting long-term human health and prosperity, preserving the richness of nature, and even sustaining life on earth.

Key players

Educators can and should play a key role in helping society learn to meet the challenges of globalization and achieve a sustainable future. It is an opportunity for educational institutions to play a major role in determining whether the struggle to achieve a just, livable, and sustainable world will be won or lost. It is an opportunity of which Prescott College hopes to take full advantage. ☺

by Ann Haver-Allen

For admissions information, contact the admissions office toll free at (877) 350-2100, ext. 2100; e-mail: admissions@prescott.edu; or visit the Prescott College Website at www.prescott.edu.

Program components

- Limited residency (35 to 40 days) over a four-year period
- Four-person doctoral committee
- Three required foundation courses
- Five to seven individually structured, independent studies courses
- Colloquium and symposium presentations
- Publishable qualifying paper and presentation
- Practicum(s)
- Dissertation or project, with an emphasis on scholar practitioners

Admission criteria

- Completion of an accredited master's degree program
- Demonstration of significant, related life and work experience
- Evidence of self-direction and commitment to scholarly excellence and social change
- Ability to develop clearly articulated educational goals
- Willingness to participate in transformative learning, alternative education models, and an innovative approach to doctoral education