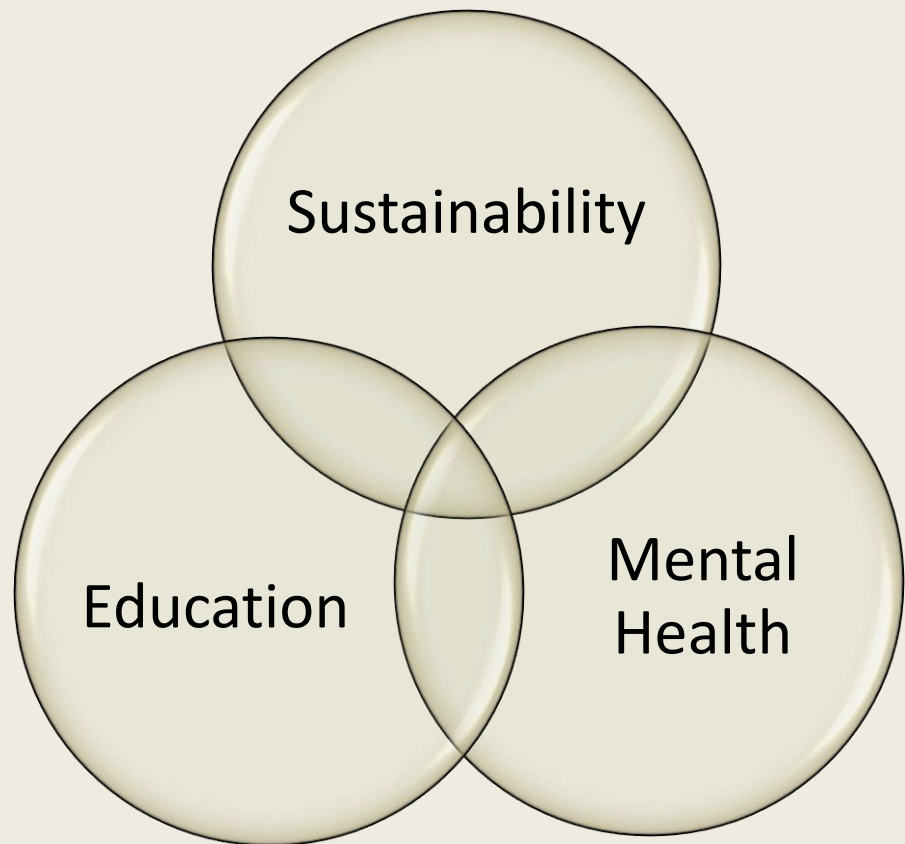




Four Approaches to Sustainability Education: One Degree

Sustainability education requires transformative learning that is rooted in experience, addresses real problems, and leads to action for a more sustainable and just world. Prescott College's doctoral program in Sustainability Education "strives to contribute to synergistic learning and change in consciousness, education, culture and, ultimately, society" (Prescott College, 2012). This limited-residency program takes a less traditional approach to education, using a cohort-learning model to encourage exchange between students and faculty who are together on campus only a few weeks or less each year. Students combine online coursework; self-designed, mentored classes; and practicum experience with brief visits to campus. During the four phases of the program, seven on-site components "provide opportunities for collaboration, interdisciplinary learning, presentations, research, and teaching about topics and issues related to the doctoral students' programs of study" (Prescott College, 2012).

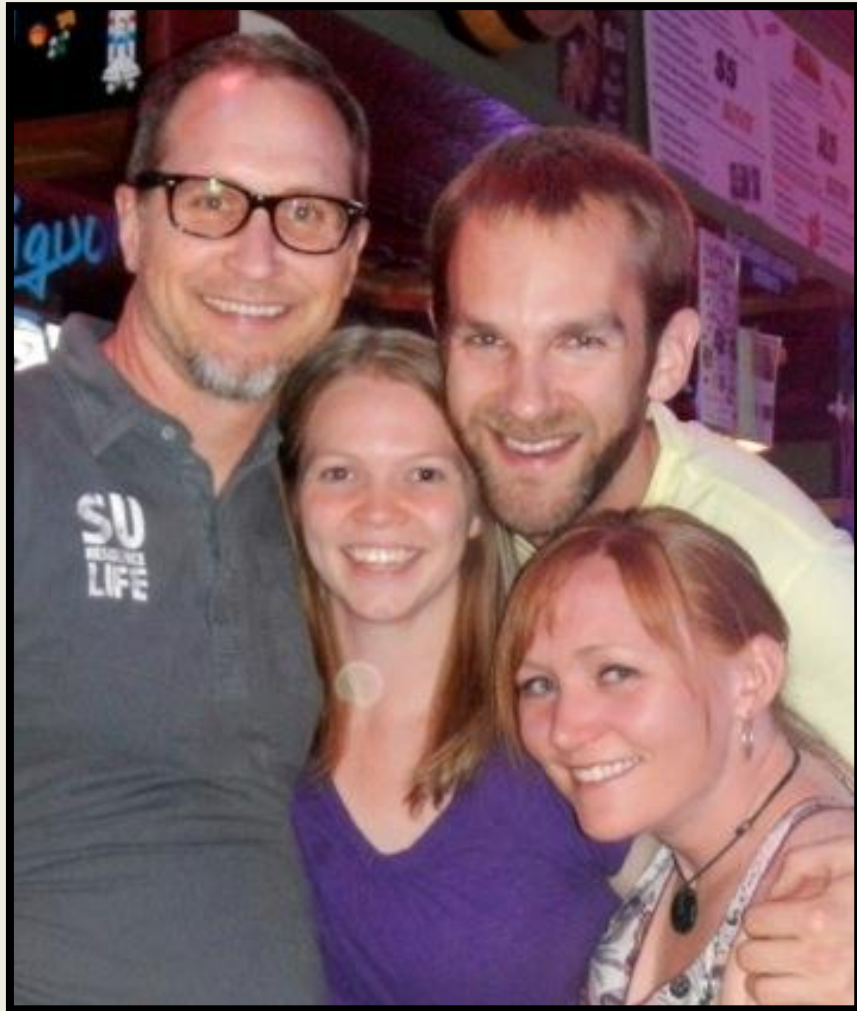
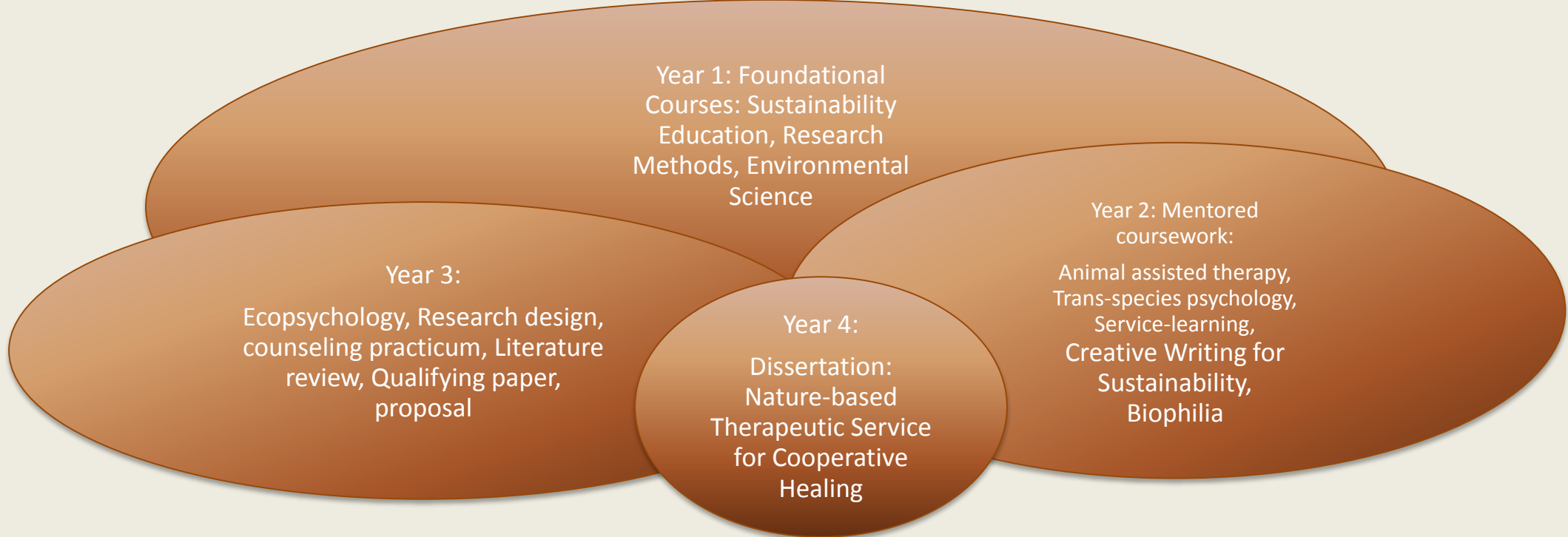
Shawna Weaver Duluth, MN
Focus: Ecopsychology



Shawna is concentrating on an innovative approach to mutual healing. **Nature-based Therapeutic Service** combines the principles of service-learning, ecopsychology, and trans-species psychology for the ultimate goal of individual and environmental sustainability.

With a background in counseling, education, and sustainability, Shawna integrates the three areas to strengthen motivation for sustainable living through education and mental health. Currently she is a school counselor and the executive director/founder of *The Priya Project*, a project-based nonprofit organization developed to connect people with nature for therapeutic service. Her plan after completing the program is to continue developing *The Priya Project*, and continue research and writing. She hopes to instruct higher education courses on Ecopsychology and related topics.

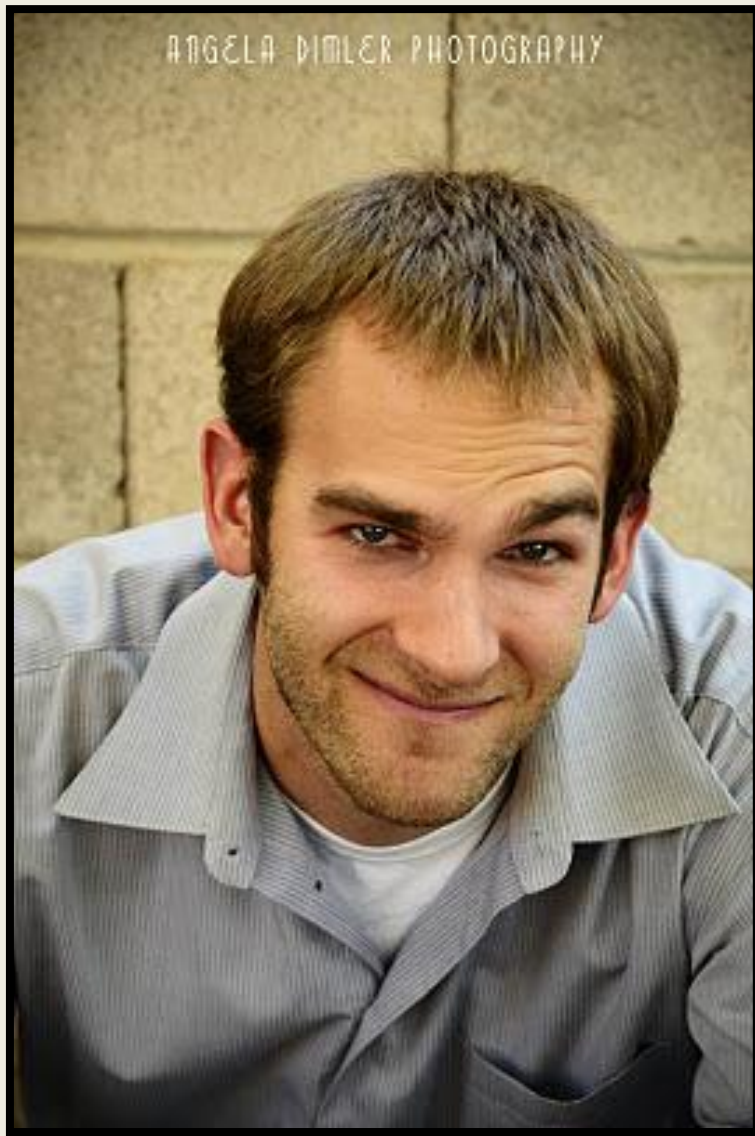
Highlights of her time at PC have included doing service and research in India, studying with the cohort in Puerto Rico, serving on the PC Board of Trustees, and having academic resources and professional support to pursue her individual goals. This program design has enabled her to bring her ideas of NBTS and *The Priya Project* into a reality. Shawna can be contacted at sweaver@prescott.edu.



What Makes the Prescott College PhD Cohort Model Unique?

The Prescott College Ph.D. program model is a unique structure that allows working professionals to focus elements of their career to drive self-designed course work. As illustrated in the diagram to the right, all cohort students participate in foundational coursework to establish a core understanding of sustainability theory and practice within education. Students then design their own course work in the second year in a specialized field relating to the student's specific interests. Student-recruited faculty mentors are experts in their respective fields, hold Doctorates, and are subject to approval by the student's core faculty member. Because the program welcomes working professionals established in careers across the country who are able to quickly apply their learning, the PhD program is low-residency, meaning that most work and learning are done remotely and recorded online. Though most communication and work is done via the internet, the program is inherently *not* an online program. Coupled with several colloquia, annual symposia, frequent conference calls, and online collaboration, the limited residency cohort model encourages the formation of strong relationships and networks for idea generation and sharing despite the physical distance between those involved. Students have incorporated the ideas and interests of other students into their own work, having been motivated and influenced by the regional and perspective differences that are represented by the backgrounds of respective cohort members.

Andrew Bernier Phoenix, AZ
Focus: Systems Designed Curriculum Affecting Sustainability Communication

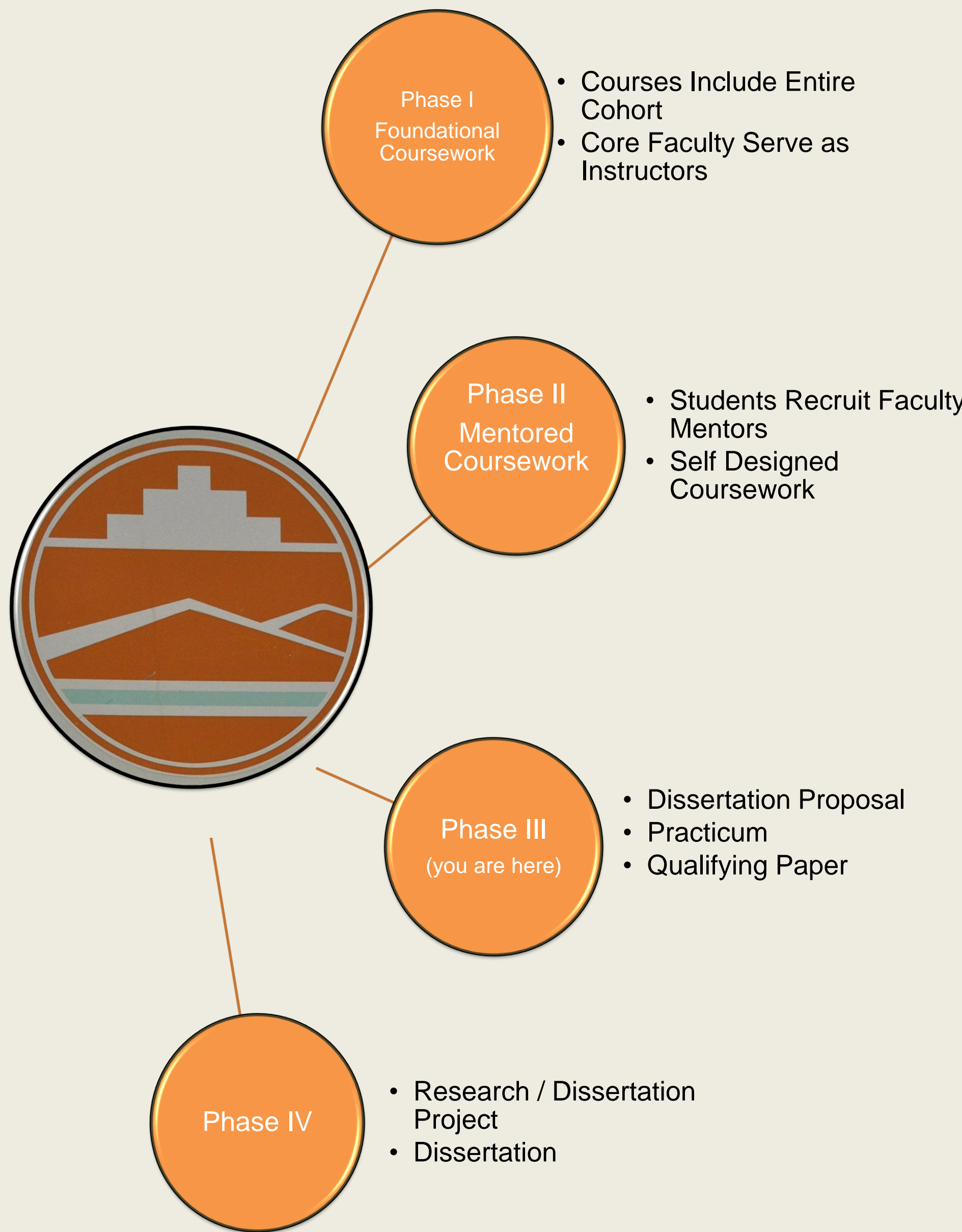


As the instructor, program designer and curriculum writer of The Center for Research in Engineering, Science and Technology (CREST) Sustainability branch in Phoenix, AZ, Andrew's primary focus is how can we design curriculum in a way that inherently teaches systems thinking while developing a sustainability literate student who is both technically and messaging savvy.

Having now taught at the high school level for four years, Andrew has had the advantage of teaching full time and witnessing his work put into immediate action through his daily instruction. His ideas for focus have shifted from leadership in schools & communities to multi-media development in communication for sustainability. Through two years in the Prescott College Limited-Residency Ph.D. program, his self-designed and mentored courses have allowed him to explore deeper into the roots of what he believes to be a lot of why we continually lack a sustainability literate society. Currently, he is designing a sustainability curriculum that not only covers a wide range of rigorous content aimed at honors level high school students, but experiments with systems structure and student driven learning, allowing the student to choose and prepare for much of what is being taught while still fitting into a traditional public school curriculum flow. Many of the student outcomes are applied projects, in-depth communication & media development of sustainable practices and continuous development of an online portfolio.

To accompany his work in the classroom, Andrew also serves on the editorial staff of the Journal of Sustainability Education (JSE) and works as its social media manager. Right now he is working to develop a young scholars edition as well as establishing a side platform for the scholarly journal that can host and showcase youth work in the field of sustainability. Through his time at Prescott College, Andrew has drawn upon the intellectual and professional backgrounds that the other cohort members have brought to further his own understanding and instructional application in the classroom. Andrew can be contacted at abernier@prescott.edu.

The Ph.D. Program: 4 Phases



A colloquium retreat on the ranch of PC Faculty Pramod Parajuli, PhD

Learning to Date

We have completed only half of this program yet our learning has been immense. We have experienced many paradigm shifts: our professors and mentors have challenged our views on education, indigenous knowledge and practices, capitalism, consumerism, world hunger, war and violence, and many more contentious and seemingly benign issues. Little has been unquestioned and we are critically reflective citizens, students, and educators as a result. We strongly recommend this program to anyone interested in the field of sustainability education who is sufficiently determined and resilient as to meet the demands and experience the rewards of self-guided learning.

Lindsey Laret Alliance, OH
Focus: Domestic Fair Trade Learning

Lindsey works in Student Affairs at the University of Mount Union located in Alliance, Ohio. As an Appalachian Ohio native and a first-generation college student, she is sensitive to the cultural dissonance experienced by many similar students at Mount Union and nearby institutions. She was motivated to enroll in Prescott College's Ph.D. program to investigate ways to change higher education environments to fit such students' home cultures rather than attempting to push the student to change to fit the "ivory tower" culture of the higher education environment. This "ivory tower" perception is perpetuated by a campus community that engages in service from a distance and in ways that communicate a belief in the superiority of the institution over the local community.

As a former study/service abroad participant, leader, and administrator, Lindsey has seen these programs done well and done very poorly. Through coursework at Prescott College, she has come to see parallels between the pitfalls of town/gown relationships domestically and those of university/host community relationships when students travel abroad for study or service: the emphasis is often placed on ensuring that students have a positive experience while host communities see little economic, social, or environmental benefits and in some cases are belittled or harmed. Fair Trade Learning principles, first articulated by a non-profit called Amizade Global Service Learning, address this concern by recommending guidelines for planning these experiences. Lindsey's research interests lie in applying these Fair Trade Learning principles domestically to improve town/gown relationships in which cultures seem to collide.

Upon completing the PhD program, Lindsey plans to work with Northeast Ohio colleges and universities to create a branch campus where all consortium institutions can send students for a study away experience in which they learn sustainability-related skills in a physical environment that models sustainability and in a community that is a vital part of the success of the campus. Lindsey can be contacted at llaret@prescott.edu.



Collaboration Drives Individual Success!

The critical component to the Prescott College Limited Residency Ph.D. program is the ability for students to collaborate and share work while developing their own focus leading to their dissertation. Even with the distance between students (the four featured on this poster are from Minnesota, Ohio, Pennsylvania, and Arizona), strong academic support, advice, and assistance from student to student has not only been facilitated by the structure of the program, but also encouraged by faculty and fellow students. This in turn develops strong relationships for academic and personal success to guide the students through the dissertation process. With faculty who place teaching as their primary goal and willingness to collaborate with students and recent graduates on research along with solicited external mentors, students in the cohort model have multiple points of support and guidance to help lead them through their academic work.



Late night paper fest at a residential colloquium

Eric Lassahn Selinsgrove, PA
Focus: Resistant Participants in Required Experiential Education Situations

In his role as Director of Residence Life & The Center for Civic Engagement at Susquehanna University (SU) Eric also has the opportunity to work with the campus's Global Opportunities (GO) program. As a Ph.D. student at Prescott College, he continues to explore pathways for fostering sustainable communities through cross-cultural service-learning. In both cases, this work has afforded Eric the opportunity to participate in the evolution of the GO program and has allowed him to grow and develop as an experiential educator.

Given Eric's work in residential education, civic engagement, sustainability, and study abroad, he is focusing on experiential learning opportunities for traditional-aged college student participants as a means to achieve transformative outcomes. Specifically, Lassahn has become focused on global service-learning as a vehicle for significant positive impact on both host communities and student learning outcomes. To drill down even further, it has become apparent that, as the fields of study abroad and civic engagement expand, students are more likely to face curricular or co-curricular requirements to complete cross-cultural, service-learning or similar experiential education activities. An emerging side effect of such requirements is the resistant participant and resulting impact on learning outcomes (both individual and group), host community, programs, etc. Eric seeks to expand current understandings of such resistance including root causes, implications, and opportunities to address and alleviate resistance.

By recruiting faculty mentors from Susquehanna University, Eric was able to meet with some of his faculty in person for class discussions, field experiences, and practicum work. For his practica, Eric taught a section of SU's Global Citizenship course and led the Peace, Youth, and Reconciliation GO program to Northern Ireland. Lassahn is currently drafting his dissertation proposal and plans to begin conducting research in the spring. Eric can be contacted at elassahn@prescott.edu.

