



The mission of Southwestern College is *Transforming Consciousness through Education*.

This schedule lists required classes for Spring Quarter 2023 for the PhD in Visionary Practice and Regenerative Leadership. Tuition per quarter unit is \$835. There is an educational resource fee of \$250 per quarter of attendance. Course descriptions appear on the following page.

For information on Financial Aid, contact [finaidadvisor@swc.edu](mailto:finaidadvisor@swc.edu)

For assistance with registration, contact [andreapacheco@swc.edu](mailto:andreapacheco@swc.edu)

For all other support, contact Associate PhD Program Director [marnahauk@swc.edu](mailto:marnahauk@swc.edu)

### REGISTRATION INFORMATION

**ONLINE REGISTRATION FOR FULL-TIME STUDENTS IS TUESDAY, FEBRUARY 21, 2023, 9am–12pm MST.**

Full-time students enroll in all courses: VPRL 650, VPRL 660, and VPRL 670.

**ONLINE REGISTRATION FOR PART-TIME STUDENTS IS TUESDAY, FEBRUARY 21, 2023, 1pm-3pm MST.**

Part-time students enroll in VPRL 650 and one of two courses, either VPRL 660 or VPRL 670. Whichever course you do not enroll in for Winter 2023, you will enroll in for Winter 2024.

### SPRING SCHEDULE

#### **VPRL 650 SELF-DIRECTED STUDY I**

\$1670/2 quarter units

Self-Directed Study (SDS) Faculty

*Meeting times determined by student and SDS Faculty in the Approved, Signed Learning Contract*

#### **VPRL 660 RESEARCH METHODS 1: PATHWAYS OF INSIGHT**

\$2505/3 quarter units

Marna Hauk, PhD

Zoom Synchronous

Sundays, 4-7pm MT: March 26; April 2, 9, 16, 23, 30; May 7, 14, 21, 28

#### **VPRL 670 ROOTS AND STREAMS: FINDING YOUR VOICE, CLARIFYING YOUR VISION, MAPPING YOUR INFLUENCES**

\$2505/3 quarter units

Monica Mody, PhD

Zoom Synchronous

Tuesdays, 4-7pm MT: March 28; April 4, 11, 18, 25; May 2, 9, 16, 23, 30

**NOTE: All Zoom Synchronous class times are Mountain Standard Time (MST).**

## **COURSE DESCRIPTIONS – VPRL SPRING TERM 2023**

### ***VPRL 650 Self-Directed Study I***

***2 doctoral units***

In order to advance their mastery of knowledge, skills and/or related areas in their visionary project and doctoral program, students will select a specific area of focus for a deeper exploration with the support and guidance of a selected subject matter expert and with oversight from their first-year mentor. Required readings, viewings, and assignments will be agreed upon prior to the beginning of the quarter and the Self-Directed Study form will be completed and approved detailing specific course objectives, work to be completed and a rationale. Students may identify an appropriate workshop, seminar, or other existing program to help satisfy this requirement. General guidelines are that 2 doctoral units equals 100 hours towards completion of course requirements, spread across contact time plus reading, writing, community engagement, creative work, etc. Students will complete a final reflection paper to integrate their learning into their doctoral trajectory.

### ***VPRL 660 Research Methods 1: Pathways of Insight***

***3 doctoral units***

Transformative journeys begin with transformative questions. This course prepares the doctoral researcher to engage in exploring and designing transformative inquiry and a personally resonant insight-path characterized by vigor, vibrance, ethics, the deep imagination, and relevance. This class marks the researcher-inquirer as engaging in transformative and disruptive paradigms. The inquirer is characterized as an active, co-creative agent of revelation and change, deeply sensing meaning and the subtle dimensions of the transformative processes concurrent at multiple scales in and through the researcher-inquirer, the sensing Earth, living biocultural communities, and the universe in becoming. Students engage with ten possible paths of inquiry to clarify their positionality, sources of insight, and deep curiosities. Inquirers explore how others have journeyed with deep questions to innovative vibrant action, across methods and creative means. They gain familiarity with different methods and designs while initiating and cultivating a systems-informed, multi-scale, and multi-modal journaling and reflection process. Students support each other through collaborative inquiry, to clarify their own centering questions, to engage with the numinous, and to seek out relevant bodies and exemplars of innovation. The students generatively co-design catalytic creativity processes and discussion seeds to nurture mutual learning and engagement. Ethics, social and environmental justice, and Indigenous knowledge approaches are threaded throughout the learning. The course culminates in synthesis presentations and papers that deepen pathways of insight and collective intelligence.

### ***VPRL 670 Roots and Streams: Finding Your Voice, Clarifying Your Vision, Mapping Your Influences***

***3 doctoral units***

Language does not merely describe, it creates. As students seek to clarify the vision-seed underlying their doctoral projects and dissertations, they will incorporate multiple reality systems and tools of creativity, including: dreams, mind mapping, writing practice, art-making, synchronicity, divination, and various practices or ways that extend and/or challenge existing ideas about self and the world. Students will seek to identify and articulate emergent patterns in their conscious/unconscious and relational lives that may provide guidance and clues about the evolution and direction of their projects. Concepts to be explored: language, creativity, metaphor, partnership, synchronicity, passion, innate gifts and purpose, colonize/ decolonize, indigenist/indigenize, wild, empower, embody, envision, enact, love. In this course, students will explore coming into voice as they seek to further clarify their vision. They will describe the major influences and perspectives that undergird their work while exploring the question: Whose shoulders do I stand on? as they identify the thinkers, writers, artists, activists, doers, and dreamers who inspire and inform them. They will map the streams of influence that have shaped them and their viewpoint. They will also begin to imagine the legacy they hope to leave behind, thus exploring the question: What kind of ancestor do I want to be? This course provides an opportunity to further refine and communicate their doctoral projects and the direction of their dissertations as they more accurately define their purposes and express their hopes for what they are seeking to accomplish. Students will begin the required literature review which will become part of their final dissertation.