SOUTHWESTERN COLLEGE
& NEW EARTH INSTITUTE
CONSCIOUSNESS-CENTERED GRADUATE SCHOOL

Southwestern College PhD Visionary Practice & Regenerative Leadership (VPRL)

Doctoral Student Handbook

2024-2025

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A Letter from the President
Fall 2024

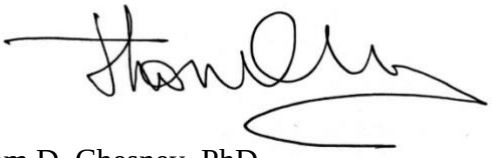
Dear Graduate Students,

Welcome to the journey of a lifetime! Whether you are from the "Land of Enchantment" or have come cross-country to Southwestern College, so too will your learning include rich experiential variety, roads less traveled, occasionally unpredictable weather, and unexpected surprises. Fortunately, you will have the best GPS available: our curriculum, faculty and staff, and student support services. Courses and content have been selected and structured with great care to keep you on track and on time to your destination—a transformational graduate degree that will change and save lives. Along the way, expect an abundance of wonder, deep insights into self, mind-bending observations, and moments of awe over what you have learned and accomplished.

Should you ever find yourself feeling offroad, on uneven ground, or stalled on the shoulder, a team of Southwestern Guides who care deeply about you as a person, your learning, and your success will respond and help steer you back on course. They know from deep experience that no two educational journeys are alike, and as you discover new levels of consciousness, self-awareness, and greater capacity for learning and discernment, achieving your dream will benefit from having these diverse, caring sources of help and support along the way.

As your President, I felt called to come here. I hope you feel the same. My own circuitous journey is steeped in lifelong learning, teaching, mentoring, and building community. Now I get to do that with, for, and alongside you. Long before graduation you can expect to see and hear from me as we map out together what comes next for you and the College.

With gratitude for you, this day, and all that we get to bring to it,



Dr. Thom D. Chesney, PhD
President, Southwestern College & the New Earth Institute
CEO, Tierra Nueva Counseling Center
Let's stay connected! LinkedIn | Instagram | SWC page | Threads

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Dedication

This program and these words are honored and informed by the living systems and knowledge holders, ancient and contemporary, ancestral and breathing, whose meanings, lives, and hearts have been dedicated to earth regeneration and cultural mending and resurgence. We dedicate the continuity of our offerings, work, and learning to those beings and contexts, 200 years and more from now, who will continue this beautiful unfolding, healing, and flourishing.

Introduction to Southwestern College

This Student Handbook covers information about Southwestern College's PhD degree program in Visionary Practice and Regenerative Leadership (VPRL), admissions requirements and program dimensions, as well as policies and procedures applicable to students enrolled at Southwestern College in the doctoral program. The companion document to this Student Handbook is the VPRL Course Catalog. Academic requirements listed are applicable for students admitted during the 2024-2025 academic year.

Every student is responsible for reading the Doctoral Student Handbook and Doctoral College Catalog and complying with the most recently enacted Doctoral Student Handbook and Doctoral College Catalog posted in Populi and on the College's website. College policies and procedures are subject to revision at any time.

This document, including all policies and procedures, has been developed according to SWC's commitment to embody the College's stated values, mission, vision and purpose.

About Southwestern College

Southwestern College is a consciousness-based graduate school in Santa Fe, New Mexico offering master's degrees in the fields of Counseling and Art Therapy that lead to licensure and a Doctoral Program in Visionary Practice and Regenerative Leadership. SWC also offers specialty certificate programs for ongoing professional development. The College's innovative curriculum integrates personal growth, consciousness, and holistic professional training in intimate experiential classrooms. Faculty members are reflective practitioners and respected agents of change in their communities. Together, faculty and students work to facilitate a transformational process of self-reflection and increased awareness, which prepares students for meaningful and sustainable careers. SWC's approach and philosophy is articulated in the College's Mission Statement: Transforming Consciousness through Education.

Accreditation and New Mexico State Registration

Southwestern College is accredited by the **Higher Learning Commission** and approved to offer the following graduate degrees, certificates, and distance courses at their campus location. The College is registered as an institution of higher education with the New Mexico Higher Education Department.

Higher Learning Commission (HLC)
230 South LaSalle Street
Suite 7-500
Chicago, IL 60604
info@hlcommission.org
(800) 621-7440

New Mexico Higher Education Department
2044 Galisteo Street, Suite 4, Santa Fe, NM 87505-2100. Ph. (505) 476-8400

Mission, Vision, Purpose, Values & Goals

Mission Statement

Transforming Consciousness through Education

Vision Statement

We see a kinder more compassionate world in which our core values of partnership, empowerment mindfulness, service and love guide our work together.

Statement of Purpose

Our purpose is to engage in transformational teaching, learning and service in order to activate innate human potential, creativity, and conscious awareness. Through embracing the unique life path of each person, we seek to enhance a sense of identity and belonging. Through deepening relationships, we hope to contribute to repairing the ruptures between us.

Values

- **Partnership** – We welcome all voices in an atmosphere of inclusiveness; cooperation;and respect; we promote active engagement with and promotion of relationships that serve the whole.
- **Empowerment** – We support each one to be centered within and act from one's ownlight and wisdom in relationship with outer circumstances or conditions.
- **Mindfulness** – We support deepening our awareness, so we can be fully present with allthat is.
- **Service** – We offer our gifts, knowledge, and energy to responsibly serve ourcommunities with integrity, sensitivity, and gratitude.
- **Love** – We seek to express love as unconditional peace, joy, compassion, and gratitude.

Institutional Goals

- To be a nationally recognized school fostering personal growth and transformation through degree programs, certificates, workshops, classes, public lectures, and conferences, using on-site, web-based, and distance-learning environments.
- To prepare and support service-oriented professionals who are reflective practitioners in

their respective fields of study.
- To promote transformational consciousness and institutional learning outcome goals through high-quality experiential graduate study and continuing education for service professionals, using on-site, web-based, and distant-learning formats.
- To create and support mission-consistent programs, both traditional and online, through a process of collaboration and partnership among the academic, technology, financial, executive, and staff functions.
- To serve our local and global community through our programs, by training students who spread our mission, vision and values wherever their lives and careers take them.

Statement of Diversity

We at Southwestern College (SWC), New Earth Institute (NEI), and Tierra Nueva Counseling Center (TNCC) strive to be aware of, understand, promote, and celebrate diversity in its broadest sense. We are still a work in progress, still learning about other cultures and ways of looking at, and moving through, the world. We view this as an ongoing learning journey, never assuming we have quite arrived.

We value cultural humility.

We invite students, staff, faculty and therapists of every background to become part of the SWC/NEI/TNCC community, with an expectation that each one of us will experience a respectful & compassionate environment.

Discrimination on the basis of culture, language, race, ethnicity, gender, sexual/affectional preference or orientation, physical abilities, age, socio-economic status, or religious/spiritual beliefs is inconsistent with our mission and values.

We actively promote diversity. Mutual respect, honest self-examination and ongoing, open-minded discussion are keys to deepening the understanding and appreciation of our diversity.

We invite you to grow with us.

Doctoral Student Learning and the Southwestern Institutional Learning Outcomes (ILOs)

Student Learning Outcomes

Student Learning Outcomes (SLOs) at Southwestern College are divided according to:

1. Institutional Learning Outcomes (ILOs)
2. Program Learning Outcomes (PLOs)
3. Course Learning Outcomes (CLOs)

Student Learning Outcomes are approved by the Academic Council. Changes may be made to update or revise program, course, or institutional learning outcomes with Academic Council approval. Course leaders, department chairs, or other academic leaders may propose the revision of student learning outcomes as a result of assessment processes and ongoing academic program improvement. If approved, these changes would be incorporated into future course syllabi and the College Catalog.

The relationship between ILOs, PLOs, CLOs, and specific course assignments is mapped in the syllabus for each course. These can be found in Populi.

Individual faculty may not change any student learning outcomes, including the ILOs, PLOs, or CLOs on their course syllabi.

Individual faculty may recommend changes to assignments and/or readings in the course syllabus as long as Course Learning Outcomes are clearly addressed. They may propose these changes to the Course Leader for consultation, discussion, and agreement. The Course Leader is then responsible to update the course syllabus and Populi for that section of the course.

Southwestern's Institutional Learning Outcomes

Students will:

1. Demonstrate the skills to facilitate transformation in self and others.
2. Demonstrate the ability to examine implicit assumptions embedded in belief systems and how they influence conscious relating.
3. Develop a commitment to multicultural awareness and competency.
4. Demonstrate the knowledge, skills, attitudes, and behaviors necessary to function as a conscious, competent, ethical professional.

Descriptions of the Institutional Learning Outcomes in the Doctoral Context

What follows are descriptions of each of the Institutional Learning Outcomes in the doctoral program context. Students will:

1. Demonstrate the skills to facilitate transformation in self and others

A core intent of both visionary practice and regenerative leadership is transformation. In the first phase of coursework in the VPRL program, "transformation" relates to the experience of exploring oneself embedded in a co-constituting relational matrix at multiple scales. Students learn to apply theories and methods of cosmological embodiment, visionary practice, Indigenous ways of knowing, regeneration, and partnership-based leadership to their own experience and use this process to transform their consciousness, design, and scholarly capabilities. A central aspect of this process is cultivating awareness of the dynamic relationship between how one creates conditions for vision and regeneration, whether relating to individuals, communities, or the world. In the second phase of core coursework, students actively engage with transformational methods and regenerative inquiry while digging deeper into multimodal insight processes for ethical repair and resurgence. As students continue to clarify their particular research areas, they design and carry out projects to catalyze transformational processes. This largely takes place in the project-based fieldwork. The design-action-reflection cycle of the project supports students distilling patterns and processes for transformation and regeneration. In the final phase of the program, ongoing work with the Wisdom Council and scholarly collaborative spaces allows students to continue their own growth process as they hone their professional helping and healing skills and identities. They come to incubate and mature extensive skills and presence, such that they both embody and catalyze transformative change. Students graduate with extensive capacities to lead visionary and regenerative transformation as earth-enhancing change-agents.

2. Demonstrate the ability to examine implicit assumptions embedded in belief systems and how they influence conscious relating

In each course, students are encouraged to explore implicit assumptions embedded in cultural systems. Excavation of personal values and beliefs that have been embedded in the psyche as a result of unconscious identification with various social groups, such as family and peer groups, institutions/organizations, and local and global communities, lends to greater awareness of limiting constructs that govern interpersonal interactions, decisions, and relationship quality as well as organizational and system dynamics. The classroom becomes a laboratory of personal and collective discovery, and awareness is promoted in both didactic and experiential ways. Assignments are designed to help students become more aware of their reactions to course reading and material as well as potential areas of bias that are affecting their perceptions about themselves, others, and the world. This continued process of inquiry, discovery, and reflection is a critical aspect of cultivating conscious relating.

Awareness of implicit assumptions is an essential skill in providing culturally appropriate and ethically sound regenerative leadership. Without such examination, a change agent is much more likely to impose their worldview on a situation, inadvertently perpetuating a hierarchical and/or colonizer model, which is antithetical to a process of change that empowers others. By cultivating habits of self-examination, humility, and curiosity, students are more able to serve diverse populations without imposing culturally-based views and values.

3. Develop a commitment to multicultural awareness and competency

Southwestern College recognizes that learning about difference is a core competency for all students. Students will be invited into deep reflection on the social and personal impact of diversity, power, and privilege as they learn about systems of oppression, accountability, and repair that exist internally and externally in the individual and the collective. Through

experiential and transformational learning, students are asked to demonstrate effective engagement with ecosystems, communities, families and individuals who may be different from themselves.

Change agents find themselves working in increasingly diverse contexts. Multicultural awareness, knowledge and competency are core to the ethical practice of every regenerative leader. This exploration begins early in the program and continues through their coursework and into practicum and internship.

4. Demonstrate the knowledge, skills, attitudes, and behaviors necessary to function as a conscious, competent, ethical professional

Throughout the educational process, students develop and master core competencies required by their professions through grounded, holistic, comprehensive academic and field training. Knowledge of history, theory, applications, ethical standards, professional organizations, interventions, modalities, and emerging trends permeates the curriculum. Transformational skills are introduced, engaged with, and acquired via regular practice, with ongoing feedback and evaluation with peers and faculty. Attitudes and behaviors that demonstrate openness, creative inquiry, empathy, compassion, respect, curiosity, and non-judgment are cultivated and assessed in the classroom and through written work. The special gifts of transdisciplinary study and research as well as the focus on ethical systems repair and renewal generate conscious competency and ethical leadership for VPRL graduates.

Transformational Education

Introduction to the Transformational Learning Process

At Southwestern College, Transformational Education is:

Person Centered. It recognizes the student at the heart of the learning experience, and it calls forth the potential for development and service from each person.

Holistic. It facilitates intellectual, emotional and spiritual development. It fosters growth through an integrated, multi- and trans-theoretical approach to professional practice.

Experiential. It teaches concepts through experience as it interweaves academic and applied learning. It promotes the development of knowledge and character.

Reflective. It creates a conscious dialogue between theory and experience. It fosters self-awareness as a foundation for professional practice.

Somatic. We introduce using the body as a learning and teaching tool through movement disciplines and awareness exercises.

The transformational, experiential approach to education at Southwestern College offers an opportunity for students to develop individually and professionally in order to contribute to the well-being of the larger collective and society.

The Educational Encounter

Southwestern College students report awakenings and transformations in consciousness unheard-of in modern educational settings. For this reason, teaching at Southwestern College is a distinctive and deeply fulfilling experience. Teaching may also be a remarkably liberating experience for instructors as the curriculum empowers teachers as well as students to engage the whole self, not merely the mental function.

At the same time, the teacher-student encounter at Southwestern is in many ways more demanding than at most colleges. It asks of both student and teacher that they bring themselves fully to the experience, and that they demonstrate conscious awareness and attention to the learning process itself. Indeed, a primary requirement of this curriculum is the capacity to give oneself to a transformational process, the ability to be affected. As with the therapeutic process, both teacher and student must have openness for this to occur.

The College recognizes that students and teachers arrive with varying levels of readiness for this encounter. Most people enter the College with a reference point of modern educational experiences which prize the mental function and focus on one's relationship to external authority (whether conformity or rebellion). Education in these settings typically involves the erection and deconstruction of arguments in order to obtain the most agreement and approval from agreed-upon authority figures (teachers, publishers, others).

People trained in this educational system have learned to give up their lived experience in favor of particular beliefs and agreements based on other people's experience. The progressive disconnection with a core sense of self that this promotes can sometimes lead to a defensive identification with particular reality systems or patterns, and an unwillingness to enter the relative unknown of one's own experience and consciousness. Given years of indoctrination, many teachers and students need to unlearn the habit of avoiding their own experience, and also of avoiding an open encounter with others which threatens to make one's experience known.

Teaching at Southwestern College

Southwestern College faculty members are "reflective practitioners" – practicing professionals, healers or therapists who hear and respond to the calling to teach. We recognize teaching as a sacred vocation that is not decided so much as recognized, and that faculty members are drawn to participate in the College as a part of their own destiny pattern and that of the College. Like our students, our faculty members come from a variety of cosmologies, lineages, and theoretical perspectives. What they share in common is a modeling of the healing values and mission of the College, a calling to teach, and professional competence and expertise in their fields of healing or practice. Southwestern College maintains a faculty that subscribes to high standards of professional knowledge in the appropriate fields.

Teaching Philosophy

The model for teaching and learning at the College is depicted in the unfolding rose at the heart of our logo and is expressed in the Old Latin word at the root of education: *"Educare,"* to bring forth what is within. Drawing from the pedagogic lineages of Phineas Parkhurst Quimby, John Dewey, Ralph Waldo Emerson, and Rudolf Steiner, the College has taught since its first days that "the power within you is greater than that of the world." Our educational model invites the student to know rather than to believe, to anchor in one's direct lived experience of reality and then bridge to consensual reality, rather than the reverse. Because lived experience involves more than the thinking process alone, learning is recognized as more than a mental process of analysis and the formation of positions and opinions. Learning becomes a whole-self process in which multiple modes of perception can be accessed – the somatic, the imaginal, the mental, the emotional, and non-ordinary states of consciousness and spiritual realms – in order to expand and transform consciousness. These multiple perceptual resources, so rarely accessed in traditional education, enable learning to take place at multiple levels across consciousness, exponentially multiplying the depth of understanding and the capacity for meaningful integration of what has been learned.

Teaching and learning in this way involve a substantial shift in how "knowledge" is created. Rather than knowledge being something outside of the person which must be obtained, analyzed, and agreed or disagreed with, students are first directed to discover answers through their own experience, which they may then use as a reference point to discern how to relate to and walk among the many versions of knowledge that are circulated as the 'truth' – about our profession of choice, about healing, about life.

The Roles of the Teacher

The role of the teacher also shifts in this model, from the expert with the answers, to two primary roles: 1) as a person who models the conscious approach to life and transformational practice that the curriculum teaches; 2) as a facilitator of the student's own journey in find and to clarify their answers.

The College views effective faculty as therapeutic professionals who can bring the benefit of their experience into the classroom. Southwestern College faculty members participate in relevant professional associations and qualify for the appropriate licenses and certifications. A preference for reflective practitioners serves the holistic, applied focus of the College's curriculum.

The faculty is expected to interact fairly and constructively with all students. The faculty fosters in students a respect for differing points of view, an ability to evaluate ideas and theories, the capacity to think intelligently and the ability to act appropriately.

Several faculty members are engaged in the administration of Southwestern College. This is consistent with the holistic approach of the College's organizational structure and development. By defining faculty and administration as complementary activities, the College maintains consistency between its holistic educational philosophy and the actual functioning of the organization.

The Teacher as Model to Students

As a model, the teacher must "walk the talk." The same competencies developed in students must be demonstrated by instructors. With elder and Indigenous cultures the world around, and the new frontiers of quantum sciences and interpersonal neurobiology, we recognize that in all learning relationships, much more substantial and long-lasting learning occurs in the realm of the implicit (modeling, how a person holds themself) than the explicit (talking and conscious discussion). Teachers who model the qualities of, for example, self-awareness, empathy, responsibility, neutrality, and ethical conduct, influence their students to awaken these qualities at many more levels than those who simply approach these qualities conceptually.

As a model, the teacher meets students as a human being working for the transformation of consciousness. This does not imply a requirement of enlightenment, but rather of modeling the continuous process of growth and learning that is asked of the students. Effective teachers engage teaching with an understanding that they are themselves students as well; in so doing they model the process of learning and expanding consciousness.

The teacher is also a role model in terms of the profession, demonstrating to students what a "therapeutic presence" looks and feels like. This requirement extends beyond demonstrations of clinical technique to all encounters in the classroom and outside. In all actions relating to class and students, teachers must strive to demonstrate consciousness and the highest standards of ethical and professional conduct.

The Teacher as Facilitator for Students

As a facilitator, the teacher seeks to engage the whole self of the student – spirit, soul, heart, body, and mind – to enable the process of education, the unfolding of knowledge and wisdom. Processes are developed and materials are selected whose aim is to facilitate the student's journey into new and unexplored areas of consciousness, which can wake up dormant wisdom in the student related to the questions under consideration.

The role of course material (such as books, theories, techniques, and the teacher's own expertise) shifts in this model, from serving as the primary content of the course to serving two different functions: first, as a gateway to the student's own awareness and consciousness, a means of supporting the student in accessing one's own experience (through challenging existing beliefs, presenting new information which awakens the student to this information in themselves or their experience, or other means); and secondly, as a description of the "lay of the land" in the profession, to enable the student to successfully navigate and understand the existing paradigms in the field. Course material, rather than being offered as mental propositions and arguments with which one must decide to agree or disagree, is instead presented as an opportunity for exploring one's own consciousness, and as a reality system with which one must find a way to relate.

Teachers have significant freedom in the curriculum in terms of style and approach, so long as there is substantial experiential engagement of students and learning objectives of the specific course and the overall curriculum are met. When the whole self of the student is engaged experientially, learning becomes far more than accumulation of information. It becomes the basis for continuous re-contextualization, and the new understanding of self and life that emerges transforms consciousness. Learning advances from an accumulative process to an in-depth integrative process. In addition, through the empowerment and exercise of one's full range of perceptual means, the curriculum enables a lifelong habit of learning and engagement with the world.

Culturally Responsive Teaching & Culturally Responsive Curriculum

Culturally Responsive Teaching –

- Both teacher and students actively contribute to the learning environment
- Promotes interactive, collaborative, and culturally conscious learning activities.
- Engages student prior knowledge and experiences as assets/strengths to build upon in the classroom.
- Fosters a sense of belonging for students of all backgrounds and connects students' cultures, languages, and life experiences with what they are learning.
- Use of an array of instructional and assessment approaches acknowledging that students learn and express their knowledge in a variety of ways.
- Promotes a safe classroom environment in which authentic dialogue can occur and develops and maintains positive, meaningful, caring, and trusting relationships with students.
- Engages in honest communication with students, recognizes when ruptures have occurred, and facilitates repair.

- Values and respects students' cultural frames of reference and welcomes multiple and varying perspectives.
- Self-aware of biases and projection and engages authentically and with cultural humility.
- Creates an inclusive and safe environment that promotes personal sharing and respects student agency and choice in self-disclosure.
- Calls in cultural insensitivity and bias in classroom interactions and leverages these as opportunities to support learning and foster cultural awareness and cultural humility

Culturally Responsive Curriculum–

- Diverse voices and perspectives are represented in the curriculum and reading materials
- Cultural bias and cultural appropriation are acknowledged and addressed as they become apparent to minimize unconscious bias and blindspots.
- Acknowledges the legitimacy of different cultures, not just the dominant culture
- Encourages intercultural understanding
- Integrates cultural aspects into the curriculum
- Creates opportunities for unpacking and processing readings in class allowing for integration of diverse perspectives.
- Integrates multicultural awareness, perspectives, issues, and approaches in an intentional way.

THE DOCTORAL PROGRAM

Program Philosophy

This unique transdisciplinary doctoral program, the PhD in Visionary Practice and Regenerative Leadership (VPRL), is designed to prepare regenerative visionary leaders. We seek those who are inspired to articulate the emergent story of cooperation, compassion, connection, and capacity. Faculty in partnership with doctoral students explore the ways humankind is changing the old story in which the paradigm of separation, domination, competition, and control reveals its fundamental failure to sustain life on earth. As we shift into the emergent story, we need leaders and practitioners who are prepared to navigate complexities and participate in change processes both within themselves and in the world.

This multigenerational process of change invites us to regenerate broken social systems characterized by inequity, violence, and struggle. The breakdown of social systems is correlated with the destruction of ecological systems. As we move into the Ecozoic era, relationships based on reciprocal partnership become the primary focus. How should we shape these relationships of mutuality in order for diverse individuals, families, and communities to live in good relationship with each other and with the plants, animals, soils, waterways, weather systems, oceans, and atmosphere upon which we depend for our lives?

Responding to these challenges requires change-makers capable of both honoring ancient wisdom traditions and creating new stories to envision and enact the new paradigm. This doctoral program is designed to enhance our ability to challenge assumptions and promote decolonial/indigenous thinking in order to be of service. The needs around us are abundantly clear. How can we respond as co-creators in partnership with place and people to shift destructive patterns and create biophilic lifeways?

During intensive residencies and online courses, adult learners will engage in a process to clarify their heart or soul calling. Faculty Mentors will serve as guides and provide keys for students to gain the capacity to realize their potential contribution. The learning process begins with critical analysis of intersectional challenges facing humankind and life on Earth. Through reflexive engagement with inner and outer reality systems, students will engage in visionary practices that encourage access to a greater source of creativity. The locus is not just on individual knowledge acquisition but on the development of the intelligent resilience of the group.

Additionally, unlike many doctoral programs, knowledge acquisition is not the sole aim of the program of study. The emphasis is on the application of knowledge in the service of relationships predicated on justice and mutuality for the sustenance of life on earth.

If we seek to change the world, what must we deconstruct in ourselves? Through courageous imaginal acts, students begin to break out of conventional thinking and ways of being. To accomplish the level of regeneration required, we must bring into being what has been lost or does not yet exist both within ourselves and in our communities.

The PhD in Visionary Practice and Regenerative Leadership furthers the mission and values of Southwestern College in Santa Fe and builds on its legacy as a unique institution of higher

learning. Students may enter this program from any area of study, any profession, any career. The purpose is to enrich and enhance the student's ability to bring forth their unique gifts and serve as a change-makers in any field. Leadership capacity emerging from greater self-knowledge and self-awareness will empower graduates to make a difference in their communities and/or selected profession or area of focus.

We believe in the power each one carries within to contribute to the collective. We believe the seeds of change are carried in consciousness and can be expressed with the support and recognition of others. We believe our doctoral program can provide vital transformational learning for visionary practitioners and regenerative dreamers.

There is a vitality, a life force, an energy, a quickening that is translated through you into action, and because there is only one of you in all of time, this expression is unique. And if you block it, it will never exist through any other medium and it will be lost. It is your business to keep it yours clearly and directly, to keep the channel open.

Martha Graham, modern dancer

Guiding Questions

What happens to a dream deferred?
Langston Hughes

- What is your vision for the world and the work you want to do?
- To what, to whom, does your vision respond?
- How is your vision responsible to living systems?
- What ruptures are you seeking to repair?
- Whose shoulders are you standing on in this visionary work?
- What will you leave behind? What kind of ancestor do you wish to be?
- How can this (process, practice, policy) be brought successfully into the world?
- How will your vision invite others to envision and enact?
- How will you assure that you will be accountable?
- What do you need to be able to grow your vision-seed into a fully blossomed flower?
- How can you decolonize or re-indigenize your thoughts and behavior in order to shift cultural practices?
- What must "die' for the emergent to be born?
- How do we honor, grieve, support and mark transitions/transformations?
- How does your relationship to Source (however you define it) assist you in manifesting your vision?

Here is my 4D approach: Diagnose the problem. Dream your wildest Dream. Now Design and Deliver it.
Pramod Parajuli, PhD
VPRL Core Faculty

Program Learning Outcomes (PLOs)

Students will demonstrate the ability to:

1. Innovate, originate, and apply visionary and regenerative practices.
2. Select and actualize appropriate research methods.
3. Engage decolonizing and Indigenous practices and methods.
4. Curate and synthesize selected theoretical frameworks.
5. Develop collaborative, innovative leadership skills.
6. Utilize project management skills to move from vision/idea to embodiment/implementation.
7. Interpret data to sense connection, make meaning, and formulate recommendations.
8. Catalyze, inspire, expand, and deepen their work and lives through purposeful self-reflection and self-evaluation.

Program Requirements: Overview

The PhD in Visionary Practice and Regenerative Leadership requires completion of 75 quarter units. Students may complete all requirements within three years in 11 ten-week quarters.

Students may also opt for half-time enrollment and complete within 5 years. The program is designed as a cohort model in which all students take a common core of courses before they begin to focus on their individual or partnered doctoral projects and dissertation proposals. See below for a clear map of the learning journey.

Residencies

There are three required residencies which bring students and faculty together to strengthen relationships, build the learning community and advance together through the program.

The initial residency, Seeking, brings students together in the fall of the first year for six days and includes a bioregional, land-based experience in rural New Mexico. This residency launches students into fall coursework, introduces them to the core faculty, and orients them to the program, campus resources, and each other.

The second residency, Gathering & Grounding, brings students together in the fall of the second year for four days. Gathering & Grounding represents the shift between the common core courses taught by faculty and the students' focus on completing their doctoral projects and dissertations with the support of the Doctoral Committee members led by the Committee Chair.

The third residency, Crossing the Threshold, brings students together for four days in the beginning of the Spring quarter of their last year. This final residency is a celebration of achievement and learning as students near completion of their dissertations. Students will share their work and engage feedback from peers and faculty.

Residencies will be held on the Southwestern College campus or other locations in and around Santa Fe, New Mexico.

Mentorship

In the first year, each student selects a Faculty Mentor. The mentor provides specific support as students design their two self-designed study courses (see below) to support their own learning goals. The Faculty Mentor provides additional support to the student prior to Candidacy and the selection of the doctoral committee chair or Midwife/Coach and the formation of the Wisdom Council/doctoral committee. Once the Wisdom Council has been formed, those members serve as ongoing mentors and form a network of support for completion of the degree.

Common Core Coursework

In the first year or part one of the program, all students take a common core of courses designed to ground the theoretical, conceptual and experiential elements of this unique degree program. The first-year curriculum introduces students to visionary theories and practices, regenerative theories and practices, and a wide range of research methodologies, including decolonial/Indigenous approaches drawn from Indigenous scholars' critique of the construction of Western knowledge systems.

Once the common core courses are completed, students transition into the development of their doctoral projects, complete their dissertation proposals, and begin to construct their doctoral committees.

Self-Directed Study

Self-Directed Study courses serve several purposes. First, the student can explore and deepen their understanding of contexts, theories, and approaches specifically related to their inquiry and program design. These self-directed study courses support student initiative and leadership. Students can strengthen their knowledge of the theories and methods with which they might design their visionary project and ground their dissertation writing. Additionally, students might gain familiarity and connection with vibrant, region-specific resources, future collaborators, and/or prospective Wisdom Council members. Students can also opt to collaborate on these courses with each other, and might therefore explore joint, linked, or shared project possibilities or common grounding theories or approaches. Thus, whether as solo initiatives or as shared explorations, the self-directed study component empowers immersive and project-specific knowledge and experience.

As part of the first year, full-time students may design up to four units for their own self-directed study. Each unit is worth fifty hours of involvement with course material, workshop or training activity. Students have at least three options for how to fulfill their self-directed study.

The first option provides students the opportunity to select an individual focus and determine the readings, activities, explorations, assignments and choose a faculty mentor. They may design this self-directed study course as an online synchronous or asynchronous course or even an in-person course if the faculty member lives in proximity to the student.

Alternatively, students may enroll in an intensive workshop or training of their choice and write the paper and reflection describing a summary of their learning. The trainer or workshop leader must also submit documentation of their involvement.

In the third option, students may take one or two courses from the Certificate Programs of the New Earth Institute at Southwestern College. Each Certificate Program course represents 2 quarter units. Certificate programs include: Ecotherapy, Human Sexuality, Applied Interpersonal Neurobiology, Children's Mental Health, Trauma, Grief & Renewal, and Addiction, Abuse & Recovery. Most Certificate courses meet on the ground in Santa Fe and require face to face participation. There are also a few online Certificate Program courses offered each year.

In all options, students write a 12 to 15 page paper (in APA, plus cover, abstract, visuals, and references) and a two-page reflection for each self-directed study course. A key feature of the self-directed study course series is that alongside the topic-specific deep dives, students are supported in gaining key capacities in scholarly writing, including citational practice, cultivating their scholarly voice, and reclaiming zest in writing.

Distance Education Methods

Online courses will take place in the secure online learning system, Populi. Students will access this password-protected space for weekly assignments, discussions, online links to assigned readings and viewings. Students will upload assignments into Populi for feedback according to the due dates published in the course syllabus in Populi.

Courses have both synchronous and asynchronous elements. Students work independently, in small groups, and during scheduled synchronous online video (Zoom) sessions. Students participate in online discussions during scheduled Zoom class sessions throughout each quarter. The quarterly course schedule presents Zoom-based synchronous class meeting times. Participation in scheduled Zoom sessions is required.

Each online course will extend over a ten-week quarter. Some courses are initiated during scheduled residencies.

Candidacy

As students complete the core courses and move into developing their dissertation proposals, designing their regenerative visionary projects and assembling their doctoral committees/ Wisdom Councils, they need to demonstrate their preparation for this next level of doctoral study through submission of the work required for candidacy.

The required submission is part of the required Wellspring ePortfolio. Within a month of completion of the core courses, students demonstrate their preparation for Candidacy by writing a 5-7 page contextual essay placing their own learning into context in relationship to the eight Program Learning Outcomes. The contextual essay provides a lens for the Midwife/Coach Faculty to understand the student's selection of their course work as artifacts of their own learning. Both the essay and the coursework provides the basis for the review.

A written evaluation and verbal feedback by the Faculty of the student's individual ePortfolio substantiates the student's readiness to move forward in the program. Instead of a single qualifying paper, the collection of student course work in the ePortfolio combined with the contextual essay, incorporating personal reflection on their learning, serves to mark the

movement toward candidacy. Students who have not demonstrated appropriate preparation will be given specific feedback and will have an opportunity to improve their submission for candidacy.

Visionary is the capacity to envision what does not yet exist, or what has been lost or destroyed, and regenerative is the intrinsic power to flourish that can help bring it (back) into being.
Ann Filemyr, PhD
VPRL Program Director

Regenerative Visionary Project

The Regenerative Visionary Project is part of the culminating journey of the visionary and regenerative leader in the Southwestern program. It is completed over two consecutive quarters (six months) and represents 12 quarter units. It provides an opportunity for the doctoral student to embody and express their unique vision through direct engagement followed by meaning making through structured reflection. It provides an opportunity for leadership development and serves as the practicum or internship requirement of this doctoral program.

The student has great choice in terms of an appropriate project. Perhaps they want to engage with a specific community, lead a regenerative project, make new creative work, cultivate characteristics within oneself, or do an intervention within a system and see how the system responds to the intervention. The project could focus on ecosystem restoration, response to climate crisis, permaculture design, or other ecologically based innovation. It could be social entrepreneurship designed to help people better meet their basic needs, survive and flourish. The doctoral project could be the creation of new, original work and the consideration of who are you creating this for – who do you hope to impact or serve by your creative work? It could focus on the relationship between the health of people and planetary health. Or it could be focused on personal growth and transformation as a necessary precursor to greater work in the world.

In the realization of the regenerative visionary project, the student enacts their vision in the field. They plan, prepare, and take action whether through community engagement, conducting interviews or focus groups, facilitating design charrettes, social entrepreneurship; or through piloting a project, a systems intervention, the making of new creative work, or a self-cultivation initiative. The regenerative visionary project is dynamic, and by design seeks feedback, input, guidance, and/or evaluation from members of the contexting community(ies) — engaged participants. So, as the student enacts their vision for regeneration, they expand their circles of insight. A critical dimension of the quarter of the regenerative visionary project involves maintaining a daily fieldwork journal to chronicle their observations, experiences, feelings, ideas, insights. By both doing and being, action and reflection, the student engages in direct experiential learning.

The project should clearly link to the dissertation. The dissertation proposal includes a clear description of the project for approval by their committee or Wisdom Council. Students

articulate their own visionary and regenerative aspirations and determine the focus, topic, title, direction, outcomes, and relevant engaged community participants for their doctoral projects.

The project can take many different forms, but each form requires the student to develop project management skills, such as the ability to organize toward a goal, create realistic timelines and budgets, etc. Project management often requires concise research to become familiar with the context within which the student seeks to make a contribution.

The Regenerative Visionary Project takes place over three quarters, through three different courses. Steps 1 and 2 happen in the first course and have to be approved by the Wisdom Council prior to enrolling in the second class, Action. In the third class, the student works closely with the Wisdom Council to reflect during the final phase of the project. Thus, the Regenerative Visionary Project has four distinct and interrelated parts:

1. **Research** – this is a vital first step for the student to become familiar with the territory within which they seek to make a contribution. Students may need to conduct fieldwork, conduct interviews or focus groups, lead design charettes, review the literature, research what others have done who have attempted to address the same underlying concerns, etc.
2. **Planning** – organize contacts, create timeline, budget, ask for and receive permission, etc.
3. **Undertake the project** – plan and hold meetings and/or fieldwork sessions/visits/ experiences; plan from, track, and revise timelines; maintain deep discipline in the creative and critical dimensions of the fieldwork journal; Wisdom Council connection for updates, reaching out for problem-solving, fearlessly take action to avoid or mitigate barriers, create time and spaciousness for deep experiencing and careful noticing.
4. **Reflection** - once the project has been completed, it is time to evaluate. Students must design a method for collecting feedback, input, guidance, evaluation from members of the community and/or participants in the project.

The student keeps a fieldwork journal throughout the duration of the project to assist them with personal reflection. The committee receives copies of the feedback to reflect with the student on the learning that can be drawn from the experience. This material can later be folded into the dissertation.

To complete the reflection, students submit a written and/or visual and/or media-based structured reflection to their doctoral committee on actions taken during the project and input/guidance/evaluation from participants and/or members of community. The reflection is for sense-making and drawing out lessons from the experience. This could lead to deepening inquiry, exploring new avenues of research, identifying additional information needed, new directions for service or leadership, etc. The methodologies of the dissertation proposal provide additional process and quality guidelines for the reflection process. Researchers aim for deepening capacity to reflect and meta-reflect, reaching out for relational sensemaking with the phenomena themselves and their own emerging insight transformations, the way the process of research itself might be changing their own apertures or processes of perception and change.

The Regenerative Visionary Project serves as the primary opportunity for students to develop and demonstrate leadership, develop their inquiry, and gather original data for their dissertation. It serves as the applied aspect of the degree.

Visioning and vision-based action are two interrelating, reciprocal expressions of regenerative leadership.

Jaffa Frank, PhD
VPRL Visionary

Dissertation

The final act of the doctoral journey is the writing of the dissertation.

Once the Visionary Regenerative Project has been completed, the knowledge gained by that experience now shapes the dissertation. The Project serves as a pilot and/or as pivotal research that provides the context for data collection and for the application of concepts (the vision).

Structured reflection on the project combined with contextual and historic perspectives uncovered through coursework and the literature review support students to form the final coherent story told through the dissertation. The Wisdom Council or doctoral committee provides the sounding board and feedback mechanism to help guide the student's final work.

All doctoral dissertations are made public through ProQuest in order to serve others on similar quests.

The dissertation includes the following five parts:

Part One: INTRODUCTION: *Where, Who and Why*
The student(s) will:

1. Identify themselves, their interconnected, intersectional positionalities and motivating inspirations, their communities, locations, place of focus, and orientation. They address why this issue/concern matters to them; why they are uniquely situated for this investigation; and what life experience and aspects of their own identity have prepared them to conduct this research and complete this dissertation.
2. Articulate the issue/concern/community/bioregion/ecosystem/opportunity being addressed and provide historical lenses within which to understand the issue/concern/ community/bioregion/ecosystem/opportunity. This engages the reader of the dissertation to empathize and care.
3. Signal what is to come in the dissertation, introducing specific language including key concepts and terms.

Part Two: THE LITERATURE REVIEW: *What*
The student(s) will:

4. Describe the theoretical lenses that have shaped and influenced the dissertation research.

5. Distill the informing literature with a clear focus on the impact of pertinent material uncovered by the student in the literature review.
6. As relevant, synthesize these to offer a conceptual framework for the research.

Part Three: RESEARCH METHODS: *How and When*
The student(s) will:

7. Describe the research methodology and methods in detail.
8. Articulate a rationale for each part of the research method design.
9. Describe the approaches included to ensure high quality and depth in design.
10. Include details of ethical attention to methods and practices, including through Institutional Review, ethical consent and attention to ethical considerations in detailed procedures, protocols, and processes.
11. Describe the Regenerative Visionary Project with a focus on where this occurred, when, who participated and how they participated, what they did/what the student did.

Part Four: THE FINDINGS: *Making Meaning (So What)*
The student(s) will:

12. Describe the findings - what happened? Address what specifically has been learned from the actions taken and their reflection/evaluation on the research they conducted in the Regenerative Visionary Project.
13. Substantiate the findings with rich, thick description and summarize them visually or in other creative ways (i.e. maps, charts, graphs, blueprints, collages, photographs, video, audio, installation, performance, etc.) to bring the findings to life.
14. Either alongside the findings or after sharing them, discuss and interpret the findings – what do they mean? What literatures or other movements in the worldspace are evoked or resonant with what is arising? Elaborate on the connections and the "so what" of these insights.

Part Five: CONCLUSIONS: *Reflection, Expansion, Impact and Opportunity (Now What)*
The student(s) will reflect on the following questions:

15. Based on my/our interpretation of the findings what do I/we recommend? What do I/we propose?
16. What was most surprising?
17. What is emergent: what next steps, new questions, new directions are now relevant?
18. What is significant about this, and what next steps can be taken in the continuation of embodying this regenerative vision?

To conclude with next steps provides a road map for the student(s) or others who want to build on the experience and learning contained in the dissertation.

The final phase of this degree program is focused on writing the dissertation, receiving feedback, and revising until complete. The student works closely with the Midwife-Coach and their Wisdom Council to seek help and support in removing barriers, gaining fresh perspective, and continuing to produce timely writing and insight.

To note, students who undertake a substantial creative work as part of their doctoral regenerative visionary project still also produce a substantial written dissertation.

Individual, Partner, Collective

It is important to note that in order to disrupt the high status given to the individual over the partner or the collective in academia and in Western civilization, this doctoral program allows students to work together in substantial ways.

For example, students may combine efforts and work together on the Doctoral Visionary Regenerative Project but write separate proposals, complete separate dissertations, and have separate Wisdom Councils (committees). In this case, they would be graded separately even if they shared the effort of working together on the project.

Or students can opt to share a single committee and submit a single proposal together, share the work of the project, and write the dissertation together. Students may do this in a partnership or in a group or collective of up to five members. The partners and/or the members of a collective would all receive the same grade on all work submitted regardless of the appearance of who did what. How the partners or collective make decisions, divide up the workload, complete the work, reflect on it, and complete the dissertation would be left up to the partners or the collective itself to propose and submit to the Wisdom Council for review and approval. Students choosing the partnership or collective path need to make a substantial commitment to each other because if the partnership or collective falls apart, they will need to begin again and establish separate committees, submit separate proposals, etc.

Though it can be challenging to work with others, this doctoral program recognizes the value of partnership and the power of collective effort. There is much to learn about interpersonal communication, challenging embedded patterns and beliefs, listening deeply to each other, and making necessary compromises in order to reach the common good. We believe true partnership and collaboration is necessary in the creation of a new way of being and belonging with each other and the planet. Therefore, this doctoral program does not consider working as a member of a team to be shirking one's duty or avoiding hard work. We recognize the hard work in developing emotional intelligence which is vital for making and maintaining good collaborative relationships.

Indigenous education is a process of coming to know, honor, and apply essential principles of ecological relationship in its broadest terms. This way of educating honors the continual enchantment of human relationships to each other and the natural world. It's education for life, community, and ensoulment.

Greg Cajete, PhD (Tewa, Santa Clara Pueblo)
VPRL Core Faculty

The Wisdom Council

In keeping with the focus of this doctoral degree on providing a decolonial/Indigenous context for advanced learning, we have renamed the Doctoral Committee as the Wisdom Council. All committees have these four members: student, chair, second reader and community member. However, we have renamed and reconfigured the roles of the members on the Wisdom Council as Catalyst/Creatrix (student), Midwife (Chair), Lotus (second faculty reader), and Source (community member).

The purpose of this committee structure is to counter the dominant hegemony that researchers must remain distant from the persons and the subjects that they study in order to maintain some false notion of objectivity. It is the position of this doctoral degree that subjectivity, connection, and closeness are required to change the destructive course of civilization. We have come to the end of that age wherein distance is valued above connection. We know now that only through relationships of accountability and reciprocity are we able to advance knowledge that serves the values of love, respect, peace and the future survival of all life on earth.

Wisdom Council Membership

Each student selects the members to serve on their Wisdom Council and each Council has between 4-6 members, including the student.

Each member carries a significant role as described below.

1. Wisdom Council Member: The Student – The Catalyst Creatrix

The student, not the faculty member, is recognized as the central fire and serves as the catalyst creatrix. It is the student's core vision, the development of the student's leadership skills and abilities and their capacity for meaningful reflection that is the central focus of this doctoral degree. Each student holds responsibility for their own learning as they seek to embody their values and manifest their vision. Students selects their own Wisdom Council members and may change Council membership if needed.

It is the student's responsibility to select their three Wisdom Council members, communicate with them regularly and keep moving themselves and their committee forward. If a member must step down, it is the student's responsibility to replace that member within a month.

2. Wisdom Council Member: Chair/Facilitator – The Midwife/Coach

The role of the doctoral committee chair is to is facilitate the Wisdom Council, midwife the birth of the student's Project and Dissertation, and mentor the student into the realization of their potential contribution as a regenerative leader.

The Midwife/Coach must be a member of the core faculty and may serve to inspire, guide, challenge, and encourage. They should help the student develop their doctoral project and dissertation with clarity and insight. They also understand the requirements for completion of the degree and can ensure the student makes progress toward completion. In this way they serve as a midwife to a mother, providing support across the threshold and through the initiation toward

success and celebration. The Midwife holds primary responsibility for providing guidance and timely feedback to the doctoral student.

We use the term facilitator/midwife or coach instead of chair as 'chair' references the authority granted to the person who sits on the throne (chair). This paradigm shift indicates the significant partnership required between the student/catalyst/creatrix and the faculty facilitator/midwife/coach.

3. Wisdom Council Member: Second Faculty Member – The Lotus

The role of the second faculty member is content expertise. They should be rooted in the content of the student's inquiry. Just as a lotus flower is rooted in the darkness beneath the surface and rises to the surface to fully bloom in the light, the faculty member who serves as the Lotus provides deep grounding in the literature and/or research methods selected by the student. They help the student bring new knowledge into the light. They must hold a doctoral degree. They carefully read each draft and provide detailed feedback as the dissertation is developed. They may be a member of the core faculty or not. The student may select the second faculty member from anywhere in the world. Once appointed, the Lotus will serve as an adjunct faculty member on the Wisdom Council.

4. Wisdom Council Member: Community Member – The Source

Students will select someone from the community involved in their doctoral project. The focus for the community member is on the social and ecological needs of the community. Their interest is tending to the community's health and well-being, capacity-building, access, and opportunity. They are directly connected to the source of the student's visionary regenerative practice, and their interests may be practical and applied. They provide a clear conscience on the Wisdom Council to ensure that throughout the development and reflection on the Regenerative Visionary Project the student's work in the community does not deplete the community but rather serves to empower. This member need not hold any academic credentials. They may be of any age, language group, culture, or community. They are required to participate fully in committee deliberations and decisions in order for their perspectives to be incorporated into every aspect of the student's work.

A few quick examples for selection of the third member: a project designed to empower teenage girls concerned about climate change could have a Source who is a teenage girl concerned about climate change; a dissertation on greening abandoned urban land might feature a Source who is a local inhabitant from the area. A Wisdom Council for a project to strengthen grassroots activism should include a grassroots activist; a dissertation on Indigenous water protectors should include a Wisdom Council member who is an Indigenous water protector. The Wisdom Council for a project on bringing together troubled youth and animals displaced/injured by habitat destruction might be best designed to include a youth who cares about animals. A Wisdom Council for a project originating a new art-based ecotherapy for families struggling with addiction should include a family member or recovering addict, etc.

In some cases, it might not be obvious who the "Source" could be. In these situations, the student is urged to discuss with the other two members of the Wisdom Council about possibilities and creative ideas in this regard. To note, the Source role is not the same as the data sources or

research participants or co-researchers the student engages with. The Source, similar to other members of the Wisdom Council, serves as an ongoing representative of the perspective of the community(ies) being engaged with.

5. Additional Expertise – The Consultant (Optional)

Students may select one or two pro-bono consultants who provide expertise on particular aspects of the project and/or dissertation. Consultants do not need to hold a PhD. They may work as advocates, public policy experts, lawmakers, scientists, ecologists, conservation biologists, climatologists, healthcare providers, scholars, activists, organizers, educators or in other specific professions. The role of the consultant is to provide additional information and/or context to the Wisdom Council. They are not required to read or provide written feedback on the dissertation, but they may provide feedback on the Regenerative Visionary Project and/or the dissertation. They may be invited by the student to attend Wisdom Council meetings and/or to serve to support the student's learning and understanding in other ways.

The addition of Consultants is optional.

Guidelines Regarding Wisdom Council Meetings

Every doctoral Candidate is expected to meet with their Wisdom Councils at least twice per term during the following courses: VPRL 810 Dissertation Proposal Revision, all Regenerative Visionary Project (RVP) courses (VPRL 770, 780, and 790), and all Dissertation coursework (VPRL 820 to 910, plus VPRL 920 as applicable). A Wisdom Council meeting is a meeting of the following four people—the Midwife, the Student/Catalyst, the Lotus, and the Source members of the Wisdom Council—in a synchronous Zoom format, for at least one hour. We recommend scheduling 1.5-2 hours for Wisdom Council meetings. If any one of these four members cannot attend, the Wisdom Council meeting must be rescheduled.

In the exceptional instance of last-minute catastrophic emergencies, cancellation and rescheduling is strongly preferred; or, the meeting can be held. Note that the Midwife and Student/Catalyst must be present in all circumstances, plus at least one other Wisdom Council Member.

No Wisdom Council meeting counts if the Midwife and Student/Catalyst plus one other member are not present. However, if someone signals that they cannot make it ahead of time, the Student/Catalyst should cancel and reschedule. If the Student or Midwife cannot make it, the meeting must be called off and rescheduled.

Student/Catalyst Responsibilities With Wisdom Council Meetings

Minimum expectations are to hold a Wisdom Council meeting once in the first five weeks of the term, and once before the end of the term. Respectfully organize meetings by (1) determining mutually agreeable times well in advance of meetings, through tools such as Doodle polls; (2) send out Zoom links and agendas well in advance of each meeting; (3) offer materials with sufficient time to review; (4) send out reminders about the meeting a few days beforehand; and (5) take notes and send these out within 3 days of the meeting, summarizing key insights and recommendations and highlighting any decisions, action items, and next steps. Upload the

invites, agendas, and notes for each Wisdom Council Meeting in Populi as soon as such artifacts are available.

The VPRL Doctoral Residencies

Residency I: Seeking

In the first residency, the cohort comes together in New Mexico. The initial residency, Seeking, brings students together in the fall of the first year for six days. It includes a bioregional, land-based experience in rural New Mexico in order to experience the land as presence and begin the exploration of visionary practices. This residency launches students into fall coursework and introduces them to the core faculty. Residency sessions provide an in-depth introduction to program learning outcomes and the arc of the doctoral journey. An orientation to academic advising, student and career services, course technology, library services, financial aid, the business office and other campus resources are provided. Students prepare and present preliminary material on their intended regenerative visionary project and its connection to their dissertation focus. Students will be engaged in giving each other meaningful feedback. They explore what "breaks their hearts" and what they are intending to mend or repair – both within themselves and in the world. Students meet with doctoral faculty and are matched with a Faculty Mentor.

Residency II: Gathering and Grounding

During the second residency, each doctoral candidate prepares a formal poster session. The scheduled poster session allows each candidate to present poster-style and incorporates time for faculty and cohort members to speak one-on-one regarding their emerging clarity about their upcoming fieldwork. This occurs as part of the second residency. The second residency also initiates the final core coursework synthesis process through in situ gathering of herbs with reciprocity practices in the New Mexico landscape, and the dying of cloths imbued with meaningful symbols and patterns to hold their emerging vision. The second residency marks a powerful shift from divergence to convergence as the students enter a phase of focusing on their dissertation proposal and regenerative visionary project in the time to come.

Residency III: Crossing the Threshold

We have reconsidered the typical "defense" conducted by a few faculty members and instead have designed the defense as a mostly a cohort-based experience to occur during the third and final residency. It is called "The Offering." It is offered during the Residency III: Crossing the Threshold, scheduled towards the beginning of the final Summer quarter. This occurs at the beginning of the final Summer quarter (not the end) in order for cohort members to receive feedback and support from others nearing the completion of their written dissertations.

The Offering - Presentation & Feedback. During the third residency, each doctoral candidate will give a formal presentation to their cohort and faculty, which will be followed by a discussion. At this point the dissertation is well underway though not yet completed, and input can be integrated into final revisions.

Networking and Launch Planning. A systems networking process during Residency helps students nearing completion to develop a launch plan and the networks to sustain taking their work into the world.

Celebration. Successful completion of all aspects concludes the final 'threshold' prior to completion of revisions to the written dissertation. The third residency will incorporate celebration for this achievement.

The Learning Journey

Cohort - This is a cohort model. Studies have shown that the relationships established between members of a cohort contribute to retention. Students in the cohort take many core courses together during their required coursework. They come together during residencies. Full time students meet in the initial residency, Seeking, continue their relationships in a shared second residency, Gathering & Grounding, and celebrate their successes together in the third and final residency, Crossing the Threshold. Half-time students thread their way through a parallel path of continued shared experiences over a longer period of time, while enjoying fresh synergies with different waves of full- and half-time learners. Though they have different Wisdom Councils (committees) who will oversee their work for much of the second and third year, full-time students will take the Collaboratorium together (see explanation below). As a small, intimate graduate school, we have relatively small cohorts. Our cohort size for the new doctoral program is up to 20 students. We seek to ensure that every student who we admit will be able to complete. We work closely with these students throughout their program to ensure that we have done everything possible to support them to achieve completion. Some of our specific strategies to accomplish this are detailed below.

Checkpoints – Attendance in all scheduled sessions during each residency is required. Attendance for all scheduled class sessions of Zoom synchronous classes will also be required. Lack of attendance is the first red flag that something is amiss. Lack of attendance would initiate a report to the Director of the Program. Preparation for all residencies and completion of assignments for all courses are required. Course grades reflect both preparation and completion of required work. Grades are the second checkpoint. Students must achieve a passing credit (which reflects a grade of B- or better) in every course in order to advance through the program.

Course Grades – The PhD program operates on a pass/fail system. VPRL doctoral students must receive the equivalent of a B- or better in order to have successfully completed a course. If the grade is fail, in other words, meriting a C+ or lower, students are required to re-take the course for a passing grade. We carefully track pass rates at the course level. If a student does not pass a course, they are placed on Academic Probation and coaching is required.

Celebration – Each residency involves some form of celebration as formal recognition of where the student stands. Successful participation in the first residency, which occurs at the beginning of the first quarter of the program, marks not only acceptance into the program but a launch into the first quarter of coursework. Successful participation in the second residency recognizes the beginning of the transition from student into doctoral candidate. The final residency involves recognition and celebration of the work completed, which by the beginning of the final quarter

includes successful completion of the doctoral fieldwork (the Regenerative Visionary Project) and near completion of the written dissertation.

Collaboratorium – This is a unique course structure we offer to increase student completion of the dissertation. This unique course is facilitated by a Faculty Member. It is designed as a co-requisite with the writing of the dissertation courses and provides an avenue of support and focus for each student in addition to and outside of their Wisdom Council (dissertation committee). The Collaboratorium is required.

Flexibility – Though students initially sign up to attend full-time or half-time, we allow students whose life circumstances change to petition to change their degree pathway or academic program plan to either slow down or speed up. Students may need to 'stop out' or take a leave of absence. We have clear policies describing these processes in the Doctoral Course Catalog. Students may take a leave of up to 180 days without re-applying. We accommodate student need in this regard to the fullest extent we can, while maintaining program integrity through the required course sequencing as defined in our approved degree program plans.

Continuation – Students who have not completed the written dissertation as scheduled may continue to enroll to complete the dissertation for an additional three quarters for three doctoral units each term. After they have completed those additional three quarters, if they still need more time, they may petition to continue to enroll to complete the dissertation on a per-quarter basis.

Graduation – As higher education professionals, we come together each year to celebrate our graduates in a public ceremony of recognition and honor. Doctoral graduates are invited to attend and to speak at our annual graduation ceremony. Each doctoral student will be given two minutes to stand at the microphone before the assembly and share their moment of crossing the stage and accepting their diploma. They may choose to speak, sing, dance, laugh, cry. We provide each one of our graduates each year this opportunity to stand before their class, friends, family, faculty, and the larger community to be recognized and applauded for their accomplishment in completing their course of study and being conferred the degree which they have earned.

Life After the PhD - The final residency includes a section on launching one's postdoctoral life through meaningful networks, strategies, and plans. Students prepare for and attend a session led by a faculty member on how to build one's life and career post-graduation. The purpose of this is to assist students in envisioning and planning their work after the doctorate as a way for them to begin to imagine life after completion. Building on the research about visualization and the success of athletes who visualize the end of the race before it begins, this required activity enables and encourages students to focus on completion as they prepare for next steps beyond the dissertation.

Alumni – As part of the graduation ceremony, we officially welcome each graduate into our Alumni Circle, reminding them of their enduring connection with Southwestern College. We anticipate inviting our alumni back to attend our doctoral residencies in the future to serve as examples of successful graduates who have taken the work of their doctoral degree into the world to make meaningful change.

REQUIREMENTS FOR DEGREE COMPLETION

There are both full-time and half-time pathways to graduation in the doctoral program. At the onset of their program, doctoral students will select whether they intend to study full time and complete the 76 doctoral units in twelve terms or enroll half-time to complete the 79 doctoral units required for half-time enrollment in 21 terms. Any exceptions to the academic program planner/degree pathway described below must be approved by the Academic Council or its designee. Full-time attendance requires enrollment in a minimum of 6 doctoral units per quarter. Half-time attendance requires enrollment in 3-5 doctoral units per quarter.

Students studying full-time or half-time who have not completed their dissertation within the required timeframe may extend their studies to complete the dissertation. Students may enroll in an additional 3 doctoral units each quarter following the completion of all other program requirements to finish the dissertation. Students must complete their dissertations within three years after completing all other program requirements. The optional course as needed to complete the dissertation is VPRL 920 Dissertation Continuation (3 doctoral units).

Requirements for the Full-Time Pathway Toward Degree Completion

Duration: 12 quarters, 76 doctoral units

Year 1 – 25 doctoral units

Fall Quarter – 7 doctoral units
VPRL 600 Residency 1: Seeking *(1 doctoral unit)*
VPRL 610 Embodied Cosmology *(3 doctoral units)*
VPRL 620 The Phenomenology of Visionary Practice and The Call to Serve *(3 doctoral units)*

Winter Quarter – 6 doctoral units
VPRL 630 Traditions of Native American Thought: New Minds and New Worlds *(3 doctoral units)*
VPRL 640 Regenerative Leadership *(3 doctoral units)*

Spring Quarter – 6 doctoral units
VPRL 651 Self-Directed Study and Scholarly Writing I *(3 doctoral units)*
VPRL 670 Roots and Streams: Finding Your Voice, Clarifying Your Vision, Mapping Your Influences *(3 doctoral units)*

Summer Quarter – 6 doctoral units
VPRL 681 Self-Directed Study and Scholarly Writing II *(3 doctoral units)*
VPRL 660 Introduction to Research Methods: Pathways of Insight *(3 doctoral units)*

Year 2 – 23 doctoral units

Fall Term – 6 doctoral units
VPRL 710 Ethics: Embodied Social Justice Leadership for Vision & Regeneration *(3 doctoral units)*
VPRL 720 Advanced Research Methods: Regenerative Inquiry *(3 doctoral units)*

Winter Term – 4 doctoral units
VPRL 731 The Vessel: Exploring Historicity, Lineage, and Legacy *(1 doctoral unit)*
VPRL 800 Preparing the Dissertation Proposal *(3 doctoral units)*

Spring Term – 7 doctoral units
VPRL 700 Residency II: Gathering & Grounding *(1 doctoral unit)*
VPRL 770 Regenerative Visionary Project I: Planning *(3 doctoral units)*
VPRL 810 Dissertation Proposal Revision & Completion *(3 doctoral units)*

Summer Term – 6 doctoral units
VPRL 780 Regenerative Visionary Project II: Action *(6 doctoral units)*

Year 3 – 28 doctoral units

Fall Term – 6 doctoral units
VPRL 790 Regenerative Visionary Project III: Reflection *(6 doctoral units)*

Winter Term – 7 doctoral units
VPRL 820 Collaboratorium I *(1 doctoral unit)*
VPRL 830 Writing the Dissertation I: Findings, Context, Insights *(6 doctoral units)*

Spring Term – 7 doctoral units
VPRL 840 Collaboratorium II *(1 doctoral unit)*
VPRL 850 Writing the Dissertation II: Recommendations, Proposals, Synthesis *(6 doctoral units)*

Summer Term – 8 doctoral units
VPRL 900 Residency III: Crossing the Threshold *(1 doctoral unit)*
VPRL 910 Writing the Dissertation III: Revision, Completion, Reflection, Launch *(6 doctoral units)*
VPRL 860 Collaboratorium III *(1 doctoral unit)*

Requirements for the Half-Time Pathway Toward Degree Completion

Duration: 21 quarters, 79 doctoral units

Year 1 – 13 doctoral units

Fall Term – 4 doctoral units
VPRL 600 Residency 1: Seeking *(1 doctoral unit)*
VPRL 610 Embodied Cosmology *(3 doctoral units)* **OR** VPRL 620 The Phenomenology of Visionary Practice and The Call to Serve *(3 doctoral units)*

Winter Term – 3 doctoral units
VPRL 630 Traditions of Native American Thought: New Minds & New Worlds *(3 doctoral units)* **OR** VPRL 640 Regenerative Leadership *(3 doctoral units)*

Spring Term – 3 doctoral units
VPRL 670 Roots and Streams: Finding Your Voice, Clarifying Your Vision, Mapping Your Influences *(3 doctoral units)*

Summer Term – 3 doctoral units
VPRL 651 Self-Directed Study and Scholarly Writing I *(3 doctoral units)*

Year 2 – 12 doctoral units

Fall Term – 3 doctoral units
VPRL 610 Embodied Cosmology *(3 doctoral units)* **OR** VPRL 620 The Phenomenology of Visionary Practice and The Call to Serve *(3 doctoral units)*

Winter Term – 3 doctoral units
VPRL 630 Traditions of Native American Thought: New Minds & New Worlds *(3 doctoral units)* **OR** VPRL 640 Regenerative Leadership *(3 doctoral units)*

Spring Term – 3 doctoral units
VPRL 681 Self-Directed Study and Scholarly Writing II *(3 doctoral units)*

Summer Term – 3 doctoral units
VPRL 660 Introduction to Research Methods: Pathways of Insight *(3 doctoral units)*

Year 3 – 14 doctoral units

Fall Term – 3 doctoral units
VPRL 720 Advanced Research Methods: Regenerative Inquiry *(3 doctoral units)*

Winter Term – 4 doctoral units
VPRL 710 Ethics: Embodied Social Justice Leadership for Vision & Regeneration *(3 doctoral units)*

VPRL 731 The Vessel: Exploring Historicity, Lineage, and Legacy *(1 doctoral unit)*

Spring Term – 4 doctoral units
VPRL 700 Residency II: Gathering & Grounding *(1 doctoral unit)*
VPRL 800 Preparing the Dissertation Proposal *(3 doctoral units)*

Summer Term – 3 doctoral units
VPRL 810 Dissertation Proposal Revision & Completion *(3 doctoral units)*

Year 4 – 19 doctoral units

Fall Term – 3 doctoral units
VPRL 770 Regenerative Visionary Project I: Planning *(3 doctoral units)*

Winter Term – 6 doctoral units
VPRL 780 Regenerative Visionary Project II: Action *(6 doctoral units)*

Spring Term – 6 doctoral units
VPRL 790 Regenerative Visionary Project III: Reflection *(6 doctoral units)*

Summer Term – 4 doctoral units
VPRL 820 Collaboratorium I *(1 doctoral unit)*
VPRL 830-A Writing the Dissertation I-A: Findings *(3 doctoral units)*

Year 5 – 17 doctoral units

Fall Term – 4 doctoral units
VPRL 840 Collaboratorium II *(1 doctoral unit)*
VPRL 830-B Writing the Dissertation I-B: Discussion and Insights *(3 doctoral units)*

Winter Term – 4 doctoral units
VPRL 860 Collaboratorium III *(1 doctoral unit)*
VPRL 850-A Writing the Dissertation II-A: Recommendations & Proposals *(3 doctoral units)*

Spring Term – 4 doctoral units
VPRL 870 Collaboratorium IV *(1 doctoral unit)*
VPRL 850-B Writing the Dissertation II-B: Synthesis *(3 doctoral units)*

Summer Term – 5 doctoral units
VPRL 900 Residency III: Crossing the Threshold *(1 doctoral unit)*
VPRL 880 Collaboratorium V *(1 doctoral unit)*
VPRL 910-A Writing the Dissertation III-A: Revision *(3 doctoral units)*

Year 6 – 4 doctoral units

Fall Term – 4 doctoral units
VPRL 910-B Writing the Dissertation III-B: Completion, Reflection, Launch *(3 doctoral units)*

VPRL 905 Collaboratorium VI *(1 doctoral unit)*

Optional as needed to complete the dissertation:
3 units VPRL 920 Dissertation Continuation

NOTE: Students must complete their dissertations within three years after completing all other program requirements.

GRADES & EVALUATION IN THE DOCTORAL PROGRAM

Doctoral Faculty-Student Overview

As a student-centric educational program, the doctoral program features a relationship between faculty and students characterized by the recognition of the inherent wisdom, connection, and purpose that students bring to their doctoral work. Faculty as experienced knowledge-carriers are committed to student growth and development. The underpinning of mutual respect shapes the capacity for deep engagement.

It is our goal to create a culture of deep listening as we anticipate differences of perspective and opinion as well as differences based in relational dynamics and/or conceptual worldviews. We do not shun these differences but embrace diversity as a necessity and a source for creating imaginal spaces of new possibility. Transdisciplinary inquiry invites the practice of flexibility and openness to new ideas and a willingness to adapt to new insights (Leavy, 2011, p. 30).

Students and/or faculty may initiate topics, panels, conversations, and related opportunities to bring students and faculty together to engage in areas of mutual interest and passion. The program would sponsor these events and invite all students and faculty to participate. These "synergy pop-ups" provide informal gatherings to spark emergence.

Apples-to-Apples

Aspects of our student-centric program include strategies to include diverse student learners through the 'apples-to-apples' approach in which a student or students may suggest or recommend an alternative assignment of equivalent vigor and commitment in place of an assignment described in the course syllabus by the professor. Each faculty is empowered to consider such apples-to-apples alternatives and make their decisions and/or enter into a meaningful consultation with the student or students presenting the alternative assignment.

Final Grades

Evaluations are given at the end of each quarter to indicate the quality of students' work. All work done by the student in courses and self-directed studies is evaluated by the course instructor and recorded on the permanent transcript as the final grade. The evaluation procedure is stated on the syllabus for each class.

Final grades for each course, including residencies, in the doctoral degree program are based on narrative evaluation. This is a pass/fail credit system. To receive credit for a doctoral course is the equivalent of receiving the letter B- or better. Letter grades are not used for final grades.

Students are required to achieve a P (Pass) in each course to be considered in good standing, continue in the program, and graduate. If a student fails a course, they may retake it the next time it is offered. They cannot move forward into courses for which the failed course is a pre-requisite until they Pass. All courses for graduation must be successfully completed prior to degree completion. Students cannot move onto candidacy without successfully completing all core courses.

Grades of C+ or below are considered failing and will be reflected in a F (Fail) and the course must be retaken. Students will no longer be considered in good standing and will be placed on Probation until they have retaken the course and received a P (Pass) (signifying B- or higher).

Credit and narrative evaluations are posted to Populi by the instructor no later than one week after the end of the class. They are available to students after submission of their own narrative evaluation, the course/instructor evaluation, and after the evaluation period has ended (usually no later than one week after the close of the quarter).

No course grades will be released if a student's account is financially delinquent.

Grades on Assignments

Faculty may employ letter grades on individual or small group assignments at their discretion. Faculty may also prefer a credit/no credit system on assignments.

Narrative comments by faculty on all student work is required whether or not letter grades or the credit/no credit system is used.

Faculty are advised that they must initiate an Academic Referral Form ideally by end of Week 5 within a term, if they feel a student is at risk of failing a class.

Class Participation

The criteria for class participation address the three areas of presentation of self, understanding of self, and capacity to contribute to group process. Faculty are required to use class participation as one of the major components for determining the final course grade. We value all forms of participation including, but not limited to verbal contributions, active listening, presence, and responsiveness.

The specific criteria include:

- Demonstrated responsibility to the educational experience, including:
    - Class attendance
    - Punctuality
    - Class preparation
    - Following instructors' guidelines and/or instructions
    - Completing assignments on time
    - Others as designated by the instructor
- Demonstrated ability to observe and reflect on one's own process as indicated by verbal articulation and behavior in the class.
- Demonstrated ability to self-disclose in a way that is appropriate to the classroom situation and that contributes to the learning process.
- Demonstrated ability to allow one's own experience to serve as a vehicle for teaching/learning within the laboratory of the classroom.
- Demonstrated ability to perceive the group dynamics of the class and interact with other students in a way that facilitates the learning process and shows empathic attunement.

At the discretion of the instructor, inadequate class participation may result in a failing grade for the course, regardless of other grading criteria as listed on the syllabus.

Feedback on Assignments and Discussions in Populi

Assignments

Different faculty utilize different combinations of modes and tools for conveying feedback. Depending on how the assignment is structured, students will be able to look in four kinds of places for feedback from instructors in Populi.

1. The first place to view feedback is that often instructors write overall comments in the comment box to the right of the assignment display.
2. Some instructors also insert "golden bubble" comments into the inline version of your document on the left side of the Populi assignment pane using the annotate tool. Click on each golden commentary bubble to view a text popup with feedback, questions, and/or encouragements.
3. Additionally, some instructors who utilize rubrics will type feedback related to specific rubric criteria directly into the rubric comment box to the right of each criterion. Click on the tic-tac-toe grid in the upper right of the evaluation space for the assignment in order to view the detailed rubric popup. If the rubric is fully utilized, you will see highlights within each range in the popup and be able to view any criterion-specific detailed commentary, coaching and feedback on the right of the rubric popup.
4. Occasionally, faculty will additionally indicate in the assignment comment box space that they have added comments to your work and then reuploaded for you to review. For example, some faculty might give detailed feedback using inline markup with track changes in Word, and/or through insert comment function on the right margin in Word. These marked up documents will appear in the Right lower Assignment Comments flow as attachments along with a heads up that they are ready for viewing.

Thus, in addition to a score or Pass/Fail indication, there are multiple ways faculty support student learning through feedback. As regenerative designers, we value feedback cycles as critical to systems growth and evolution.

The following are rubrics students will encounter in multiple courses for assignments. This is not an exhaustive list. Please see each syllabus for details on which kinds of criteria or rubrics are going to be used to support student success for particular discussions and assignments.

Tune into the weekly Node Overview and Node Learning Objectives and sense how the week's intended learning ties into the overall Course Learning Outcomes. In this way, students can intentionally sense for and nurture the intended interweave of creative, critical, and compassionate consciousness and growth.

Key Assignment Rubric

Key Assignment Rubric 2022 Update

Criteria	Levels				Points
Content	**25 - 23.01 points** EXCEEDS EXPECTATIONS (A+/A) Meets all of the requirements per the assignment instructions.	**23 - 21.76 points** MEETS EXPECTATIONS (A-/B+) Meets most of the requirements per the assignment instructions.	**21.75 - 19.76 points** DEVELOPING (B/B-) Meets some of the requirements per the assignment instructions.	**19.75 - 0 points** UNDEVELOPED (C=Failing) Does not meet or minimally meets the requirements per the instructions.	25
Format/Organization	**25 - 23.01 points** EXCEEDS EXPECTATIONS (A+/A) Required format followed. No issues with organization and no errors in grammar, mechanics, and syntax.	**23 - 21.76 points** MEETS EXPECTATIONS (A-/B+) Required format followed. Some issues with organization and/or errors in grammar, mechanics, and syntax.	**21.75 - 19.76 points** DEVELOPING (B/B-) Significant issues with organization and/or errors in grammar, mechanics, and syntax.	**19.75 - 0 points** UNDEVELOPED (C=Failing) Major issues with organization and/or errors in grammar, mechanics, and syntax.	25
Reflection	**25 - 23.01 points** EXCEEDS EXPECTATIONS (A+/A) Student expressed deep personal insight and was able to make new connections regarding own growth, learning and development.	**23 - 21.76 points** MEETS EXPECTATIONS (A-/B+) Student expressed some personal insight and was able to make some new connections regarding own growth, learning and development.	**21.75 - 19.76 points** DEVELOPING (B/B-) Student expressed limited personal insight and minimal new connections are made regarding own growth, learning and development.	**19.75 - 0 points** UNDEVELOPED (C=Failing) Student did not express any personal insights.	25
Conceptual Understanding	**25 - 23.01 points** Demonstrates an informed understanding of key concepts, ideas, topics, and/or theories as relevant to the assignment.	**23 - 21.76 points** Demonstrates some understanding of key concepts, ideas, topics, and/or theories as relevant to the assignment.	**21.75 - 19.76 points** Demonstrates a limited understanding of key concepts, ideas, topics, and/or theories as relevant relevant to the assignment.	**19.75 - 0 points** Demonstrates a significantly limited understanding or no understanding of key concepts, ideas, topics, and/or theories as relevant to the assignment.	25
				Total	100

Academic Writing Rubric

(next page)

Academic Writing Rubric 2022 Update

For all academic writing assignments and research assignments. NOTE: See late paper policy for rules governing timely submission of assignments

Criteria	Levels				Points
Write-up Page Count, Basic Writing Skills (i.e., grammar, syntax, punctuation, spelling) APA 7th ed.— formatting, headers, in-text citations, reference section, etc.	**20 - 18.41 points** EXCEEDS EXPECTATIONS (A+/A) Write up is exemplary with minimal APA errors (<1-2 errors total). Writing skill includes correct use of syntax, grammar, punctuation, and readability (<1-2 errors). Abbreviations are explicitly stated and used appropriately. Length of paper adheres to requirements.	**18.4 - 17.41 points** MEETS EXPECTATIONS (A-/B+) Write up predominately adheres to correct APA formatting (<3-4 errors total). Writing skill includes correct use of syntax, grammar, punctuation, and readability (<3-4 errors). Abbreviations are minimal and mostly used appropriately. Length of paper is within 1 page of requirements	**17.4 - 15.81 points** DEVELOPING (B/B-) Write up adheres to correct APA formatting (<5-6 errors total). Writing skill is developing among syntax, grammar, punctuation, and readability (<5-6 errors). Abbreviations are minimal and appropriate. Paper is 75% less than required length	**15.8 - 0 points** UNDEVELOPED (C=Failing) Write up does not adhere to correct APA formatting (7 or more errors total). Writing skill includes incorrect use of syntax, grammar, punctuation, references (in-text and reference section), and readability (7 or more errors). Inappropriate or confusing use of abbreviations. Paper is 50% or more less than required length and will not be accepted.	20
Follows Specific Framework and/or Prompt of the Paper (See Syllabus and/or Instructor)	**30 - 27.61 points** EXCEEDS EXPECTATIONS (A+/A) Paper clearly presents and connects all required components. Subject matter clearly relates to assignment topic.	**27.6 - 26.11 points** MEETS EXPECTATIONS (A-/B+) Paper meets requirements of presenting and connecting components. Subject matter relates to assignment topic. Subject matter relates to assignment topic.	**26.1 - 23.71 points** DEVELOPING (B/B-) Paper minimally presents connecting required components. Subject matter somewhat relates to assignment topic.	**23.7 - 0 points** UNDEVELOPED (C=Failing) Paper does not include one or more of the required connecting components. Subject matter not related to assignment topic.	30
Clarity and Organization in Expression of Ideas	**20 - 18.41 points** EXCEEDS EXPECTATIONS (A+/A) Writing is exceptionally well organized; ideas and concepts are discussed with superior clarity. Paper demonstrates a solid synthesis of ideas. Integration of material in a coherent and creative way including a variety of perspectives, resources, or evaluative process. All ideas flow logically from one concept to the next.	**18.4 - 17.41 points** MEETS EXPECTATIONS (A-/B+) Writing is well organized; ideas and concepts are described clearly. Paper discusses a variety of perspectives, resources, or evaluative process. Paper demonstrates a clear synthesis of ideas and critique of information. Most ideas flow logically from one concept to the next.	**17.4 - 15.81 points** DEVELOPING (B/B-) Organization and clarity of paper needs improvement; can be followed or understood with effort. Paper demonstrates some synthetization and critique of information. Paper reflects little integration of a variety of perspectives, resources, or evaluative process. Discussion of material is vague, irrelevant, or redundant.	**15.8 - 0 points** UNDEVELOPED (C=Failing) Writing lacks clarity and organization; is difficult to follow or confusing. Paper demonstrates a little to no synthetization and critique of information. Paper fails to integrate a variety of perspectives, resources, or evaluative process. Discussion of material irrelevant, or redundant.	20
Selected Subject Relates to Course Material and content is supported by relevant sources Demonstrating Critical Thinking	**30 - 27.61 points** EXCEEDS EXPECTATIONS (A+/A) Excellent demonstration of critical thinking—Ideas and opinions are supported by data and/or scholarly research. Relevant and meaningful in-text citations are exceptionally well-integrated and contextualized to support the content of the paper and provide a solid critique of information. Citations and references exceed required number, come from peer-reviewed scholarly journals or other academically sound sources, and reflect a mature and nuanced understanding of topic.	**27.6 - 26.11 points** MEETS EXPECTATIONS (A-/B+) Excellent demonstration of critical thinking—Ideas and opinions are supported by data and/or scholarly researched. Relevant and meaningful in-text citations are integrated to support the content of the paper. Citations and references meet required number, come from peer-reviewed scholarly journals or other academically sound sources, and reflect a clear understanding of topic.	**26.1 - 23.71 points** DEVELOPING (B/B-) Writing demonstrates some critical thought, with some support for ideas and opinions based in scholarly research and data. Sources meet required number, are academically sound, and reflect a general understanding of topic.	**23.7 - 0 points** UNDEVELOPED (C=Failing) Writing fails to demonstrate an ability to think critically and synthesize research. Writing is subjective with limited scholarly support for ideas and opinions. Sources do not meet required number, are mostly non-academic and reflect a limited understanding of topic.	30
				Total	**100**

Online Discussions.

The Populi platform has multiple kinds of tools for students to gauge that they are achieving depth, learning, and presence in online discussions. Please note the following:

- Many classes provide counters of post count and word count for initial posts (called "comments") as well as for replies to others' posts.
- Many classes additionally use other guidelines, rhythms, or practices, to support quality in online discussions. Please see Course Syllabus as well as Page 9 Online Discussion in the NODE.
- Many classes use a discussion rubric based on best-practice asynchronous online discussion design, to help support quality in online discussions. When the rubric is used, it is included in the course syllabus.
- Many classes use both counters and rubrics for discussions to help students. (Please note that the counters alone in classes with rubrics are not conveying or reflecting all of the information and guidelines about the learning context or desired ways we can bring presence, depth, connection, and qualitative insight to our shared learning space.).

The qualitative process of online conversation and mutual growth invites grappling deeply and creatively with concepts, experiences, viewings, and readings; connecting thoughts, insights, and meaning across multiple beings and modes; catalyzing dynamic conversation over multiple days with fresh questions and response and noticing, generating collaborative immersion; and distilling synthesis by the end of each week. Many courses use both the discussion rubric in addition to the counters to support effective arcs of shared learning and deepening.

The following Discussion and Participation Rubric is one approach you will encounter in some classes to create the conditions for depth and learning to emerge.

Discussion and Participation Online Rubric

(next page)

Discussion and Participation 2022(online)
can be used for Hybrid.

Criteria	Levels				Points
Response (Timeliness)	**14.2 - 13.07 points** Initial response is posted early.	**13.06 - 12.36 points** Initial response is posted on time.	**12.35 - 11.23 points** Initial response is posted one day late.	**11.22 - 0 points** Initial response is posted two or more days late or not at all.	14.2
Initial Response Post (Content)	**14.2 - 13.07 points** EXCEEDS EXPECTATIONS (A+/A) Initial response post is focused and clearly addresses the points or questions delineated in the prompt. Response goes beyond merely summarizing material and demonstrates original thought, critical thinking and reflection.	**13.06 - 12.36 points** MEETS EXPECTATIONS (A-/B+) Initial response post is focused and clearly addresses all or most of the points or questions delineated in the prompt. Response goes beyond merely summarizing material and demonstrates some original thought, critical thinking and reflection.	**12.35 - 11.23 points** DEVELOPING (B/B-) Initial response post is somewhat focused and addresses some of the points or questions delineated in the prompt.	**11.22 - 0 points** UNDEVELOPED (C=Failing) Initial response lacks focus and/or does not address (or minimally addresses) the points or questions delineated in the prompt.	14.2
Initial Response (Conceptual Understanding)	**14.8 - 13.63 points** Initial response demonstrates a solid understanding of the content as evidenced by explicit and relevant connections with and integration of the key ideas, concepts, and/or theories presented in the required readings to support response. In-text citations are included to support post.	**13.62 - 12.89 points** Initial response demonstrates some understanding of the content as evidenced by general connections with the readings and resources.	**12.88 - 11.7 points** Initial response demonstrates limited understanding of the content - connections with the readings and resources are not evident.	**11.69 - 0 points** Initial response demonstrates a lack of understanding of the content.	14.8
Responses to Classmate's Initial Posts	**14.2 - 13.07 points** EXCEEDS EXPECTATIONS (A+/A) Responds thoughtfully and substantively to at least three classmate's initial posts. Responses demonstrate integration of the material and contribute additional and relevant insights, questions, and/or considerations that serve to enrich the discussion and elicit further dialogue.	**13.06 - 12.36 points** MEETS EXPECTATIONS (A-/B+) Responds thoughtfully to at least three classmate's initial posts. Responses demonstrate some integration of the material and/or contribute additional and relevant insights, questions, and/or considerations.	**12.35 - 11.23 points** DEVELOPING (B/B-) Responds to at least three classmate's initial posts. Responses demonstrate limited integration of the material. Responses do not contribute or (minimally contribute) additional and relevant insights, questions, and/or considerations.	**11.22 - 0 points** UNDEVELOPED (C=Failing) Does not respond to at least three classmate's initial posts or responses are superficial/lack depth.	14.2
Participation/Interaction (Quantity)	**14.2 - 13.07 points** EXCEEDS EXPECTATIONS (A+/A) Engages in ongoing and meaningful dialogue making a substantive contribution to the discussion. Interacts in the discussion on at least three different days during the time frame (Wednesday through Sunday), responding thoughtfully to replies to own initial response posts and following up on replies made to classmate's posts.	**13.06 - 12.36 points** MEETS EXPECTATIONS (A-/B+) Makes a contribution to the discussion by interacting in the discussion on at least two different days during the time frame (Wednesday through Sunday), responding to replies to own post and following up on replies made to classmate's posts.	**12.35 - 11.23 points** DEVELOPING (B/B-) Makes a limited contribution to the discussion - interacts on a single day or the last day of the discussion and does not respond to replies to own posts or does not follow up with replies made to classmates' posts.	**11.22 - 0 points** UNDEVELOPED (C=Failing) Makes a significantly limited contribution to the discussion - no interaction and engagement or minimal interaction and engagement.	14.2
Synthesis	**14.2 - 13.07 points** Posts a thoughtful and substantive synthesis by the deadline that identifies key learning, insights gained or take-a-ways from the discussion. Synthesis reflects an informed understanding of the material discussed as evidenced by the inclusion of key ideas, concepts, theories explored through the discussion and/or themes that emerged through the discussion.	**13.06 - 12.36 points** Posts a thoughtful and somewhat substantive synthesis that identifies key learning, insights gained or take-a-ways from the discussion. Synthesis reflects some understanding of the material discussed.	**12.35 - 11.23 points** Posts a synthesis that identifies key learning, insights gained or take-a-ways from the discussion. Synthesis reflects limited understanding of the material discussed.	**11.22 - 0 points** Does not post a synthesis or synthesis lacks detail and/or substance.	14.2
Format/Mechanics	**14.2 - 13.07 points** Writing is well organized, clear, concise and focused with no errors in grammar/mechanics/syntax.	**13.06 - 12.36 points** There are some issues with or errors in organization, focus, clarity, and/or grammar/mechanics/syntax.	**12.35 - 11.23 points** There are numerous issues with or errors in organization, focus, clarity and/or grammar/mechanics/syntax.	**11.22 - 0 points** There are numerous major issues with or errors in organization, focus, clarity, and/or grammar/mechanics/syntax.	14.2
				Total	**100**

Late Paper Policy

Late papers will be marked down a ½ grade for each day late. A faculty may give a different policy on the first day of class, in which case the faculty member's policy takes precedence.

Student Narrative Self-Evaluation

Students will submit a written narrative reflection and self-evaluation at the conclusion of every course, including each residency, by the Sunday following the end of the term, as indicated on the Academic Calendar.

Faculty will read student self-evaluations prior to writing their own evaluations of student work.

Faculty Narrative Evaluation of Students

Each faculty member will submit a written narrative evaluation of each student's work in every course. These are written following faculty reflection on the student's own self-evaluation of their work in that course. Faculty evaluations accompanied by clear indication of credit/no credit will be due by Sunday at 5 pm in the week following the completion of the quarter.

Faculty complete each course by reviewing student's written narrative self-evaluations and offering their own written narrative summarizing student learning as well as providing a final grade of Credit/No Credit. The end-of-term faculty narrative evaluation of student work should be 1-2 paragraphs in length. Faculty use an appreciative inquiry frame and growth mindset for feedback. Each end-of-term narrative evaluation should include particular highlights and successes for the student. Faculty keep comments constructive and include at least one suggestion or resource for further development. Faculty are invited to relate evaluation of progress to the course learning outcomes and the success criteria in the rubrics and syllabus. Instructor's thoughtful coaching and words can continue to create a generative learning context for gentle development and transformation, appreciating the student's strengths and nurturing their growth. Faculty respect FERPA guidelines regarding avoiding inclusion of personal, medical, or other information about the student in their remarks.

Narrative evaluations should address:

1. Student learning in direct relationship to Course Learning Outcomes.
2. Student participation and contribution to the community of learners in the class.
3. Student accomplishment as demonstrated in major assignments.
4. The 'growing edge' or specific areas for further growth and development in skill acquisition, participation, preparation for continued doctoral study.

Incomplete Policy for the Doctoral Program

Students can request an Incomplete on all courses except for residencies and advanced doctoral coursework.

No Incompletes on VPRL Residencies and Advanced Coursework Policy

Students cannot take Incompletes on Doctoral Residencies (VPRL 600, 700, 900) or advanced coursework, including the Dissertation Proposal and Dissertation Writing Course Series (VPRL 800, 810, 830, 830-A, 830-B, 850, 850-A, 850-B, 910, 910-A, 910-B, 920, etc.), the Regenerative Visionary Project Course Series (VPRL 770, 780, 790, etc.), and the Collaboratorium Series (VPRL 820, 840, 860, 870, 880, 905), except in the case where they have applied for and been granted a signed Program Exception initiated in a timely way, for extenuating or catastrophic circumstances.

Incomplete Request Process

For the other VPRL courses, students can *request* an Incomplete. Giving an Incomplete is the prerogative of the instructor. Determination of the circumstances warranting an Incomplete is made by the instructor in consultation with the student and the VPRL Director, as needed. Students requesting an Incomplete should speak with their instructor as soon as possible.

Incompletes may be approved due to extenuating circumstances. Extenuating circumstances for the purpose of granting additional time to complete coursework include:

- death in the family
- serious accident or illness resulting in an inability to attend class or do the required work
- unusual circumstances surrounding the birth of a child
- visa problems for international students
- similarly mitigating circumstances which could not have been prevented or anticipated by the student and were completely beyond their control.

A faculty member may initiate an incomplete in an emergency.

If a student is considering requesting an incomplete, they are strongly encouraged to consult with the Program Director prior to submitting a Petition for Incomplete. After meeting with the Program Director, a Petition for Incomplete may be submitted for approval by the faculty member. The student must communicate the extenuating circumstances that warrant an incomplete. Documentation may be required for full approval.

Requirements

- An incomplete is only granted if a student has completed 60% of the coursework and has met attendance requirements.
- If a student has an outstanding incomplete from a previous quarter, they cannot apply for an incomplete in the following quarter. For extenuating circumstances, a Petition for Program Exception may be submitted.
- If the student is receiving financial aid, they should check with the Financial Aid Administrator to determine how receiving an incomplete how/if receiving an incomplete affects funding.
- If the class the student is receiving an Incomplete in is a prerequisite for another class, the student will not be able to register for that class until they have completed the class and received a grade.

Deadlines and Grading

- *A Petition for Incomplete must be initiated prior to the last day of the quarter.*
- The deadline for submitting incomplete coursework will be agreed upon by the faculty member in consultation with the student. This deadline cannot exceed the last day of the quarter after the Petition for Incomplete is filed. If coursework is not completed by the agreed upon deadline, the student will be given the grade earned based on the work submitted.
- In some cases, incomplete work may be graded by the Course Leader or Program Leadership depending on the availability of the faculty member.

Extensions

- A request to extend the Incomplete beyond the agreed upon deadline may be submitted via filling out a new Petition for Incomplete and marking "extension" on the form. The Program Director in consultation with program leadership will review the request and notify the student of their decision.
- If the class the student is receiving an incomplete in is a prerequisite for another class, the student will not be able to register for that class until they have completed the class and received a grade.

Students Requesting an Incomplete Must Complete the Following

- Consult with the course Faculty.
- Consult with Program Director.
- If agreed on an Incomplete, sign and complete the *Petition for Incomplete Form.*
- Pay the Incomplete Fee.

Appealing a Course Grade

The form to appeal a course grade must be submitted within 2 weeks of the final grade posting; otherwise, the final grade cannot be reconsidered and will remain as it was initially reported.

A student may appeal a failing final* course grade using the following procedure:

- Meet with your instructor within 3 days of grade posting to request a grade change. If the instructor agrees to a grade change, they must submit a Grade Change Form to the Registrar.
- If the instructor does not agree to a grade change, the student may submit a Petition for Grade Appeal along with any supporting documentation, such as course work and rubrics. The form will go to the Vice President of Academic & Student Affairs who will consult with the Academic Programs Director, Instructor, and Academic Council as needed.
- The Vice President of Academic & Student Affairs will approve or deny the grade appeal, and if approved they will send a grade change form to the Registrar. The Vice President of Academic & Student Affairs' decision of the grade appeal is final.

*Students may not appeal an individual assignment grade.

Plagiarism and Academic Dishonesty

Fraudulent misrepresentation of oneself through plagiarism of one's own previous work or another's work, lying, cheating, or any related method is a serious violation of academic and professional ethics. Honesty is a key attribute required for all SWC students and for this profession. Students must demonstrate maturity, including taking full responsibility for their own thoughts, feelings, written work, and actions. Antiplagiarism software is embedded in Populi course spaces and may be used at faculty discretion.

Fraudulent misrepresentation of oneself through plagiarism of one's own previous work or another's work, lying, cheating, or any related method is a serious violation of academic and professional ethics.

Artificial Intelligence has become a tool in our online research. It continues to expand possibilities of knowledge gathering and knowledge generation. Southwestern College recognizes AI tools as useful but continues to privilege human intelligence in artistic expression and knowledge generation. Therefore, it is considered academically dishonest to put your name on materials generated through AI programs, such as ChatGPT. You may cite AI as part of your research as per APA guidelines.

Guidelines and Minimum Sanctions for Plagiarism

1. Failure to take responsibility for one's actions in this regard and/or a repeated offense of this nature may result in suspension or expulsion.
2. Turning in the same paper or artwork for two different classes (self-plagiarism) will result in an "F" on the assignment with no opportunity to re-submit. The student will be placed on Probation until graduation. A second offense could result in suspension or expulsion.
3. Using parts of previous work (sentences, paragraphs, partial artwork, etc.) for an assignment in the same or a previous class will also result in the above minimum sanctions unless the student receives permission from their faculty member to build on an idea from a previous assignment prior to submitting the new assignment.
4. Submitting work of another as one's own will result in an "F" on the assignment with no opportunity to re-submit. The student will be placed on Probation until graduation. A second offense could result in suspension or expulsion.

DOCTORAL CREDITS

Credit Policy Statement – Doctoral Level of Study

Doctoral Quarter Hour Definition

Credit or quarter units for Doctoral courses will be assigned according to the definitions given below. Each doctoral unit is the equivalent of fifty hours of required learning activity per quarter. All required learning activities must be explicitly stated in the course syllabus. The class Attendance Policy, which requires attendance for all scheduled classes, is used to count for seat-time when seat-time is used toward meeting learning activity total hours. The class meeting schedule is established in the Quarterly Course Schedule and is published on the course syllabus indicating times and dates for all scheduled class meetings.

Definitions for Doctoral Credit Policy

1. The Academic Year (AY) at SWC is defined according to a year-round academic schedule of four ten-week quarters with breaks in between each quarter. The doctoral AY begins by early September and ends the following year before the end of August.
2. As the AY is divided into four quarters of equal length, a credit hour is therefore referred to as a quarter unit, to conform with national norms.
3. A doctoral quarter unit at SWC is defined as fifty hours of learning activity per quarter. This could include one hour (60 minutes) of seat time plus four hours on required learning activities out-of-class per week for a total of five hours per week or fifty hours per quarter for each quarter unit awarded.
4. For example, VPRL 610 Embodied Cosmology is 3 doctoral quarter units. The syllabus indicates course requirements will fulfill the equivalent of 150 hours of student work over the ten-week quarter. This is divided between 30 hours of required attendance or seat-time and 120 hours of required reading, viewing, writing, and online discussion spread across the ten-week quarter beginning with required reading and viewing prior to the first class meeting and ending with a final paper due in the final class meeting.
5. Seat-time is defined as scheduled class time requiring student attendance, whether in a face-to-face meeting for an on-ground class or in an online class via zoom.
6. Learning activity is defined as all required assignments stated as requirements in the course syllabus. Learning activity includes a wide range of educational strategies, including but not limited to: team projects, solo projects, reading, viewing, experiential activities, writing, reflection, research, artmaking, documenting, preparing for in-class demonstrations and/or presentations, attending labs, practicum and internship activity, hands-on training, participating in online discussion boards and other online strategies for engagement, attending in-person or zoom classes, participating in activities and discussions during class periods (seat time), etc.
7. Full-time Doctoral enrollment is defined as six quarter units and half-time enrollment is defined as three quarter units.

Definition of Full-Time and Half-Time for the Doctoral Program

Doctoral students will select at the onset of their program whether they intend to study full-time and complete the 76 doctoral units in the three-year year program or enroll in the half-time, 21-quarter program and complete the 79 doctoral units required for half-time enrollment.

Students enrolling full-time or half-time may apply for, and if eligible, may receive federal financial aid.

- Full-time attendance requires enrollment in a minimum of 6 doctoral units per quarter.
- Half-time attendance requires enrollment in 3-5 doctoral units per quarter.

When an Extension is Required for Degree Completion for the Doctoral Program

Students studying full-time or half-time who have not completed their dissertation within the required timeframe may extend their studies to complete the dissertation. Students may enroll in an additional 3 doctoral units each quarter following the completion of all other program requirements to finish the dissertation. Students must complete their dissertations within three years after completing all other program requirements. The optional course as needed to complete the dissertation is VPRL 920 Dissertation Continuation (3 doctoral units).

Expectations for Enrollment in Each Three Doctoral Unit Course

Most, though not all, VPRL courses are three doctoral units. This is defined as half-time enrollment. This definition, approved by the Department of Education, allows students to be eligible for federal financial aid and enroll in only one VPRL course per quarter. This is a special arrangement to ensure half-time students are eligible to receive federal financial aid.

Half-time doctoral students are expected to be able to dedicate a minimum of 15 hours per week and a maximum of 20 hours per week on a three doctoral unit course for the ten-week quarter. Full-time students are expected to work 30 to 40 hours per week. Of course, students read and write, process information, attend to experiential activities, etc., in different ways. So the number of hours actually spent on class time will vary by each student.

Courses will also vary with the amount of work required in different stages of the class and/or for different assignments. It is understood that major assignments will take more time and are worth more points in the course. Some weeks there may be less to read and less to accomplish. Other weeks there will be a major assignment due. Students may select how to organize their time to accomplish major assignments. All major assignments with due dates are spelled out in the course syllabus which is made available to students upon registration for the course.

This means the hours per week is an approximate figure, but it provides a framework for busy people. Below are some further details.

Each unit is defined through a combination of ‘seat time’ and ‘outside of class’ time.

Seat time is defined as the time each student is present in class, whether the class is meeting in person during a residency or via zoom. Seat time includes in-class breaks, so even when there is

a ten-minute break, an hour is an hour. Most VPRL three doctoral unit classes meet via zoom for three hours per week.
Seat time may include:

- Faculty or student led mindfulness practices, guided visualizations or journeys, creative and/or catalyzing activities, check-ins, etc.
- Creative and/or visionary practices engaged in together during class
- Skill-building activities
- Faculty-facilitated discussion of assigned reading, pertinent topics, course material, reflections on learning
- Student-facilitated small group break-out discussions of assigned reading, pertinent topics, course material, reflections on learning
- Student presentations - individual or small group
- Faculty presentations
- Guest speakers
- Reviewing past assignments and prepping for future assignments
- Q & A on class materials
- Faculty and students may determine other in-class activities as appropriate.

Weekly seat-time is scheduled for three hours per week in most three doctoral unit courses. This leaves 12-17 hours per week for outside of class engagement. Students fulfill this in a wide variety of ways per the definition and descriptions of 'outside of class' time below.

Outside of class time is defined in multiple ways and represents different kinds of activities and assignments students may engage in as they explore course materials, methods, and experiences that directly pertain to that specific course description as stated in the VPRL Catalog and on the course syllabus. The purpose of assigned work is to give students ample opportunities to demonstrate their learning in direct relationship to the stated course learning outcomes in the syllabus.

Outside of class time may include any of the following activities/assignments. Faculty select the appropriate kinds of outside of class activities that best support the course learning outcomes for their course. Since faculty select the assignments and activities for each course, the kinds of activities and assignments will vary. Faculty may select from any of the following:

- **Reading** assigned course materials; reading recommended books and articles; reading selected material connected to course material; and/or reading to explore more deeply and expand one's knowledge about one's own vision seed.
- **Research activity** can include attending to one's own insights and dreaming; following intuitive pathways; making art or any creative expressive work utilized as part of arts-based research methods; planning, scheduling, and conducting interviews or focus groups; tracking down scholarly articles or archive materials; exploring and identifying library resources; reviewing and coding gathered qualitative material (data) collected from fieldwork and research notes; establishing time for quiet meditation and reflection in order to promote the ability to 'notice one's noticing' or develop metacognitive skills of self-observation and self-awareness, as well as other research activity as defined by various methodologies.

- **Writing** in all of its forms, including: reflective writing, process writing, outlining, revising, journaling, songwriting, creative writing (poetry, prose, etc.), and academic writing. Writing can be a solo activity, or students may meet and write in pairs or groups, with other students, or with any others.
- **Small Group** activities include time in small group meetings, discussions, and completing assignments that require students to meet with each other outside of regularly scheduled class time.
- **Visionary Practices –** these include experiential assignments that require embodied engagement, hands-on, direct action, such as with a creative process, a meditative or mindfulness-based experience, keeping a creative journal, undergoing a pilgrimage, etc.
- **Regenerative Leadership –** these include experiential assignments that require time spent on planning, organizing, communicating with others outside of the school to carry out a project, fieldwork, or research initiative, and skill-building activities that support project management.
- **Online Discussions** generally include posting, responding to others, and a weekly synthesis. Faculty may assign other kinds of online discussion activities that engage students with each other in a discussion board space provided for the class.
- **Required Meetings** with faculty that take place outside of the regularly scheduled class time.
- **Field trips** that occur outside of regularly scheduled class time and require travel to and from off-campus or off-site destinations. Both the travel time and the time at the destination count toward the total hours for 'outside of class' time. This pertains to on-ground residencies.
- **Other activities –** each course is unique, and faculty may provide additional outside of class assignments that do not neatly fit into any of the descriptions above.

Each course will combine various elements to engage students both during seat time and outside of class time to provide a learning environment that is both supportive and challenging, inviting new experiences, developing new skills, and creating a dynamic co-learning space to enhance and support the student's doctoral journey.

For each week the total combination of seat time and outside of class time constitutes the total expected student activity to earn the doctoral units. Since class is for three hours per week, the minimum outside of class time would be 12 hours. A student may seek to arrange their schedule to plan for how they will incorporate the outside of class time in a way that is sustainable over time. For example, a half-time student may identify three to four hours per day for four days (3 hours x 4 days = 12 hours) for a total of 12-16 hours; or a half-time student might prefer to spread the time out and identify two to three hours per day for six days (2 hours x 6 days = 12 hours) for a total of 12-18 hours. It is suggested that students establish a weekly rhythm that works for them and that does not sacrifice meals, sleep, play, and other activities necessary to maintain wellbeing.

Please note that, to serve full-time students, all faculty teaching in the same quarter pay special attention to ensure their major assignment due dates do not occur at the same time. All faculty support this strategy to better support full-time students who generally enroll in two courses per quarter.

COURSE MANAGEMENT SYSTEM (POPULI) & TECHNOLOGY RESOURCES

Populi

All students are required to utilize Populi for their syllabi, communication, discussions, assignments, and submission. Additionally, all courses have weekly lessons (nodes), and each lesson (node) includes an entrance meditation, an overview with objectives, weekly flow of activities, course preparation activities for students, readings and resources, assignments (if applicable), and discussions (if applicable).

Technology Resources

Technology Services provides a variety of tools and services to support students, faculty and staff. Your **SWC.edu** email account is needed to access any of these resources and services.

Current services include:

- Southwestern College Populi: permanent access to your academic records and class resources.
- Web-based email and software from Microsoft Office 365. NOTE: Forwarding of SWC Email to an external email account is not permitted.
- Software may be used as web-based tools
- More than 50 GB of cloud-based storage
- Collaborative spaces using SharePoint and OneDrive
- Shared campus calendar of events and important deadlines

Office software for PC, Mac, and mobile that may be downloaded on up to 5 personal devices:

- Adobe products for students using digital tools for art therapy
- Autodesk products for creativity
- Avast antivirus
- Assistance with configuration and troubleshooting personal devices by appointment.

For Technology Services policies, please see Populi Files section.

ASSESSMENT OF STUDENT LEARNING FOR PROGRAM IMPROVEMENT

Learning Circles

The Learning Circle is a strategy to accomplish Student Learning Outcomes Assessment at Southwestern College.

What is a Learning Circle?

A Learning Circle is a gathering of faculty, staff, and students to reflect together on student learning in a process of creative inquiry for ongoing **assessment and improvement** of curricular and co-curricular activities. See steps below.

A Learning Circle consists of a facilitator or facilitators who organize and convene the gathering. Additionally, volunteer participants self-select to be involved.

Learning Circle participants will read and/or view **student work (artifacts)** and/or studentsurvey results prior to the meeting.

The Learning Circle will then meet to speak together about what they perceive students areindicating or **demonstrating that they have learned** and/or what their learning needs are.

Collectively, the Learning Circle learns what students are learning in our courses, academic programs and co-curricular activities.

Learning Circles may identify program strengths and find ways to celebrate and highlight the successes of student learning. What are we doing well?

Learning Circles may identify specific strategies that can improve courses, academic programs, co-curricular activities and/or graduation requirements. What do we need to improve?

A Learning Circle is Based on Our Values

- **Partnership** by bringing students, staff and faculty together as peers in a mutually beneficial dialogue about student learning
- **Mindfulness** by attentively reviewing student learning materials prior to the gatheringand reflecting meaningfully upon the student learning in the presence of others
- **Service** by calling together those who will volunteer their time to participate in a Learning Circle for the benefit of the entire campus community
- **Empowerment** by recognizing the unique perspectives of each member of a Learning Circle and valuing their voice and contributions
- **Love** by gathering with others in a peaceful, respectful way that honors the work of students, staff and faculty.

THE WELLSPRING EPORTFOLIO

Overview

To assess student learning in relationship to the eight Program Learning Outcomes (PLOs), students upload and annotate examples from their own coursework to demonstrate their learning as they move toward mastery. The Wellspring ePortfolio serves as a portal for student documentation of their own learning. This meta-learning process strengthens students' ability to evaluate and reflect on their own learning as they select specific examples from their own course work each quarter to upload into their ePortfolio and link to one of the eight Program Learning Outcomes.

Each student will be provided with a space in Microsoft online platforms and folders to upload their own course material as student learning outcome artifacts to demonstrate their learning in relationship to each of the eight Program Learning Outcomes (PLOs). This reflexive process ensures a deepening awareness, understanding, and application of what each Program Learning Outcome signifies as part of their doctoral education.

Demonstrating Program Learning Outcomes with Key Assignments

The ePortfolio site will share the program curriculum map which indicates the faculty's understanding of which courses are designed to address which Program Learning Outcomes and at what level (beginning, intermediate, and advanced). Though students will be provided with the program curriculum map as a guide, they are not limited to the linkages indicated on the curriculum map. They may select any assignment from any class to use as a demonstration of their learning in relationship to any Program Learning Outcome. Each assignment uploaded into the ePortfolio must indicate which class and what assignment it is. Students may select their own coursework from core courses, Self-Directed Study courses, courses directed toward fieldwork, research, writing the dissertation, etc. In other words, they can use any assignment from any course as evidence and demonstration of their learning in relationship to the eight Program Learning Outcomes. Ultimately, they will have multiple assignments linked as artifacts to each of the PLOs. Examples from coursework that students can upload:

- any completed course assignment
- written papers
- art and reflection created for a class or recorded in a learning or fieldwork journal
- recorded presentations

Active Student Reflection and Connection

In the WellSpring ePortfolio, students will write a connective statement (one or more paragraphs) linking each example of coursework that they upload to the PLO. At the conclusion of the WellSpring ePortfolio, they may have at least 2-3 examples of their coursework with connective statements describing their own growth and learning in relationship to each PLO. Connective statements must address:

- how the specific coursework explicitly addresses the program learning outcome;
- how the process of creating or completing the assignment explicitly addresses the program learning outcome;

- how the coursework introduced learning on the program learning outcome.

Iterative Review and Successive Coverage and Competency

In the initial review, students do not need to demonstrate learning in relationship to each PLO, but by the final review they will need substantial examples to demonstrate how they have accomplished a thorough grasp of each of the eight PLOs. In this way, students will build and develop their WellSpring ePortfolio over the period of their enrollment in the program.

WellSpring ePortfolio Timeline Requirement

Students must complete WellSpring ePortfolio submission uploads, linkages, and reflections by the Friday following the end of each term. The first late submission will result in a required meeting with Program Leadership. The second late submission may result in an Academic Referral. Repeated lateness may result in Academic Probation.

Formal Review Cycles

Students may upload their coursework and connective statements at any time throughout their enrollment. However, the WellSpring ePortfolio will be formally reviewed and commented on by faculty at the following times:

1. At the conclusion of each quarter of the core coursework; reviewed by the Faculty Mentor or Program Staff.
2. In proximity to the term of the second residency, Gathering & Grounding; reviewed by a Reviewer alongside the VPRL 730/731 The Vessel: Exploring Historicity, Lineage, and Legacy Course.
3. Prior to the third and final residency, Crossing the Threshold; reviewed by the Midwife/Coach as part of fulfilling requirements toward the doctoral degree.

At each review, faculty will provide feedback acknowledging student learning, providing support for deeper engagement with the PLOs, and making any relevant suggestions for improvement.

Synthesis Essays

Two Synthesis Essays are required. The first will be required as part of the coursework in VPRL 731: The Vessel: Exploring Historicity, Lineage, and Legacy which is completed in the term before the second residency. Students complete another Synthesis Essay prior to the third residency.

Students will write the first Synthesis Essay exploring how the artifacts they have identified and uploaded in their WellSpring ePortfolio in composite demonstrate depth and breadth in achieving the program's eight Program Learning Outcomes (PLOs). Each Synthesis Essay is a meta-reflection across the scope and sweep of the WellSpring ePortfolio and program accomplishments, cogently arguing readiness to move to the next phase of the program. These Synthesis Essays mark major achievements in the growth of the VPRL student's capacities.

What the First Synthesis Essay and WellSpring ePortfolio Review Replaces

The initial Synthesis Essay and WellSpring ePortfolio replaces comprehensive exams that are formal gating processes for the doctoral student at other institutions.

This VPRL requirement replaces sitting for oral and written comprehensive exams with a panel of three judges who have PhDs. If the student does not pass, they do not proceed in the program. Often the panel looks at the classes and intended project and develops a series of prompts for long essays, sometimes with a mix of essay topics that all students undertake. The student sometimes can select between multiple options of essay questions/topics. Sometimes these are open book essays or examinations. There can often also be oral components to the examination. Instead of this approach, the VPRL program structures iterative compilation of artifacts and reflections across the duration of study, with the support of the Faculty Mentor, and supports the distillation of a Synthesis Essay. This places the student in the authoritative role of reflecting cogently on their own learning and articulating their preparation for the next phase of the doctoral journey.

Original Writing and Synthesis

The Synthesis Essays are an art form of distillation and meaning making, representing at least 8-10 pages of new writing. The idea is, importantly, that students do not cut and paste from their WellSpring ePortfolio reflections to create these essays. Rather, the Synthesis Essay is an original work, representing original thoughts on the evolution and progression of the doctoral journey of learning and transformation, across the artifacts and reflections. The initial essay should speak to student readiness to do original doctoral research. New thoughts are brought to bear. Students find it helpful to either structure their Synthesis Essays along three or four themes, or through the flow of the eight Program Learning Outcomes.

Synthesis Essay Coaching

Here are some guidelines to help students formulate their Synthesis Essay, the purpose of which is to demonstrate that the student is ready to conduct independent research as a visionary practitioner and regenerative leader and that they have competency in scholarly research and writing and sensemaking to be ready to undertake dissertation writing. The essay should demonstrate vibrant/best practices in essay-writing and might: adopt a pattern of telling a story, describe and substantiate an arc of learning, utilize a central image with elaborated details, utilize a sustained metaphor or recursive point, or leverage one or more ecofractal patterns. The Synthesis Essays are written in APA, should use organizing headings, and offer contexting details as the essay reviewers are not necessarily familiar with the unique terminology of the VPRL curricula. Each Synthesis Essay should cite and reference at least 10-20 diverse scholarly resources using APA.

Here are the kinds of things the Synthesis Essay can help articulate and demonstrate, that the student as emerging inquirer can:

- write cogently in a scholarly way
- offer context and motivation
- understands and engages the motivation(s) of reader/audience and the self/the universe flowing through

- draw in and be in conversation with the insights of others (summarizing and paraphrasing; wrapping own thoughts; robust citations with parallel references)
- drive the discursive narrative (impetus and clarity to make a particular, clear point, and then designing text to support that, and across paragraphs, towards the overall goal/story/painting)
- express with clarity
- write with ease in voice (using person, including first person, with comfort and ease; avoiding passive voice, really really)
- honor and respect (rather than wasting or distracting from) the reader's time and attention (using Grammarly, including exact locational information – e.g., page number— for each quote, including careful citations; use "30+ things checklist," etc.)
- introduce, describe and argue and substantiate, and conclude (with transitions)
- articulate a clear thesis and have clearly marked subsections that support the overall thesis
- have each paragraph in a section support the flow of argumentation with clear topic sentences, compelling substantiation, and flowing synthesis and transition in the next paragraph
- substantiation (rich thick description)
- link related items and forge fresh connections
- demonstrate meaning making
- wonder and hypothesize
- inspire and regenerate possibility
- articulate significance (so what) - let the reader care about what this means for them
- pull together well-formatted references
- demonstrate the arc of growth, depth, and transformation that the student's growing body of work represents

A helpful metaphor might be a cinematic one. The Synthesis Essay zooms out, showing a wide angle of the student's learning journey as if from above, then in a series of discrete scenes it selects from or curates the major, significant moments of the learning journey that have been told in the WellSpring ePortfolio, incrementally, scene by scene (example by example).

Another metaphor might be weaving, in which the Synthesis Essay communicates the warp or major vertical threads (the eight Program Learning Outcomes) and then weaves the weft as threads across, with specific examples drawn from the WellSpring ePortfolio. The Synthesis Essay is thus a final completed weaving which makes the case for how this body of work demonstrates satisfaction and embodiment of the PLOs and readiness to proceed.

Students are encouraged to take a perspective on their own trajectory of growth, clarification, and transformation.

Review Process for the First Synthesis Essay and WellSpring ePortfolio

An independent reviewer reviews each of the WellSpring ePortfolios and Synthesis Essays during VPRL 730/731: The Vessel course. One of three statuses will be assigned each to both the

WellSpring ePortfolio and the Synthesis Essay: Pass, Revise, or Rewrite. (Note that the parallel review statuses in journal publishing are Accept, Revise, or Rewrite).

- **Pass** signifies no further work is needed. The work passes and the student has achieved completion with this dimension of the WellSpring ePortfolio and Synthesis Essay Review. This is signified as a Pass in Populi and on the Review Sheet.
- **Revise** signals the indicated revisions are needed. The student should take care with the requested revisions. The requested revisions will be reviewed by the Reviewer. The work does not yet pass this dimension of the WellSpring ePortfolio and Synthesis Essay Review.
- **Rewrite** conveys that the indicated major revisions are needed. Student should take care with the requested major revisions. The requested revisions and rewrites will be reviewed by the Reviewer. The work does not pass this dimension of the WellSpring ePortfolio and Synthesis Essay Review.

Iterative review and coaching continue as the student clarifies and hones their demonstrations and articulations of their significant learning and accomplishment and readiness for the next milestone. The student cannot progress in the program unless and until they receive a PASS on both the WellSpring ePortfolio and the Synthesis Essay. Note: Students who do not receive a PASS before Friday of the last week of classes in VPRL 730/731 The Vessel course should file for an incomplete by Friday of the last week of classes, after consulting with the Reviewer on agreed-upon dates to detail in the Incomplete form. Please take care with the date by which you must submit the Petition for Incomplete Form.

Shift to Candidacy

To note, three accomplishments mark the shift to PhD Candidate: (1) completion of all core coursework; (2) the satisfactory review and approval (and any remediation) to robust coverage across all Program Learning Outcomes mapped to compelling WellSpring ePortfolio artifacts and reflections; and (3) the finalization and any remediation until completion and upload of the first synthesis essay will mark the shift into candidacy status for VPRL doctoral students.

Multiple Purposes

The student WellSpring ePortfolio materials actually serve two purposes: a) providing clear indication of student progress through the program which enables faculty reviewers to evaluate individual student progress, and b) ePortfolio materials will be reviewed collectively and anonymously as the central student learning outcome assessment process and will provide data for insights that Faculty and Program Leadership will use for ongoing program improvement.

Cross Walk Diagram of the Course Map and Program Learning Outcomes

The following diagram details the progression of demonstration of core program learning outcomes, by course. The letters in the grid describe a movement from beginning, to intermediate, to advanced skill and demonstration of the eight program learning outcomes of the doctoral program. B signifies Beginning demonstration. M signals Intermediate demonstration. And A indicates Advanced demonstration. Bolded letters signals that building that skill is intended to be a special focus for the class.

Students might find these mappings helpful when considering how their key course materials in response to assignments might map to the program learning outcomes for their Wellspring ePortfolios. Students are also encouraged to identify emergent trends and mappings in their own learning that might differ from these. We acknowledge the kaleidoscopic quality of emerging scholarship across the many diversities of learners and learning collectives can form a deep diversity of mappings.

Diagram: Visionary Practice and Regenerative Leadership Doctoral Program Core Program Outcomes Progression By Course

Visionary Practice and Regenerative Leadership Doctoral Program Core Program Outcomes Progression By Course B – Beginning M – Intermediate A – Advanced **Bolded** indicates strength	1. Innovate, originate, and apply visionary and regenerative practices.	2. Select and actualize appropriate research methods.	3. Engage decolonizing and Indigenous practices and methods.	4. Curate and synthesize selected theoretical frameworks.	5. Develop collaborative, innovative leadership skills.	6. Utilize project management skills in order to move from vision/idea to embodiment/implementation.	7. Interpret data to sense connection, make meaning, and formulate recommendations.	8. Catalyze, inspire, expand, & deepen their work and lives through purposeful self-reflection & self-evaluation.
VPRL 600 Residency I: Seeking	**B**				B			
VPRL 610 Embodied Cosmology							B	**B**
VPRL 620 The Phenomenology of Visionary Practice and the Call to Serve	**B**							B
VPRL 630 Traditions of Native American Thought: New Minds and New Worlds			**B**	B				
VPRL 640 Regenerative Leadership				B	**B**	B		
VPRL 650/651 Self-Directed Study & Scholarly Writing I				**B**				
VPRL 660 Introduction to Research Methods: Pathways of Insight		**B**	B					
VPRL 670 Roots and Streams: Finding Your Voice, Clarifying Your Vision, Mapping Your Influences				**B**			B	
VPRL 680/681 Self-Directed Study & Scholarly Writing II				**M**				
VPRL 700 Residency II: Gathering and Grounding	**M**						M	
VPRL 710 Ethics: Embodied Social Justice Leadership for Vision and Regeneration					**M**			M
VPRL 720 Advanced Research Methods: Regenerative Inquiry		**M**	M					
VPRL 730/731 The Vessel: Exploring Historicity, Lineage, and Legacy			**M**		M			M
VPRL 770 Regenerative Visionary Project I: Planning	M					**B**		
VPRL 780 Regenerative Visionary Project II: Action		A	A		**A**	M		

Visionary Practice and Regenerative Leadership Doctoral Program Core Program Outcomes Progression By Course B – Beginning M – Intermediate A – Advanced **Bolded** indicates strength	1. Innovate, originate, and apply visionary and regenerative practices.	2. Select and actualize appropriate research methods.	3. Engage decolonizing and Indigenous practices and methods.	4. Curate and synthesize selected theoretical frameworks.	5. Develop collaborative, innovative leadership skills.	6. Utilize project management skills in order to move from vision/idea to embodiment/implementation.	7. Interpret data to sense connection, make meaning, and formulate recommendations.	8. Catalyze, inspire, expand, & deepen their work and lives through purposeful self-reflection & self-evaluation.
VPRL 790 Regenerative Visionary Project III: Reflection								**M**
VPRL 800 Preparing the Dissertation Proposal		M		M		B	**M**	
VPRL 810 Dissertation Proposal Revision & Completion		**M**		M		M		
VPRL 820 Collaboratorium I	**M**							
VPRL 830 Writing the Dissertation I: Findings, Context, Insights		A	A	**A**			**M**	
VPRL 840 Collaboratorium II						**A**		
VPRL 850 Writing the Dissertation II: Recommendations, Proposals, Synthesis	**A**				A		**A**	
VPRL 860 Collaboratorium III								**A**
VPRL 870 Collaboratorium IV							**A**	
VPRL 880 Collaboratorium V					**A**			
VPRL 900 Residency III: Crossing the Threshold	**A**							A
VPRL 905 Collaboratorium VI						**A**		
VPRL 910 Writing the Dissertation III: Revision, Completion, Reflection, Launch				**A**	**A**	A		
VPRL 920 Dissertation Continuation							A	

QUIMBY MEMORIAL LIBRARY (QML)

Quimby Memorial Library serves students, faculty, staff, and alumni of Southwestern College and the New Earth Institute. Individuals not affiliated with SWC who wish to use QML must obtain community membership from library staff.

Students are required to attend a library orientation (online or face-to-face) during their first quarter of studies.

In accordance with the Americans with Disabilities Act (ADA), Quimby Memorial Library makes every effort to provide reasonable accommodations for students with documented disabilities.

For general information, reference, or any requests for resource access or assistance, library patrons may contact librarians by emailing askthelibrary@swc.edu. The library website is qml.libguides.com.

Overview of Resources

Quimby Memorial Library has been serving the students, alumni, faculty and staff of Southwestern College since the college's inception. QML's physical and digital collections are curated to provide specific resources for classes and to support students in their development as scholars and researchers. The library supports teaching and research in multicultural studies, ecological and psychosocial concerns, visionary practice and regenerative leadership, and a multitude of counseling and art therapy modalities.

The library's circulating collections contain nearly ten thousand books and audiovisual materials. Its remotely accessible digital holdings include access to greater than five million academic articles and two hundred thousand ebooks.

QML also houses the Quimby Collection, a collection that focuses on comparative religion and metaphysics, which includes many rare items and served as a foundation for SWC's early philosophy, educational approaches, and curriculum content.

The library is a member of the New Mexico Consortium of Academic Libraries, the New Mexico Library Association, and the American Library Association. Patrons have access to the physical holdings of all academic libraries in New Mexico via the Library Passport System, and both physical and digital resources from libraries around the world, via interlibrary loan and article exchange (OCLC-WorldShare).

Remotely Accessible Resources

- The Quimby online catalog through Populi, by which resources can be searched and holds can be placed
- Quimby Memorial Library's LibGuides site, which collects information on all library resources and services, links to databases, tutorials, and micro curations of relevant resources

- EBSCOhost Ebook Databases which includes greater than two hundred thousand remotely available ebooks
- Taylor & Francis Online academic article database, which platforms full texts of greater than four million peer reviewed articles
- Streaming academic videos through Psychotherapy.net and Kanopy
- QML's APA formatting guide
- Tutorials and digital resources on research methods and effective database engagement.
- OCLC Worldshare, a global catalog of library collections, from which students and faculty may borrow.

On-Site Library Services

- Access to the library's physical holdings and archived resources
- Reference and research assistance
- Guidance in APA style for academic writing and formatting
- Computers outfitted with the Microsoft office suite
- Color printing and scanning.

Borrowing Services and Terms

Southwestern College students, faculty, and staff may check out up to 15 items at a time from the library's circulating collection (the *Main Collection*). Alumni may check out up to 10 items at a time. Books and audiovisual items from the Main Collection may be borrowed for three weeks and renewed twice for an additional period of three weeks, if no hold has been placed on the item by another patron.

All students, faculty, staff and alumni are responsible for items that are checked out in their name. Students, faculty, and staff do not accrue fines for overdue materials; however, they will receive notices via email and Populi of overdue materials. After 50 days from the last applied due date, an overdue item will be designated as "lost" in the library's catalog, and the patron in possession of that item will be responsible for paying fees associated with the cost of replacing the item. A patron may also be required to pay a replacement fee if an item is damaged while in the patron's possession.

Copying Privileges

The library is equipped to accommodate students' printing, copying, and scanning needs. Students may use the library's equipment to scan or print up to 100 pages per term. Library staff is available to assist users in use of scanning and printing technologies or perform these actions on users' behalf.

Reserved Materials

At the beginning of each quarter, QML staff places on reserve all books and other media designate as required for one or more courses of that quarter. Students have exclusive access to reserved materials. They may use these materials in the library (for reading, viewing, copying, or scanning), and they may check the items out for an abbreviated circulation period of three days at a time.

Writing and Research Support

The QML Library team also has resources to assist students with their scholarly and academic writing and research. This brochure describes how to access the online line-editing assistance through Brainfuse, as well as the library's willingness to support coaching and revision regarding APA 7 styling.
https://sway.office.com/8CtV3pR3ydA1iA2L?ref=Link

DOCTORAL STUDENT SUCCESS

We are committed to nurturing and sustaining doctoral student success. Visionary Practice and Regenerative Leadership Program students grow their gifts for vibrant communication, participation, and presence. The program supports VPRL students unfurling their emergent capacities and dispositions such as cultivating awareness of self and system, regenerating capacities that nurture depth, and expanding their sense of the possible, while creating conditions for collective flourishing.

Expectations for Doctoral Students

Communication

Doctoral students are expected to be proactive and to initiate communication with their Faculty Mentors in the initial year and with their dissertation committee members subsequently.

If doctoral students have concerns or questions about the program, they should reach out to the Associate Director or Director for discussion, clarification, and/or to gain support in getting their needs met in a timely way.

Participation

Doctoral students are expected to actively participate (see participation rubric) in residency and class activities, which includes attendance in all scheduled residency sessions and in required zoom sessions of classes.

Attendance

More than one unexcused absence may result in no credit.

Excused absences must be discussed prior to the absence and approved by the course instructor, including missing any individual scheduled session during a residency. Students missing a zoom class will be required to watch the recording. Substitute work must be identified and agreed upon by the student and instructor if missing a zoom class or residency session.

See the formal Attendance Policy in the Course Catalog for more details.

Doctoral Dispositions

Context

In Spring 2024, VPRL students and faculty gathered in a series of meetings to evolve the doctoral dispositions. VPRL students and faculty identified and described the following doctoral dispositions to express the aspirational qualities, characteristics, attitudes, ways of being, and approaches to doing that might best support visionary practitioners and regenerative leaders.

We understand these doctoral dispositions to be developmental in nature, meaning that we can develop and refine them over time, with guidance, support, reflection, and clarification. We also understand that these dispositions are expressed through relationship and not in isolation.

These dispositions apply to everyone in the VPRL program, including, students, staff, administrators, faculty (Faculty Mentors, Core Faculty, Self-Directed Study Faculty) and Wisdom Council members.

Four Spirals for Visionary Practitioners and Regenerative Leaders

We have identified four spirals that activate our awareness about the processes involved as we seek to become exemplars of visionary practice and regenerative leading. Each spiral is supported by five dispositions, characteristics, aspirational qualities, or attributes, that we seek to embody and express

These are the names of the four Spirals:

- **Spiral 1 - Catalyzing Self/System Awareness**
- **Spiral 2 - Regenerating Capacities**
- **Spiral 3 - Expanding the Possible**
- **Spiral 4 - Cultivating Community & Connection**

Each of the Four Spirals is supported and defined by five dispositions. These doctoral dispositions are detailed on the following pages. They serve as guiding characteristics and aspirational qualities that describe ways of being, knowing, and doing that exemplify our understanding of visionary practitioners and regenerative leaders. Throughout the VPRL program, we seek to support the developmental arc of learning to embody and express these dispositions in our work with each other and in our lives.

Spiral 1 - Catalyzing Self/System Awareness

Definition: Developing deeper system- and self-awareness

- **Humility:** The awareness that no matter how much one does know, one cannot know everything; cultural humility is the awareness that one is rooted in one's own cultural experience, which does not automatically extend to knowing or understanding others' cultural experiences. Humility is expressed as the willingness to embrace continuous learning from other's experiences as well as one's own experiences.
- **Cultural Awareness & Sustenance:** The capacity to understand one's own cultural patterns and reality systems and be able to recognize and respect different cultural patterns and reality systems in others. The capacity to nurture and unleash the unique genius and cultural wealth of a multitude of intersectionally situated contributors, in culturally sustaining ways.
- **Context- and Place-Based Awareness** – We exist within complex adaptive systems and are often unaware of how we are implicated in, interdepending with, and contributing towards our mutual co-arising with others, including place and the more-than-human. We are committed to developing greater understanding of our co-creativity, co-generation, and embedded co-existence. We express caring and reciprocity with the well-being and

love of self and other, of the Earth, family, home, community, people, and more-than-human beings.

- **Reflection:** The ability to reflect on and make meaning from personal and collective experiences, whether perceived as good or bad, positive or negative; to use everything for learning and growth. To become aware of and move beyond reactivity and resistance. Cultivating the reflective capacity to take a perspective on oneself, perceive projections, and to sense for developmental shadows and possibilities in self, other, and collectives.
- **Feedback:** As part of adaptive cycles of evolution and growth, we nurture the ability to listen and integrate other's input or feedback into our own work. We receive both praise and critique from others as well as the capacity to communicate clearly and directly when providing feedback. We cultivate the understanding that the goal of feedback is to support improvement and strengthen effectiveness while embracing personal growth and transformational processes.

Spiral 2 - Regenerating Capacities

Definition: Revitalizing capabilities that nurture depth

- **Motivation & Focus:** The capacity to balance challenge, risk-taking, new learning, and keep us in motion allows us to continue along a self-directed path independently.
- **Integrity & Ethics:** Recognizing the contributions of others to our own work; communicating honestly and acting with a commitment to excellence. We cultivate philosophical ethical clarity and authenticity. Integrity is enacted by following through on commitments and honoring the commitments of others.
- **Presence:** Presence means to listen deeply and take responsibility for one's own inner harmony. It means to carry an awareness of the important role we each play in the collective based on an understanding that everyone's presence matters to the whole. One's words, actions, thoughts, and emotions impact others, and we each carry some responsibility for the impact we have on others. Presence includes the ability to show up consistently and to clearly communicate when one cannot attend a scheduled class, small group meeting, mentor meeting, etc.
- **Respect & Compassion:** Respect arises from the recognition of the intrinsic value and inalienable rights of all living beings, human and more-than-human and compassion extends respect through empathy for self and other.
- **Courage:** The ability to stand in relationship to one's own values and act consciously on one's values and vision for the world. The ability to speak one's truth as well as listen to others' truths. Courage is developed through actions that express inner empowerment, inner capacity, and a commitment to continue to express oneself and engage meaningfully with the expression of others.

Spiral 3 - Expanding the Possible

Definition: Orienting toward vibrancy

- **Openness to Inquiry:** Willing to be challenged and stimulated through the exchange of ideas and information. Curious, open, and rooted in a desire to learn, grow, change, and evolve. Open to gaining new skills, including skill in scholarly writing and organizational skills. Willing to try out new tools, networks, technologies, creative endeavors. Willing to engage with new contexts and new materials while cultivating a sense of wonder.
- **Generosity:** The desire to share information, resources, experiences, and support. Values reciprocity and the exchange of give and take. Expresses gratitude for the generosity of others who are sharing information, resources, experiences, and support. Allows the miraculous flows of cosmos, collective, selves, and land to nurture and bathe our souls so that we in turn may flow back into and contribute to the sustaining cycles and spirals of life.
- **Possibility Sensing:** Cultivating fluid intuition through porous listening that creates space for mystery by engaging a more-than-human and non-dominant, whole bodied somatic approach to sensing the subtle, emergent unknown.
- **Creativity:** Expressed as an empowered relationship with one's own imagination and the imaginations of others. Honors and encourages the imaginative, generative, unique ability of each one to expand the possibilities of knowing, doing, and being through creative expression. Willing to take risks. Willing to dream and envision. Willing to respond authentically to the creativity of others. Accesses and sustains states of creative flow. Sources from and collaborates with the living spirit of creation: self, place, earth, and cosmos.
- **Adaptive Emergence:** Expressed as demonstrating the ability to recognize and adapt to dynamic circumstances with grace and resilience. Change is the only constant, and one can develop the capacity to perceive and design for emergence by cultivating conditions for what is arising to breakthrough. Providing for and studying feedback loops, self and system evaluation, pattern detection, and related strategies can promote adaptive emergence. The status quo is not sufficient.

Spiral 4 - Cultivating Community & Connection

Definition: Creating conditions for collective flourishing

- **Vulnerability:** A willingness to reveal one's inner self, to risk expressing one's emotional truth in the service of compassion and connection with others.
- **Perspective-Taking:** Ability to consider and engage with multiple perspectives alongside one's own perspective without needing to determine which perspective is right and which is wrong. Tolerance for accepting a breadth of perspectives simultaneously. Gaining nimbleness in perceiving and consciously moving across diverse perspectives.

Ability to move from *either/or* to *both/and* frames. Capacity to perceive relationality and reciprocity in mutual co-arising.

- **Ability to be Comfortable with Discomfort:** When new material, new opinions, new perspectives, or divergent material, opinions, and perspectives are presented one takes responsibility for one's responses instead of reacting with blaming and/or shaming describing others as the cause of the discomfort. Recognizes that one is responsible for one's inner states of being and reactions/responses. Is able to reflect when relational tension arises and take personal responsibility. Believes in the power of sustained engagement that may cultivate transformation. Recognizes that lifelong learning and growth is not always easy
- **Equity:** Commitment to justice that upholds the right of all persons and groups to have access to resources, opportunities, expression, and the capacity to impact and evolve decision-making structures and processes. Equity implies an awareness of historic, systemic, and persistent patterns of unequal social and economic power. Equity also implies a willingness to examine and transform one's own assumptions, biases, prejudices, and blind spots based on cultural, familial, and personal experiences.
- **Willingness to Repair:** Disagreements or differences in understanding are likely to occur in interactive relationships. Willingness to repair refers to meeting honestly and openly when there has been a rupture or breakdown in communication. Repair can be facilitated by another or engaged in directly. The desire to repair when a rupture occurs is a hallmark of regenerative leaders. Our willingness to repair is our willingness to be healed.

Student Conduct and Support for Success

The purpose of the Doctoral Student Support and Faculty Referral system is to support our students to undertake corrective action and to encourage a process of self-transformation. Our mission, Transforming Consciousness through Education, is implemented by the work we do with our students every day in residencies, in the virtual classroom, during fieldwork, and through to dissertation. As part of this transformational process, we ask our faculty to attend to our students with exquisite attention and positive regard.

The faculty holds out the opportunity for students to experience personal transformation through engagement with course material, classroom processes, and their fieldwork. However, it is also our responsibility to note when students need greater assistance. If a faculty member has any concerns regarding a student's behavior, attitude, skill, or ability to do the work required of them, they complete a Student Support Referral, an Academic Referral, or a Dispositional Referral. Students may also fill out for themselves a Student Support Referral. The purpose of noting this early is to provide the assistance that we can to help each student succeed.

Core Values

One of the core values at SWC is that of loving awareness of self and other. The deeper challenges of connecting with and holding loving awareness are not found only when working

with research participants or those we lead and serve. Rather, it is manifesting this loving awareness in our daily interactions.

Though some level of tension between members of our community may be unavoidable, we can strive as a community to manage conflict effectively and with compassion.

In short, this can be conveyed as a reciprocity recasting of "The Golden Rule" offers: Relate with others the ways you would like others to relate with you. It is this principle that, regardless of the interaction, should inform the ways we treat all we are in contact with.

The community is strengthened by maintaining an awareness of the integrity of each person and treating all with consideration, love, and respect. We have developed the following descriptions of twenty doctoral dispositional qualities, in four spirals, that are the generative fount of creating conditions for bringing our values to life (see the Doctoral Dispositions Section above for further elaboration).

The dimensions of doctoral disposition include:

- **Spiral 1 - Catalyzing Self/System Awareness** (humility, cultural awareness and sustenance, context- and place-based awareness, reflection, and feedback)
- **Spiral 2 – Regenerating Capacities** (motivation and focus, integrity and ethics, presence, respect and compassion, and courage)
- **Spiral 3 – Expanding the Possible** (openness to inquiry, generosity, possibility-sensing, creativity, adaptive emergence)
- **Spiral 4 – Cultivating Community and Connection** (vulnerability, perspective-taking, comfortable with discomfort, equity, and willingness to repair).

Students will explore, savor, and deepen their skills and abilities in relation to these qualities, at various points along their learning journey. In addition, students will have many opportunities to receive and integrate feedback throughout the program.

Student Responsibility

Although the programs at Southwestern College are oriented toward personal process and self-awareness, it is important to emphasize that the programs are educational rather than therapeutic. Students are expected to monitor themselves for signs of difficulty regarding their own physical, mental, or emotional challenges.

The College expects students to have the emotional maturity to handle the required program of study and to participate in the experiential aspects of the curriculum as professionals in training rather than as clients. The College reserves the right to monitor students' development and to take steps to address deficiencies in development or signs of impairment, as described within this document, when deemed appropriate. Additional concerns in the doctoral context are sustained self-care, preventing burnout, and pacing transformational and regenerative processes to allow for metabolizing change.

During fieldwork, students should refrain from offering or providing leadership or professional services when their personal/internal state may impair their professional capacity and/or cause

harm to a participant or others. In alignment with relevant professional ethical codes, students should notify their faculty and/or supervisors and seek assistance for problems that reach the level of impairment, and, if necessary, limit, suspend, or terminate their coursework and/or fieldwork until it is determined that they may safely resume their work.

Student Conduct

The ethical responsibility of mindful researchers is to monitor, cultivate, and evaluate our knowledge, skills, attitudes, as they relate to the competencies required for professional service and leadership. Southwestern College requires students to represent themselves and the College in the responsible, ethical, and professional manner befitting visionary leaders of conscious action. SWC students must be models of responsibility, integrity, excellence, and compassion in their communities, on and off campus.

The College encourages students to consult the relevant ethical codes of their disciplines and fields. These ethical codes also apply to emerging leaders in their graduate training, including in their relationships with fieldwork projects and participants. Additionally, ethical behavior in research and inquiry including research ethics is encouraged and expected.

The College requires students to behave in ways that ensure integrity, consideration, respect and safety for fellow students, research participants/co-researchers, faculty, and staff.

The following behaviors on or off campus may lead to institutional sanctions:

- Academic dishonesty (plagiarism, cheating, fraud, or negligent misrepresentation)
- Behavior that threatens the personal health or safety of oneself or others including physical assault, verbal abuse or other violent or potentially harmful behavior toward another student, instructor, or staff member
- Being intoxicated or under the influence or using alcohol or drugs on campus or online
- Breach of confidentiality
- Theft or destruction of College or personal property
- Disruptive or disrespectful behavior toward a student, instructor, client, or staff member including refusing to follow instructor guidelines in class
- Failure to meet financial obligations to the College
- Harmful multiple relationships with faculty, staff, or fieldwork participants
- Possession of firearms, weapons or toys that resemble weapons on campus
- Sexual or inappropriate involvement with fieldwork participants
- Unethical behaviors with vulnerable populations
- Other breaches of research ethics
- Violation of applicable federal, state, and local laws or College rules and regulations
- Impairment

Referrals for Support and Conflict Resolution

Southwestern College strives for excellence in every classroom. Excellence includes creating and sustaining environments for transformational teaching and learning. This means the curriculum may be both supportive and challenging. Ultimately the goal is to prepare students to become successful as reflective visionary practitioners and regenerative leaders.

Southwestern College's mission, *Transforming Consciousness through Education*, is implemented during the entire life cycle of the student journey through their program. As part of this transformational process, faculty and staff are asked to mindfully attend to students and to hold them in unconditional positive regard.

If a faculty member has an academic or dispositional concern about a student, the faculty will reach out to the student to provide feedback and support. A faculty member may also consult with the Associate Program Director or Program Director (or the Vice President of Academic & Student Affairs) to identify a support plan. If needed, faculty may submit a referral form (see below) and inform the student that they will be making a referral.

If a student encounters an issue with another student or faculty member, or if they have a course related concern, they should contact the faculty directly and request a meeting to discuss the issue. If a student is uncomfortable or unsure about how to approach the faculty member, they may contact the Program Director to explore the issue and develop a plan. The plan may include:

- Coaching on how to approach the issue
- Setting up a meeting for the associated parties (faculty, student, and Program Director) to address the issue and/or conduct a structured mediation
- Contacting the Course Leader and Program Director to address the issue
- On-going student coaching (with the Associate Program Director, Program Director, or the Vice President of Academic & Student Affairs, or their designee) to support the student to move through the issue

If a student is unsatisfied with the efforts to resolve the issue, they may file a grievance in accordance with SWC policy.

A faculty member may initiate a Student Support Referral, an Academic Referral, or a Dispositional Referral when they observe that a student is exhibiting academic or dispositional challenges. The intention and purpose of these referrals is to provide support to the student and is not disciplinary in nature, however failure to adequately address concerns expressed on the referrals may lead to disciplinary action, such as suspension, probation, or expulsion.

Submitted forms, supporting documentation, and communication regarding student conduct are kept online in the student's Populi file. These items do not become part of the student's academic file in the Registrar's office.

Student Support Referral (SSR)

A Student Support Referral (SSR) may be filled out by faculty or staff to alert VPRL Program Leadership that a student needs support. In addition, a student may fill out the form when they wish to seek support on their own behalf. The purpose of this form is to alert Program Leadership early on to any issue that may become a barrier to success, including academic, social-emotional/dispositional, financial, and/or other social/material challenges. This form is used as a proactive measure and is filled out prior to the Academic Referral or the Dispositional

Referral. This form may be used to access a wide variety of services as students journey through their transformational and professional process at Southwestern College.

The link to submit a SSR form can be found in all syllabi. A faculty or staff member should meet with the student to review the area of need with the student and to let them know they are submitting an SSR. Student Services will be alerted once the form is received and will contact the student to provide resources and support. It is the responsibility of the student to communicate any further needs and/or updates to the faculty or staff member.

Areas of support include:

- Academic (reading, writing, research skills, etc.)
- Social-Emotional or Dispositional (self & social awareness, cultural responsiveness, boundaries, etc.)
- Time Management and Study Skills
- ADA Accessibility
- BIPOC and/or Sexuality and Gender Alliance (SAGA) Student Support Groups
- Academic Advising (Program Planner Changes)
- Regenerative Visionary Project Fieldwork
- Career Planning
- Financial Planning
- ePortfolio Guidance
- Physical or Mental Health

Academic Referral

An Academic Referral is completed by a faculty member who has observed that a student is not meeting the academic standards of Southwestern College. An Academic Referral would be the next step after a Student Support Request. Ideally, Faculty complete this form before the fourth or fifth week of the quarter for students who they feel need to improve their participation, attendance, written work, or other requirements in a course. The purpose of this form is to provide a student with helpful feedback on how they can specifically improve, then give them the rest of the quarter to demonstrate improvement.

The faculty member completes the form and submits it to the Director of the Program. The VPRL Program Leadership Team includes the VPRL Associate Director, the VPRL Director, and, as needed, the Vice President of Academic & Student Affairs. A member of the VPRL Program Leadership Team provides the student with a copy of the referral and meets with them to review the concern and develop a support plan.

An Academic Referral can include concerns related to the following skills:

- Class preparation
- Class participation
- Writing
- Critical reflection
- Analysis and synthesis
- Communication and presentation skills
- Organizational and time management

- Other academic skills

Next steps may include, but are not limited to:

- required academic tutoring
- required student success coaching
- slowing down the pace of the student's program
- retaking a class

The student is asked to sign the form indicating that they understand and agree to the support plan.

Doctoral Dispositional Referral

A VPRL Dispositional Referral is completed by a faculty member when they have concerns about a student's ability to embody one or more of the Southwestern College doctoral dispositional qualities essential for visionary practice and regenerative leaders. These dimensions of doctoral disposition include Spiral 1 - Catalyzing Self/System Awareness (humility, cultural awareness and sustenance, context- and place-based awareness, reflection, and feedback); Spiral 2 – Regenerating Capacities (motivation and focus, integrity and ethics, presence, respect and compassion, and courage), Spiral 3 – Expanding the Possible (openness to inquiry, generosity, possibility-sensing, creativity, adaptive emergence), and Spiral 4 – Cultivating Community and Connection (vulnerability, perspective-taking, comfortable with discomfort, equity, and willingness to repair). The faculty member completes the Dispositional Referral Request and submits it to the VPRL Program Leadership Team. Someone from the VPRL Program Leadership Team (which includes the VPRL Associate Director and the VPRL Director, and, as needed, the Vice President of Academic & Student Affairs) provides the student with a copy of the Dispositional Referral Request and meets with the student to develop a support plan. Other VPRL Faculty (for example the Faculty Mentor or Wisdom Council Midwife/Coach) may be included if additional feedback and/or consultation is needed.

A support plan will be developed that may include, but are not limited to:

- required student success coaching
- slowing down the pace of the student's program
- retaking a class
- recommendation to pursue other supports, including mental health or wellbeing services
- fieldwork or research ethics coaching
- taking a leave of absence

The student is asked to sign the form indicating that they understand and agree to the support plan.

Disciplinary Action

Disciplinary actions listed below are initiated by someone from the VPRL Program Leadership Team (which could include the VPRL Associate Director, the VPRL Director, and/or the Vice President of Academic & Student Affairs)

Examples of initial disciplinary actions include:

- required student success coaching
- slowing down the pace of the student's program
- recommendation to increase personal therapy hours
- require a mental health assessment
- retaking a class
- restorative action
- relational repair
- academic probation
- suspension
- expulsion

Academic Standing and Probation Policy

Evaluation of academic standing includes, but is not limited to, consideration of performance in and progress through a degree program according to program expectations. In addition, Federal regulations require all federal financial aid recipients to comply with definitive academic standards to maintain eligibility for Financial Aid. The Financial Aid Office will review all financial aid recipients for Satisfactory Academic Progress (SAP) four times per year (end of Fall term, end of Winter term, end of Spring term, and end of Summer term). See the Financial Aid Satisfactory Academic Standing Policy for additional information.

Performance

To be considered in good academic standing, graduate students must maintain an expected level of academic and dispositional performance throughout their program. Criteria for evaluating satisfactory performance include, but are not limited to:

- Earning a grade of B- or above in all courses.-
- Maintaining a cumulative grade point average of at least 3.0.
- Passing and completing a minimum of 67% percent of all course work attempted at SWC. Any course with a grade of withdraw (W), (F), or incomplete (I), is considered attempted but is not considered completed course work.
- Academic and scholarly integrity.
- Compliance with academic and dispositional policies at Southwestern College.
- Satisfactory progress toward completion of degree including completion of coursework, milestones, exams, or other components on specified time frame.
- Inability to integrate feedback and rectify academic or dispositional concerns presented in an Academic or Dispositional Referral.

Probation

Failure to maintain an expected level of performance will result in a student being placed on Academic Probation.

If the student does not rectify the causes for academic probation within the following quarter after being placed on academic probation, the student will not be permitted to register for classes and may be suspended. In addition, financial aid may be suspended in accordance with the SAP policy. A student may not appeal being placed on probation but *may* appeal the financial aid suspension via the Financial Aid Satisfactory Academic Progress Policy.

Additional conditions to continue enrollment at Southwestern College may include student success tutoring, coaching, and/or other requirements as assessed by the VPRL Program Leadership.

Suspension and Expulsion

A student who is suspended for longer than one year may reapply for admission. A student who is expelled may not apply for re-admission. *All expulsions include restriction from the Southwestern College Campus and Tierra Nueva Counseling Center.*

Suspension and Expulsion may result from the following:

- Failure to establish a satisfactory level of academic and/or dispositional standards following being placed on probation.
- Failure to address the issues presented on a Dispositional or Academic Referral, or in a letter of probation.
- Failing to submit or pass ePortfolio.
- A student will be suspended if they fail the same course twice.
- Consistent failure to demonstrate the knowledge, skills, and attitudes necessary for graduate school performance in visionary practice and regenerative leadership.
- Violation of any policy in the College Catalog.

The Vice President of Academic & Student Affairs, in collaboration with the VPRL Program Director, may suspend a student for a length of time between one quarter and one year. Prior to re-entry, the student will be required to meet with the Program Director and one member of Academic Council, who will make a recommendation regarding re-entry. Students may be required to provide documentation of physical, mental, or emotional fitness from a licensed health care professional. If cleared for re-entry, the student may return to the school at the end of the suspension without re-applying.

Appeal of a Decision by Academic Council

If a student is suspended or expelled by the Vice President of Academic & Student Affairs and Program Director, the student has 30 days within which to submit a written appeal to Academic Council. The student will be notified in writing or by email of the Academic Council's decision, which is final.

Doctoral Advisement

Program Planner Advising

Prior to the first quarter of enrollment, students complete a degree program planner with Enrollment Services. A copy of this program planner is available in the student tab in Populi. The VPRL Program Associate Director and VPRL Program Director serve as Academic Advisors and coordinate all program planner changes after the start of the program. Students wishing to explore changing their program planners or consider options to shift the timing or cadence of their program should contact their advisor, since all program planner changes must be approved. Changes in program planners may change future financial aid eligibility, so it is imperative to consult with the Financial Aid Office before finalizing any changes.

Academic Advising

You will be assigned a VPRL Academic Advisor. The VPRL Program Associate Director and VPRL Program Director serve as Academic Advisors. We are available to assists students with any coursework concerns and academic planner changes.

Academic Advisement is a student-initiated activity. If you would like formal advisement, please request a meeting with your Academic Advisor.

Student Success Coaching

With the recommendation of your VPRL Academic Advisor, you may be recommended or required to engage in Student Success Coaching. The transformational learning process initiates growth and change. *Student Success Coaching* is available to all students who wish to be supported in their transformational process. Designated faculty and staff assist students in navigating these changes and identifying skills necessary for greater academic and professional success. Students and coaches may collaborate in creating a Student Success Plan (SSP) or meet in a more free-flowing way to support students in clarifying goals, managing stress, considering options, and/or changing behaviors.

Students may request a Student Success Coach by contacting the Associate Director or Director of the Program.

Required Student Success Coaching

Students may be required to work with a Success Coach as part of the student conduct process. In these situations, coaching is intended to assist a student in meeting specific expectations for professional behavior and/or academic success identified by faculty or staff.

If Success Coaching is required, the student and coach discuss the issues raised and agree to strategies that will improve the professional and/or academic performance identified in the Students of Concern process. Together, they complete a Student Success Plan and a copy of the signed SSP is kept in the student's Populi file. If there are recurring concerns regarding academic or behavioral issues, the SSP plan will form the basis of any additional requirements or recommendations.

English as a Second Language (ESL)/English Language Learning (ELL) Support

At Southwestern College, we value multicultural learners, including those for whom English is not their first language. We understand that developing a proficiency in a second language is not a disability. However, like other issues related to equitable access to learning, language accommodations can be made on an informal basis. No documentation is required for informal accommodations, and they are provided at the discretion of the instructor.

Informal ESL/ELL accommodations (or adaptations) include:

- Requesting additional time to complete written assignments. Reasonable extensions will be granted on a case-by-case basis and are granted at the discretion of the instructor.
- Where possible, students may request to submit videos in lieu of written papers.

- Students may request ESL/ELL writing support from a Student Success Coach.

Americans with Disability Act (ADA) Accommodation Services

In accordance with the Americans with Disabilities Act (ADA), Southwestern College and New Earth Institute make every effort to provide reasonable accommodations for students with documented disabilities.

The College will make reasonable accommodations to classroom and scheduling procedures and provide necessary auxiliary aids to accommodate students with documented disabilities as required by law. Requests for accommodations are evaluated on an individual basis using the *Disability Registration Form,* which is intended to help the College determine how to effectively meet each student's needs.

Students can request accommodation at any time during their enrollment. However, requesting accommodation at the beginning of enrollment is recommended. Students who have qualified for accommodations in their undergraduate institution benefit from accommodations while pursuing their graduate education at SWC. Requesting accommodations early allows the College to provide students with the accommodations they need to be successful in SWC's highly transformational and academically rigorous programs.

How to Request Accommodations

Please submit a completed *Student Disability Registration Form,* found in the Student & Career Services group in Populi under files. A designated member of the Student Affairs Team will set up a time to meet with you.

Once accommodations have been determined, it is the student's responsibility to notify faculty, internship liaisons, and internship supervisors of the need for accommodation via the *Notice of Accommodation.* During the accommodations meeting, the designated member of the Student Affairs Team will review the policy and provide coaching on how to share accommodations with faculty/support staff.

Documentation of Learning Disability and/or ADD/ADHD

Students being newly evaluated for a learning disability and/or attention deficit disorder, or those previously diagnosed, are required to submit documentation verifying eligibility for accommodation under Section 504 of the Rehabilitation Act of 1973.

If a student has been previously diagnosed with attention deficit or hyperactivity disorder, the psychoeducational evaluation should have been administered within **five** years of the date of enrollment. The College will consider documentation that is more than five years old but may require re-evaluation.

The documentation in the form of a psychoeducational evaluation must indicate the tests administered and the test (and subtest) scores. In addition, the evaluation, performed by a qualified examiner, must include the following:

1. A narrative report analyzing and summarizing the data and a clearly stated diagnosis of a learning disability and/or ADD/ADHD.
2. Suggestions, recommendations, and strategies to help the student achieve academic success.
3. Recommended accommodations or adaptations the student may need.
4. Name of evaluator and contact information.

In addition to the above documentation, you may include official copies from another higher education institution regarding what they did to accommodate your needs while you were a student there. While not required, this is strongly encouraged.

Documentation of Disability Other than a Learning Disability or ADD/ADHD

Students who are requesting physical or academic accommodation or auxiliary aid must provide the following documentation. Depending on the information supplied, the College may require that the documentation be updated.

1. Diagnosis by a qualified physician
2. Prognosis by a qualified physician
3. Prescribed therapy and results
4. Academic adjustments and auxiliary aids suggested.

In addition to the above documentation, you may include official copies from another higher education institution regarding what they did to accommodate your needs while you were a student there. While not required, this is strongly encouraged.

Students who are unable to provide any form of documentation regarding their special needs will probably not be provided with special accommodations.

Process for Receiving Accommodations

Once the student submits all the appropriate materials (see details above):

1. Reasonable accommodations will be identified and approved by the Vice President of Academic & Student Affairs (in consultation with the Academic Council and Executive Council as needed)
2. The Disability Accommodation Form will be completed and signed by the Vice President of Academic & Student Affairs and emailed to the student in PDF form
3. The student is responsible for sharing this form with his/her faculty, supervisors, and internship liaisons. Please set up a time with each faculty member or practicum/internship supervisor to discuss and clarify the approved accommodations and how they will be implemented. SWC Staff *will not** inform faculty of the approved accommodations but may provide information and coaching to students on how they may notify faculty
4. The form will be kept on file in the student's Populi account.

**** According to Federal ADA policy, it is a student's responsibility to inform each faculty member, supervisor and internship liaison of their special needs and accommodation. Once a student's accommodations are determined, they will be given a Notice of Accommodations letter that they can share with their instructors. A student's disability and accommodations will not be disclosed by SWC to faculty or staff without a signed release from the student.***

PHD FACULTY DEFINITIONS

The Visionary Practice and Regenerative Leadership (VPRL) doctoral program includes several kinds of faculty.

Administrative Faculty

Administrative Faculty primarily serve as academic program leaders, residency planners, course schedulers, admissions reviewers, and hold key responsibility for the overall growth and direction of the PhD program as well as its administrative processes and policies.

Administrative Faculty must have a PhD, years of higher education experience, a passion for advanced learning, a relationship as staff employees within Southwestern College, and serve as exemplars of the mission and the experiential, transformational model of teaching and learning.

Administrative Faculty are governed by the SWC Staff Handbook, participate in annual performance evaluation, work under a formal job description, and though they may hold teaching duties governed by the PhD Faculty Handbook, the terms of their employment, including benefits, etc. are described in the Staff Handbook.

Administrative Faculty are responsible to hire, train, and supervise all other doctoral program faculty and oversee the contractual employment of PhD faculty.

Administrative Faculty serve as Course Leaders for specific courses. They work closely with Core Faculty in the design and delivery of the core curriculum and oversee the Faculty Mentors, Self-Directed Study Faculty, and the Midwife/Coach Faculty.

Administrative Faculty may also serve as core faculty teaching in the core curriculum, and/or as Faculty Mentors, Self-Directed Study Faculty, Dissertation Midwife/Coach Faculty, and Dissertation Faculty Lotus.

Core Faculty

Core Faculty primarily serve as the teachers of the core curriculum which consists of nine required courses for doctoral students.

Core Faculty must have a PhD, a passion for advanced learning, expertise in a content area related to their teaching, an ongoing relationship with Southwestern College, including an appreciation for its mission and its experiential, transformational model of teaching and learning.

Specifically:

1. Core Faculty serve as content experts and are responsible for the content of their syllabus according to PhD program written guidelines and formats.
2. Core Faculty participate in quarterly course scheduling and coordinate with the Director in the creation of the quarterly course schedule as needed.

3. Core Faculty review their course syllabus with students in the initial class meeting, including assignments and due dates.
4. Core Faculty are responsible to inform the bookstore and Program Director of all required books by the bookstore due date.
5. Core Faculty may suggest changes/revisions to course title, description, and/or learning. outcomes; however, these are ultimately the responsibility of the program leadership and any changes to the title, description or learning outcomes, require the support of administrative faculty who serve as Course Leaders and the Academic Council.
6. Core Faculty are responsible for the design and delivery of their courses, and for tracking the success of their students in meeting requirements throughout the quarter.
    a. If a faculty member is concerned that a student may not pass the course, they must first engage directly with the student, and then inform the VPRL Program Director and the Vice President of Academic & Student Affairs by completing an Academic Referral.
7. Core Faculty offer their courses through the Populi student learning management system.
    a. This requires mandatory training in course design and delivery through Populi.
8. Core Faculty teach ten-week, three-unit core courses, take timely online attendance, providing regular feedback including grades on assignments, support, and on-going engagement with doctoral students throughout the quarter.
9. Core Faculty meet with doctoral students in their courses via scheduled, synchronous zoom course sessions. Generally, classes meet weekly for ten times per quarter, including evenings and weekends.
10. Core Faculty provide feedback via Populi on student work within seven calendar days of assignment due dates. This includes marking "0" for missing assignments and discussions within that time.
11. Core Faculty must be familiar with the entire arc of the doctoral program, including course requirements, as well as the policies and practices of the PhD Program as described in the Doctoral Faculty Handbook, Doctoral Student Handbook, and Doctoral Course Catalog.
12. Core Faculty are responsible for tracking the success of their students in meeting requirements throughout the quarter. If a faculty member is concerned that a student may not pass the course, they must first engage directly with the student, and then there are three kinds of support requests a faculty can initiate for a student to get them additional help. Please see the Doctoral Faculty Handbook for additional details. Here is an overview of the tools Faculty can use:
    a. A Student Support Referral (SSR) may be filled out by faculty or staff to alert VPRL Program Leadership that a student needs support. In addition, a student may fill out the form when they wish to seek support on their own behalf. The purpose of this form is to alert Program Leadership early on to any issue that may become a barrier to success, including academic, social-emotional/dispositional, financial, and/or other social/material challenges. This form is used as a proactive measure and is filled out prior to the Academic Referral or the Dispositional Referral. This form may be used to access a wide variety of services as students journey through their transformational and professional process at Southwestern College.

b. An Academic Referral is completed by a faculty member who has observed that a student is not meeting the academic standards of Southwestern College. An Academic Referral would be the next step after a Student Support Request. Ideally, Faculty complete this form before the fourth or fifth week of the quarter for students who they feel need to improve their participation, attendance, written work, or other requirements in a course. The purpose of this form is to provide a student with helpful feedback on how they can specifically improve, then give them the rest of the quarter to demonstrate improvement. The faculty member completes the form and submits it to the Director of the Program.
c. A VPRL Dispositional Referral is completed by a faculty member when they have concerns about a student's ability to embody one or more of the Southwestern College doctoral dispositional qualities essential for visionary practice and regenerative leaders. The dimensions of doctoral disposition include Spiral 1 - Catalyzing Self/System Awareness (humility, cultural awareness and sustenance, context- and place-based awareness, reflection, and feedback); Spiral 2 – Regenerating Capacities (motivation and focus, integrity and ethics, presence, respect and compassion, and courage), Spiral 3 – Expanding the Possible (openness to inquiry, generosity, possibility-sensing, creativity, adaptive emergence), and Spiral 4 – Cultivating Community and Connection (vulnerability, perspective-taking, comfortable with discomfort, equity, and willingness to repair). The faculty member completes the Dispositional Referral Request and submits it to the VPRL Leadership Team.

13. Core Faculty complete each course by reviewing student's written narrative self-evaluations and offering their own written narrative summarizing student learning as well as providing a final grade of Credit/No Credit. Grades and narrative evaluations are due within nine calendar days of the last day of classes each term, with adjustment if such timing falls on a holiday. The end-of-term faculty narrative evaluation of student work should be 1-2 paragraphs in length. Faculty use an appreciative inquiry frame and growth mindset for feedback. Each end-of-term narrative evaluation should include particular highlights and successes for the student. Faculty keep comments constructive and include at least one suggestion or resource for further development. Faculty are invited to relate evaluation of progress to the course learning outcomes and the success criteria in the rubrics and syllabus. Instructor's thoughtful coaching and words can continue to create a generative learning context for gentle development and transformation, appreciating the student's strengths and nurturing their growth. Faculty respect FERPA guidelines regarding avoiding inclusion of personal, medical, or other information about the student in your remarks.
14. Core Faculty may also choose to serve as Self-Directed Study Faculty, Midwives/Coaches, and/or in the role of the Lotus (see details below). Core Faculty generally do not serve as Faculty Mentors.

Faculty Mentors

Faculty Mentors primarily serve as thought partners for first-phase doctoral students. Their relationship with the College is that of independent contractor.

Faculty Mentors must have a PhD, a passion for advanced learning, a relationship with Southwestern College, and an appreciation for its mission and its experiential, transformational model of teaching and learning.

Faculty Mentors provide support to students in the first phase of their academic program in the following ways:

1. Faculty Mentors provide quarterly review of materials submitted to the mentee's WellSpring ePortfolio.
    a. Students submit materials to their WellSpring ePortfolio at the end of every quarter of the first year, at the end of the core courses, and prior to the third residency. The first of these milestones is completed with the student's Faculty Mentor. These materials are directly tied to the Program Learning Outcomes (PLOs) and are drawn from course assignments. Each submission serves as an artifact or demonstration of student learning related to each of the PLOs. Faculty Mentors review these materials and students' commentary on how the artifact expresses their learning. Faculty Mentors review and comment on the WellSpring ePortfolio at the end of every quarter of the first phase of doctoral study.
    b. Faculty Mentors provide written feedback in the WellSpring ePortfolio course space on the system of record for the WellSpring ePortfolio.
2. Discussion and assistance in developing the two required Self-Directed Study courses.
    a. First year doctoral students select two areas of personal focus to develop learning that will support their regenerative visionary projects and dissertation focus. This forms the basis for their Self-Directed Study courses.
    b. Each Self-Directed Study is three quarter-units. Full-time students take the first in the Spring Quarter and the second in the Summer Quarter of their first year. Half-time students take their Self-Directed Study courses in the Summer term of their first year and Spring term of their second year.
    c. With the assistance of the Faculty Mentor, students complete the Self-Directed Study Proposal Form which must be approved by the PhD Associate Director.
    d. Faculty Mentors generally do not serve as the teacher of record for the Self-Directed Study as they may not have the expertise the student is seeking. They may assist the student in finding an appropriate faculty person to serve as the Self-Directed Study Faculty of record. (See Self-Directed Study Faculty below).
    e. Self-Directed Study Faculty may later be considered as Wisdom Council (dissertation committee) members.
    f. Students may select any New Earth Institute (NEI) Program certificate course to fulfill the Self-Directed Study requirements by adding additional reading and a final 12 -15 page academic paper to the existing requirements. In that case, the NEI Certificate Program Director, or their faculty designee, may serve as the teacher of record. Even when selecting an NEI Certificate course, students must complete and submit the Self-Directed Study Proposal Form and complete written work related to the course.

3. Faculty Mentors are expected to initiate communication with their mentee at the start of each quarter. They should schedule at least two other synchronous touchpoints per quarter. At the completion of each quarter, Faculty Mentors hold one synchronous meeting following the quarter to reflect on the WellSpring ePortfolio submissions.
    a. Faculty Mentors can meet with their mentees via zoom, email, phone, text, in-person or communicate in a way that the two agree upon together that is mutually useful for meaningful exchange.
4. Faculty Mentors can serve as a point of referral to assist doctoral students in finding answers to their questions in order to have their academic program needs met.
    a. Faculty Mentors should not attempt to answer questions regarding financial aid, billing, library services, technology needs, registration, program requirements (outside of the WellSpring ePortfolio and the Self-Directed Study), and/or changing their academic program planner from full-time to half-time (or vice versa).
    b. Faculty Mentors should refer students to the appropriate staff in the appropriate offices. This requires Faculty Mentors to understand the basic operations of the College, who does what, and how things work.
    c. Faculty Mentors should refer students with concerns about classes, teachers, grades, etc. to the PhD Associate Director or PhD Program Director.
    d. Faculty Mentors meet in a monthly Faculty Mentor meeting with the PhD Associate Director and PhD Program Director.
5. Faculty Mentors attend and participate in residency activities, graduation, and doctoral Faculty Mentor meetings.
    a. Faculty Mentors attend some sessions of student presentations during the initial Residency I, virtually or on-ground. They also provide brief presentations of their own focus/work and may share one or more meals with doctoral students.
    b. Following this, students select Faculty Mentors, coordinated by VPRL program leadership, and an initial meeting between mentors and mentees occurs soon after Residency I.
6. Those agreeing to serve as Faculty Mentors will have a required orientation to their role, and must demonstrate a basic understanding of:
    a. Populi, the student learning management system
    b. The entire arc of the doctoral program, including course requirements
    c. The WellSpring ePortfolio process
    d. Policies and practices of the PhD Program as described in the VPRL Doctoral Faculty Handbook, Doctoral Student Handbook, and Doctoral Course Catalog.
7. Faculty Mentors may accept between one and three doctoral students per year.
8. Faculty Mentors may also serve in other program roles, such as Self-Directed Study Faculty (for students other than their own mentees), Wisdom Council Midwife/Coach Faculty (dissertation chair), and/or Wisdom Council Lotus Faculty (dissertation second reader).

Self-Directed Study Faculty

Self-Directed Study Faculty primarily serve as teachers for doctoral students' independent Self-Directed Study courses. Their relationship with the College is that of independent contractor.

Self-Directed Study Faculty must have a PhD or other doctoral terminal degree. Students can apply for a Program Exception if they would like to work with a Self-Directed Study Faculty who does not have a doctoral degree. For example, a student can apply for a Program Exception and make a rationale to work with someone who does not have a doctoral degree and is a traditional elder or who has deep involvement and comparable expertise with the specific course content detailed in the Contract for Learning. Students are advised to make such requests approximately six weeks or more before the start of term.

The Associate Director of the PhD Program must review the CV and credentials of all proposed Self-Directed Study Faculty, unless they are already faculty at Southwestern College.

Self-Directed Study Faculty must have a passion for advanced learning, an appreciation for the mission of Southwestern College, and its experiential, transformational model of teaching and learning.

They do not need to have any prior or ongoing relationship with SWC beyond the scope of the Contract for Learning which details the specific work the student will complete with the guidance and oversight of the Self-Directed Study Faculty.

Self-Directed Study Faculty are responsible for:

1. Discussion with the doctoral student and written approval of the Self-Directed Study Contract for Learning which serves as the syllabus for a Self-Directed Study doctoral course. The Contract for Learning must also be approved by the Faculty Mentor and the Associate Director of the PhD Program. This is required even if the doctoral student has selected a New Earth Institute (NEI) Certificate course as part of meeting the requirement. The NEI course syllabus PLUS the additional work the student will complete must be submitted together and will constitute the Contract for Learning.
2. Submission of a resume and/or curriculum vitae alongside the Self-Directed Contract for Learning. Self-Directed Study learning contracts are designed and finalized in the term before the course is undertaken. All Self-Directed Study course learning contracts are due by February 1 for Spring Term and May 1 for Summer Term for VPRL Program Leadership Review. Program leadership gives suggestions and feedback to the student, who, in consultation with their Faculty Mentor and Self-Directed Study Faculty, revise the learning contract. The Final Course Learning Contract must be revised and completely approved, filed, and signed by all parties at least once week before registration, or the student will not be able to register for the class.
3. Feedback to the doctoral student on all work completed for the course as determined in the Contract for Learning.
4. Final grade of Credit/No Credit and a written narrative summarizing the student's work in the course. This is submitted via a form initiated by the Associate Director of the VPRL Program.

5. Self-Directed Study Faculty who are not NEI faculty are paid per contract divided into three equal payments over the ten-week quarter in which the course is taught with the final payment issued following the submission of the final evaluation and grade.

Wisdom Council Midwife/Coach Faculty (Chair)

We use the terms Midwife or Coach instead of chair as 'chair' references the authority granted to the person who sits on the throne (chair). This paradigm shift indicates the restructuring of the power relationship between a doctoral candidate and a committee chair common in higher education as we seek to decolonize our relationship to power and authority. The significant difference is based in the value of partnership and cooperation in place of competition and hierarchy. The Midwife/Coach's relationship with the College is that of independent contractor.

The relationship of partnership between the student, who we see as the Catalyst/Creatrix of the work, and their selected faculty member, who will serve as a Midwife or Coach, requires ongoing honest, open communication to support the student to bring the work to fruition.

Midwife/Coach Faculty assume primary responsibility to work side by side with doctoral students, who are the creative catalysts, to provide intensive feedback, guidance, focus, mentorship, and ultimately support them to complete their fieldwork (the Regenerative Visionary Practice) and dissertation writing.

In the place of student comprehensive exams to mark the rite of passage from doctoral student to dissertating doctoral candidate, the Midwife/Coach will review the WellSpring ePortfolio. The student will have associated earlier course artifacts with different Program Learning Outcomes, offering connecting statements for how a particular artifact demonstrates a particular Program Learning Outcome. The Midwife/Coach will review this ePortfolio and provide written and verbal feedback. Before the presentation of dissertation findings, "The Offering," in the third Residency, the Midwife/Coach Faculty and the student participate in a final round of ePortfolio artifact connection and review, to demonstrate the satisfaction of all Program Learning Outcomes.

The student convenes the Wisdom Council, also known as the dissertation committee, with consultative coaching and assistance from the Midwife/Coach. Except in extraordinary circumstances, the Midwife/Chair is expected to stay engaged until the student completes the dissertation. Students may initiate a change in their Wisdom Council composition, including for the Midwife/Coach role. Midwife/Coach Faculty serve at the student's decision.

Wisdom Council Midwife/Coach Faculty are chosen by the student from among the current PhD Core Faculty, Mentor Faculty, and Administrative Faculty.

Specific roles include:

1. To serve as a mentor and provide support for student realization of their potential contribution as a regenerative leader.
2. To inspire, guide, challenge, and encourage the student's development of their unique genius as expressed through their project and dissertation.

3. To clearly understand the requirements of the regenerative visionary project and the written dissertation and offer clarity, insight, and direction as needed to keep the student on track toward successful completion of these doctoral requirements.
4. To work as a partner with the student/Creative Catalyst throughout their fieldwork and dissertation writing.
5. To provide consultative coaching and assistance to the student in convening and facilitating the Wisdom Council.
6. To participate in the development of the membership of the Wisdom Council by providing feedback and guidance to the doctoral student concerning appropriate members. Ultimately, Wisdom Council membership is the decision of the student, including who will serve as Midwife/Coach.
7. To closely read and provide timely, constructive, and meaningful feedback on the dissertation proposal, written work, dissertation chapters, and revisions. The general guideline for timely response is responding within two weeks for major milestones and within one week for other content and minor milestones.
8. Proactively coach Student/Creative Catalyst in effective communications, coordination of Wisdom Council meetings using tools such as Doodle, and especially the robust use of Basecamp.
9. Guide the student in the use of research memoing and research journals to capture their in-process insights, analysis, reflections, and reflexions during their Regenerative Visionary Project and dissertation writing experiences.
10. Support the dissertation proposal revision, fieldwork, and dissertation writing process with the Wisdom Council, including encouraging smooth communication, lively attendance, and timely feedback from other Wisdom Council members.
11. Support the student/Creative Catalyst in metabolizing and dispositioning feedback, revision charting, and evolving and finalizing their dissertation proposal.
12. Work closely with the student, the VPRL Associate Program Director, and the Institutional Review Board on the process of proposing and revising the IRB Proposal and related artifacts, consent forms, protocols, and procedures in the ethical review process, along with any subsequent amendments.
13. Help guide the development of the proposed Regenerative Visionary Project and ultimately approve the final proposal.
14. Provide support, feedback, and consultation as needed during the quarter in which the student conducts their Regenerative Visionary Project.
15. Review the work conducted and the results of the Regenerative Visionary Project.
16. Help guide effective fieldwork, according to the student's methodology, as well as high-quality reflection in the Action and Reflection phases of the Regenerative Visionary Project.
17. Work with the Creative Catalyst to make meaning of the results of their Regenerative Visionary Project and how these results provide context and content for the dissertation.
18. Help guide the development of the dissertation and provide approval of the final dissertation.
19. Keep the focus of the Wisdom Council members on providing meaningful feedback that supports the doctoral student to keep moving forward toward completion of their program.

20. Review and provide feedback on the second Synthesis Essay prior to the Crossing the Threshold residency.
21. Attend the third and final residency, Crossing the Threshold, and witness the 'birth' or near completion of the dissertation. In place of the standard dissertation *defense*, we will be referring to student final presentations during the Crossing the Threshold residency as the *offering*.
22. Synthesize end-of-term narrative evaluation remarks from the Lotus and Source plus their own narrative remarks into a Doctoral Wisdom Council Synthesis Evaluation. The Midwife makes a determination of PASS (B- or better) or FAIL (C+ or lower) and enters this plus the Doctoral Wisdom Council Synthesis Evaluation in Student Grading into the electronic form within 9 days of the last Friday of the Term.
23. Be responsible for completing a doctoral dispositional referral when they have concerns about a student's ability to embody one or more of the Southwestern College doctoral dispositional qualities essential for visionary practice and regenerative leaders. The faculty member completes the Dispositional Referral Request and submits it to the VPRL Director.
24. Meet administrative deadlines for grades and other approvals as needed.

Wisdom Council Lotus Faculty (Content Expert/Reader)

The role of the second faculty member is as content expert. They should be rooted in the content of the student's inquiry. Just as a lotus flower is rooted in the darkness beneath the surface and rises to fully bloom in the light, the faculty member who serves as the Lotus provides deep grounding in the literature and/or research methods selected by the student and provides support and assistance to the student to bring new knowledge into the light. The Wisdom Council Lotus Faculty's relationship with the College is that of independent contractor.

The Faculty Lotus must hold a doctoral degree. They do not need to have any additional or prior relationship with Southwestern College. They will be required to submit a curriculum vitae and official transcript indicating completion of doctoral work from an accredited institution of higher learning. The PhD Program Director or Associate Director and Wisdom Council Midwife/Coach Faculty both need to approve the student selection of their Lotus Faculty. Once appointed, the Lotus will serve as a member on the Wisdom Council.

Specific roles for the Wisdom Council Lotus Faculty include:

1. They will provide a deep read, insightful questions and coaching, and constructive feedback during the Dissertation Proposal Revision term.
2. They will offer feedback on the Regenerative Visionary Project plan and Institutional Review Board proposals and artifacts.
3. They will participate in the review of meaning-making drawn from the Regenerative Visionary Project and provide guidance about integrating this material into the dissertation.
4. They will be available to consult with the Creative Catalyst (student) as they move from fieldwork to writing.
5. They will carefully read each draft of the dissertation and provide detailed, timely feedback as the dissertation is developed.

6. They must be familiar with APA Style and the most updated APA style manual to ensure consistency with the style manual in citations, etc.
7. They will attend Wisdom Council meetings. These can be virtual. The expectation is that there will be at least two Wisdom Council meetings per term.
8. They will virtually attend the student's final presentation during the Crossing the Threshold residency and witness the 'birth' or near completion of the dissertation. In place of the standard *defense*, we will be referring to student final presentations during the Crossing the Threshold residency as the *offering*.
9. The Lotus participates in the narrative evaluation process at the end of each term by crafts a narrative evaluation of student work, progress, and areas for growth. They submit this narrative evaluation via electronic form. The Midwife Faculty and Program Leadership both receive a copy of this narrative evaluation. The Midwife Faculty then integrates the narrative evaluations of the Lotus and Source into their own synthesis narrative evaluation which they input into the Populi learning platform. The submission of the narrative evaluation and returning final remarks and feedback on any remaining student artifacts for review marks the completion of the term.
10. Lotus Faculty may accept between one and two doctoral Wisdom Council students per year.
11. Lotus Faculty may also serve in other program roles, such as Faculty Mentor, Self-Directed Study Faculty, Wisdom Council Midwife/Coach Faculty, and/or Wisdom Council Source Faculty. They should not serve more than two mentees and on more than two Wisdom Councils per year.

The Wisdom Council Source (Community Representative)

The Source is the community member representative on the Wisdom Council. Their credentialing is experiential and particular to the context of each regenerative visionary dissertation project. They are not required to have a doctoral degree. They do not need to have any additional or prior relationship with Southwestern College. The PhD Program Director or Associate Director and Wisdom Council Midwife/Coach Faculty both need to approve the student selection of their Source Faculty. Once appointed, the Source will serve as a member on the Wisdom Council.

Specific roles for the Wisdom Council Source include:

1. They will provide an important community perspective and raise ethics and reciprocity questions along with dimensions of community expression and value, as well as constructive feedback during the Dissertation Proposal Revision term.
2. They will provide an important reality check and voice of community perspective in in offering feedback on the Regenerative Visionary Project Plan and Institutional Review Board proposals and artifacts.
3. They will participate in the review of meaning-making drawn from the Regenerative Visionary Project and provide guidance about multiple perspectives (including possibly the more-than-human) in sensemaking, possible community review or member checking, and other ways of integrating this material into the dissertation in an inclusive way.
4. They will be available to consult with the Creative Catalyst (student) as they move from fieldwork to writing.

5. They will take in each draft of the dissertation and provide timely feedback as the dissertation is developed, keeping an eye on the big picture and regenerative potential for the research's systems context.
6. They will attend Wisdom Council meetings. These can be virtual.
7. They will sustain a focus on providing value for, inclusion of, and expression of the communities sourcing the information and insight of the doctoral topic and project.
8. They will attend the student's final presentation during the Crossing the Threshold residency and witness the 'birth' or near completion of the dissertation. In place of the standard *defense*, we will be referring to student final presentations during the Crossing the Threshold residency as the *offering*. This can be attended virtually.

REGISTRATION POLICIES

More information on registration and academic policies is available in the Doctoral Course Catalog.

Course Scheduling

Southwestern College operates on the quarter system. Quarterly course schedules are published 4-6 weeks prior to registration.

Classes are usually scheduled in three to four-hour segments one time per week and often include weekend intensives. Refer to quarterly schedules for information on specific dates and times for each class offered.

Registration Procedures

Students must register for degree classes via Populi, in person, by telephone, or by mail prior to the first week of classes. Exceptions may be made by approved Petition for Exception to allow registration during the first week and prior to a start of class. Students may register for NEI classes at any time once quarterly course information is published.

Doctoral students are assigned a registration time based on whether they are full or half-time students and whether they are first- or second-year half-time students. Full-time students receive priority in registration because they must take all classes each term per their planner. Half-time students in their second year receive next priority because they may only have one option of a course to complete that cycle of coursework. Half-time students in the initial phase of coursework have options during some terms of choices between different required classes and so they register after all full-time students as well as all half-time, second year students. **It is vital for people to show up for their registration time in order to secure their spot in the class(es) they need to take.**

For incoming, half-time students, a registration lottery determines their place in the sequence in the registration process. At the beginning of each successive quarter, the order will be rotated to give all students equal opportunity to register early in the process during their time at the College.

Students with delinquent accounts are prohibited from registering for classes. A registration lock will be placed on their record in Populi. Registration locks may be placed for outstanding program requirements including photo id, e-portfolio submissions, or missing Self-Directed Study learning contracts.

Registration during the first week of classes is late registration, and a $10 late fee per class will be applied. Registration after the first-class session requires permission of the instructor. Admission is closed, without exception, after the second-class session.

Early Registration

Students may request permission to register early for classes when employment, health issues, travel, course scheduling, and/or childcare issues create conflicts with required courses. Prior to each quarter the Registrar will send a notice to ALL students with a clear deadline to submit the *Early Registration Request Form*. **Late forms will not be accepted.**

Early Registration will only be granted to students who demonstrate clear need for specific classes.

All requests must:

- have supporting documentation (statement of need).
- clearly indicate the conflict between schedule/situation and the class times requested.

Instructor preference **will not** be considered a valid reason to register early. **The following will be considered:**

- **Employment scheduling:** clearly indicate the conflict between your work schedule and the class time. Your application *must* be accompanied by a signed letter from your employer on business letterhead, which must include a schedule of the days and times you work, and which indicates that your schedule is fixed and not flexible. *Requests submitted without all supporting documentation from your employer will **NOT** be considered.*
- **Health:** please submit supporting documentation from a health professional.
- **Childcare needs:** please clearly outline your situation.
- **Bundling of Classes (typically due to distance):** If you live **more than** 50 miles from campus (i.e., Taos, Albuquerque, Los Alamos, etc.) and need to bundle classes to come to campus on only a few days. If you live more than 50 miles from campus and cannot bundle classes based on when they are offered, you will **not** be granted early registration.

If approved for Early Registration, the Registrar will register students for the **eligible/approved courses only** on the preset early registration day. Students will be registered in order based on their regular scheduled registration. **Students will register for any other non-eligible classes (if applicable) during their scheduled registration time.**

Prerequisites & Corequisites

Prerequisites and corequisites inform students that, in order to be successful in a particular course, they must enter the course already having attained specific knowledge as a necessary background. Prerequisites and corequisites provide a process for directing students to courses for which they are adequately prepared.

Departments may recommend prerequisites as appropriate and reasonable to ensure that students have the skills and content necessary to successfully complete a course. Academic Council provides final approval of and/or deletion of all prerequisites or corequisites.

Definitions

- A **prerequisite** is a course or other requirement that a student ***must have successfully completed prior to*** enrolling in a specific course or program.
- A **corequisite** is a course or other requirement that a student must enroll ***at the same time*** as another course or requirement.
- An **advisement recommendation** means a condition of enrollment that a student is advised, but not required to meet, before enrolling in a course.

Pre-/Co-Requisite Policy

Prior to beginning study in a course with prerequisites, students shall successfully complete the established prerequisite(s) or the approved equivalent(s).

Southwestern College reserves the right to:

- block a student's registration for a course for which the student has not successfully completed, or is not currently enrolled in, the prerequisite(s) or corequisite(s).
- administratively drop a student from a course for which the student has not successfully completed the prerequisite(s) or corequisites(s).

Policy Exceptions

In cases where the student does not meet a stated pre/corequisite of a course, the student may submit a Petition for Policy Exception to seek approval for registering for it. The signature of the Vice President of Academic & Student Affairs and the VPRL Program Director are required for approval. A copy of the form will be uploaded by the Registrar to the student's Populi record.

INSTITUTIONAL POLICIES

Administrative Office Hours

The College administrative office is open from 9:00am to 5:00pm, Monday through Friday. The office is closed on Thanksgiving (Thursday & Friday) as well as the week between Christmas and New Year's and all legal holidays when classes are not in session. There are no classes during the entire week of Thanksgiving. If there are classes scheduled on legal holidays, the office is open.

Campus Safety and Security

It is the intention of Southwestern College to provide a safe and healthy educational environment. Safe learning conditions are of primary importance. Students are expected to do their part to maintain an environment that reflects a healthy and hazard-free atmosphere. Food and garbage are to be properly disposed of. Aisles, room, and door exits are to remain unblocked at all times. Students are expected to report any unsafe conditions to the Office Manager (OM), Chief Administrative Support or the Executive Vice President (EVP) if the Office Manager is not available.

Campus Security

The following information is provided to demonstrate the College's commitment to the security of the campus and to encourage the community to work together to ensure a safe and secure campus. Since the campus is small, there is no campus security force. The College has designated the Chief Technology Officer (CTO), or any member of Executive Council if the CTO is not available, as the contacts for any issues relating to campus security. Criminal actions on campus should be reported to the CTO or any member of the Executive Council during office hours or to an instructor on campus during evening class hours. The local police department will be notified as necessary, and appropriate actions taken according to the law.

Students and the public have access to Southwestern College buildings during business office hours and instructors are responsible for campus access and security during evening and weekend class sessions. The OM disseminates building lockup procedures to new faculty.

To report any suspicious activity or person seen in the parking lots or loitering around vehicles, inside buildings or around Southwestern College campus, or another type of emergency, such as medical or an act of violence, call 911 if appropriate and then notify the CTO and/or any member of the Executive Council.

All vehicles parking on campus must be registered with Campus Security. Use this form to register your vehicle and a pass will be issued to you.
https://newearth.wufoo.com/forms/p1sy5y960vlbqn6/
Parking permits are issued to all staff, faculty and students and must be displayed on the car's windshield. Cars found in any parking lot after hours without a parking permit will be towed.

Campus Alert Policy

This policy provides guidelines regarding the use of campus alert systems including text messaging, email and other direct alert broadcast tools.

SWC commits to enhancing the quality of life of the campus community by integrating the best practices of safety and security. It acknowledges the potential need for immediate alert and possible lockdown of all campus buildings.

The Amazon Alexa Units are securely configured as our emergency on campus notification system. *Disabling or disconnecting these devices is not permitted.*

Definition

- Lockdown is, when instructed to do so, the securing of all exterior doors and windows and, whenever possible, interior doors.
- Campus Alert is notification to all campus constituents and locations by email, text message and direct alert broadcast devices.
- Direct Alert Broadcast Devices consist of strategically located devices that can be activated by the office manager using voice command to alert the campus to an imminent danger. Disabling or tampering with these devices is prohibited.

Policy Process

- **If a fire situation occurs** in any location on campus, follow the posted evacuation plans to get to safety, then contact 911. If the situation is minimal and can be safely managed with a fire extinguisher, you may do so.
- **If a medical emergency occurs**, dial 911 immediately.
- **If a situation occurs requiring a lockdown**, front office personnel will activate the broadcast system to issue a campus-wide alert to each building and instructions to secure the building until further notice. All doors and windows will be secured immediately. Similar devices are located in each campus building and may be used to alert the front office of emergency situations.

Statement of Accountability and Responsibility

The President, through the Campus Safety and Security Officer/Chief Technology Officer (CTO), shall be responsible for enforcing security procedures and policies. The Campus Safety and Security Officer shall work with the different departments and offices to comply with this policy and develop procedures that will enforce this policy regarding awareness, prevention, and remediation.

College Bookstore

The Bookstore is located in the main office of Southwestern College. Required textbooks and other books of interest are available to order through Populi to pick up in-person. When books are ordered the bookstore will contact the student about picking them up. Walk-in bookstore hours are usually 9am to 5pm, Monday through Friday. The bookstore is closed whenever the Administrative Office is closed.

Driving and Parking on Campus

Please drive slowly and carefully when driving on campus. The entrance to campus provides a limited view. Additionally, ours is a pedestrian campus. Please be mindful that any benefit in driving quickly is outweighed by the potential risk of accident.

All vehicles parking on campus must be registered with Campus Security. Use this form to register your vehicle and a pass will be issued to you.
https://newearth.wufoo.com/forms/p1sy5y960vlbqn6/
When parking, please be mindful that there are limited parking spaces. Park in a way that is considerate to others. Park only on gravel in designated areas. Do not park on landscaped areas.

Duty to Report

If a student, faculty member, or staff member suspects a student may cause harm to themselves orothers, they have a duty to report their concern to the Student Affairs Director. Based on recent court cases that have ruled in the family's favor when a student has committed suicide, the college may, despite FERPA requirements, contact the student's parents/family if there is concern for the life of a student.

Fire Pit

The campus fire pit is a wonderful resource for the College community. The procedure around using the fire pit is as follows:

- The use of the fire pit is limited to instructor-supervised use. Students are not authorized to start fires on their own. The instructor must fill out a Use of Fire Pit Form for each usage, available in the front office.
- Because of serious risk of harm or damage if used improperly, students using the fire pit outside of scheduled, approved classroom use may be subject to behavioral probation.

Hazing

Southwestern College prohibits hazing, which is illegal in the state of New Mexico. A person commits hazing when they knowingly require a student or other person at the College to perform any act not sanctioned or authorized by the College, on or off College property, for the purpose of induction, admission, or membership into any group associated with or connected to the College if the act results in harm to any person or could reasonably be foreseen to result in such harm.

A person's willingness to participate in an act of hazing does not justify or excuse the act or fall outside of this policy.

Examples of hazing are included below. These examples are intended to be illustrative and not all-inclusive:

- the creation of physical or mental exhaustion or fatigue
- forced consumption of alcohol or other intoxicants
- physically or psychologically dangerous or risky activities
- coercive, degrading, or humiliating games and activities

- physical harm
- pressuring or coercing any person to participate in activities that are inconsistent with the College's community standards or policies or with applicable law.

Any student or group that commits hazing will be subject to the Student Conduct process, as appropriate. A staff member, academic employee, or anyone with a visiting appointment who commits hazing will be subject to discipline using the applicable disciplinary processes. In addition, because hazing is a crime under New Mexico law, the State's Attorney may bring criminal charges against any person responsible for hazing.

Any person with knowledge of hazing is expected to communicate promptly with the Student Affairs Director, Vice President of Academic & Student Affairs, or the Executive Vice President.

Pet and Service Animal Policy

Faculty, staff, students, counselors, and art therapists are not allowed to bring pets to work, to class, or to Tierra Nueva Counseling Center.

Service animals as defined by ADA Requirements and published by the U.S. Department of Justice Civil Rights Division are allowed. The definition is: "Service animals are defined as dogs that are individually trained to work or perform tasks for people with disabilities." Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA or school policy.

Smoking

Southwestern College buildings are smoke-free environments. This policy includes cigarettes, e-cigarettes, pipes, and cigars. If you do smoke, you must do so outdoors and away from any doors, windows, or ventilations systems. Faculty members who choose to smoke are permitted to do so only during the break periods and never during class, even if the class is meeting outdoors. Smoking is only permitted 20 or more feet away from doors and ventilation systems. All cigarette butts must be disposed of in designated receptacles.

Snow Day Policy

On campus classes are rarely canceled for snow; however, they are sometimes delayed by one hour. **Faculty, staff, and students will receive a text message notice of delays or cancellations** of morning classes by 7am; by 11am for afternoon classes, and by 3pm for evening classes. ***Please enable text messaging through the Populi database to receive them.*** If you need assistance with this, Chief Technology Officer, or Technology Services Coordinator for assistance (see appendix for contact information).

Announcements of delays or cancellations will be posted on the Populi newsfeed and sent via text through Populi.

Student Complaint/Grievance Policies

The following policies are used for all complaints, including Title IX complaints (sexual harassment, sexual assault, gender discrimination, etc.).

Student Complaint or Grievance about Faculty, Staff, or Administration

Student success and student satisfaction are top priorities for Southwestern College. It is SWC's goal to graduate self-reflective practitioners. This policy is aimed at establishing and maintaining right relationships between college faculty, staff, administration, students, and the general public.

- If a student has a complaint or grievance, including Title IX complaints, with any faculty or staff member, complete the Student Complaint or Grievance Form and submit it to the Title IX Coordinator/Vice President of Academic & Student Affairs.
- If the complaint/grievance concerns the behavior of the Vice President of Academic & Student Affairs, a student may submit a form to the President.
- If the complaint/grievance concerns the behavior of the President, then the form should be submitted to the Chair of the Board of Trustees.

Anonymous complaints cannot be investigated. The Title IX Coordinator makes every effort to protect the privacy of all individuals submitting a Title IX complaint.

The Vice President of Academic & Student Affairs/Title IX Coordinator and/or the appropriate supervisor will follow-up with you regarding this concern. The Vice President of Academic & Student Affairs will attach documentation regarding follow-up to the initial complaint form and keep a secure file of student complaints in compliance with the state and federal statutes and for annual review for ongoing improvement of student satisfaction.

Process of Investigation

All complaints submitted on the Student Complaint Form will be investigated internally by the Vice President of Academic & Student Affairs and/or other appropriate supervisors. As part of the internal investigation, the complaint may be discussed with any of the following:

- Executive Council
- Academic Council
- Relevant Supervisors
- Relevant Staff members
- Other students
- Board of Trustees

It is the responsibility of the Vice President of Academic & Student Affairs/Title IX Coordinator, in conjunction with relevant members of the leadership, to determine the validity of the complaint and to identify appropriate institutional steps in response to the complaint. Both the validity of the complaint and steps taken to remedy the complaint will be communicated to the complainant in writing within thirty business days.

Timeline
All complaints will be dealt with in as timely a manner as possible but will not exceed thirty business days. Every effort will be made to resolve concerns as quickly as possible. If there has been no response after thirty business days, or if the response is completely unsatisfactory to the complainant, then a written complaint may be submitted on a form provided by the New Mexico Higher Education Department (NMHED), https://hed.nm.gov/ 2044 Galisteo Street, Suite 4, Santa Fe, NM 87505.

No Adverse Action
There will be no retaliation against any person bringing any complaint forward. The general view is that it is useful to register concerns in a way that can lead toward positive resolution and greater strength of the institution.

Records
Secure files concerning all student complaints submitted on the *Student Complaint/Grievance Form* and their resolution or outcome will be kept by the Vice President of Academic & Student Affairs for reporting to accreditation agencies and others for a period of not less than three years.

What can I do if I am still not satisfied?
If the student is not satisfied with the resolution that the Vice President of Academic & Student Affairs, President, or Chair of the Board reaches, it is the student's prerogative to contact the New Mexico Higher Education Department (see details below). The student may also communicate this complaint to SWC's accrediting agency, The Higher Learning Commission (HLC) by sending questions or complaints to complaints@hlcommission.org.

Student complaint process for non-distance education students:
The New Mexico Higher Education Department (NMHED) has authority to help facilitate resolution to student complaints, only after the student has utilized all internal complaint procedures at the educational institution. Please visit https://hed.nm.gov/students-parents/student-complaints for more information about NMHED's Student Complaint Process for non-distance education students. Complaints regarding grades and student conduct violations shall not be reviewed by NMHED.

Student complaint process for distance education students:
The National Council for State Authorization Reciprocity Agreements (NC-SARA) is an agreement among member states, districts and territories that sets national standards for interstate offering of post-secondary distance education courses and programs. Southwestern College is a NC-SARA approved institution, and the New Mexico Higher Education Department (NMHED) is the NC-SARA Portal Entity for New Mexico. Distance Education students attending Southwestern College who would like to resolve a grievance should follow Southwestern College's established Student Complaint Process. However, if an issue cannot be resolved internally, you may file a NC-SARA complaint with the New Mexico Higher Education Department. Complaints regarding grades and student conduct violations shall not be reviewed by NMHED. Please visit https://hed.nm.gov/students-parents/nc-sara more information.

Student Complaint or Concern About Another Student
Southwestern College is a graduate school preparing students to become professionals. These professions have clear behavioral and ethical guidelines which are reflected in SWC's Student Handbook.

Students are encouraged to address concerns about another student's behavior, safety, or well-being by speaking directly to the student using a kind, clear developmental, and restorative approach. The Vice President of Academic & Student Affairs is available to listen and coach students who would like support in having a conversation with another student about behavior they have witnessed or experienced.

If there is no resolution from a direct conversation, this is a Title IX complaint, or a conversation with the student may put the complainant in danger, the following process applies:

- Complete *Student Complaint or Grievance Form* and submit to Vice President of Academic & Student Affairs
- The Vice President of Academic & Student Affairs will work with the student to create a plan for how to address and resolve the concern.
- The Vice President of Academic & Student Affairs will complete Part 2 articulating the steps taken, how/if the issue was resolved and any follow-up necessary.
- The student may appeal decisions to the Vice President of Academic & Student Affairs within 30 business days of the initial decision. If the student is suspended or expelled, the appeal is heard by the Academic Council, as described in the Disciplinary Action section of this document.
- A copy of the completed form and related documentation will be kept in the student's file for five years.

Student Right to Know

The Student Right-to-Know Act was enacted in 1990 by federal law. The federal law requires institutions that receive Title IV student financial aid to collect, report and disclose the following information. For additional information or any questions please contact 1(877) 471-5756, ex. 6811.

The Clery Act

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is a federal law that requires schools to disclose crime statistics that happen on and around their campuses. This information is published annually on the website at www.swc.edu

Graduation Rate

Southwestern College is pleased to provide the following information regarding our institution's graduation/completion rate. The information is provided in compliance with the Higher Education Act of 1965, as amended. The rate reflects the graduation/completion of students who enrolled full-time of the fall quarter of academic year 2018-19 and for whom 150% of the normal time-to-completion has elapsed. Graduation rates are posted on the SWC website.

Other Institutional Information

Schools must provide information regarding the Cost of Attendance; Accreditation and Academic Program Information; Financial Assistance available to students and the requirements and restrictions required on Title IV. Withdrawal and Refund policies are available in the College Catalog and on the website at swc.edu under Student Life.

Title IX

Title IX Prohibits discrimination based on sex in education programs or activities that receive Federal financial assistance (e.g., athletics, courses) like Southwestern College. It also prohibits sexual harassment, whether it occurred on or off-campus, which includes acts of sexual violence, and retaliating against a person for filing a complaint or speaking up about rights protected under Title IX.

If the College knows (or should know) about an instance of prohibited conduct that creates a hostile environment, whether it occurred on or off-campus, Title IX requires the College to take immediate action to eliminate the conduct, prevent it from happening again, and address the effects of the conduct. Title IX also requires schools to adopt procedures for addressing reports, designate a Title IX compliance coordinator, and recommends preventive education and making resources available for those impacted.

Title IX Coordinator

SWC's Title IX Coordinator is charged with investigating, supporting, maximizing campus safety, and promoting everyone's ability to live and learn at SWC in an environment free from sexual misconduct and/or gender-based discrimination.

Title IX Coordinator
Vice President of Academic & Student Affairs
vpvigil@swc.edu
(505) 467-6821

Human Resources Contact (Deputy Title IX Coordinator)
Allison Frank, Chief Financial Officer
allisonfrank@swc.edu
(505) 467-6839

The Title IX Coordinator can help students:

- obtain and connect with resources,
- understand their right to seek protective measures like No Contact Orders, Harassment Prevention Orders, and Abuse Prevention Orders, and
- organize interim support and protective measures, like housing or academic modifications.

If You Have Experienced Sexual Misconduct, You Should:

- Contact the police, seek medical attention to assess immediate health needs and preserve evidence, obtain emergency contraception (if appropriate), and seek confidential emotional support.

Students' Rights under Title IX

- to learn at SWC free from gender discrimination,
- to file a complaint according to SWC's Sexual Harassment Policy,
- to request a criminal investigation with law enforcement,
- to interim support and reasonable protective measures to help you continue to learn at SWC,
- to understand that SWC is required to undertake a prompt and thorough investigation of all reports of sexual misconduct,
- to request and obtain a No Contact Order and to receive information about Harassment Prevention and Abuse Prevention Orders,
- to use resources, processes, or support and to report to the Title IX Coordinator if your rights have been violated,
- to be free from retaliation for reporting that your rights have been violated,
- to access on- and off-campus support and health services, and
- to be kept informed about the progress of the investigation in your case.

Student Options

Students have the option to initiate a complaint alleging sexual misconduct through the *SWC Complaint and Grievance Policy* (for complaints about faculty or staff) or the *Student Complaint or Concern Policy* (student to student complaints or concerns). The Title IX Coordinator can help students navigate the process.

Students may also request a criminal investigation for any criminal behavior they have suffered. For more information about the criminal process, contact Santa Fe Police Department (505) 428-3710 or the Santa Fe County Sheriff at (505) 986-2400.

The College will take immediate and responsive action to any report of retaliation and will pursue disciplinary action as appropriate.

Reporting Confidentially

Students may speak confidentially to the following resources about their experience or concerns regarding sexual misconduct. These individuals are under no obligation to share personal information with the Title IX Coordinator. A Title IX response will NOT be prompted if a student speaks with any of the resources below at the location specified.

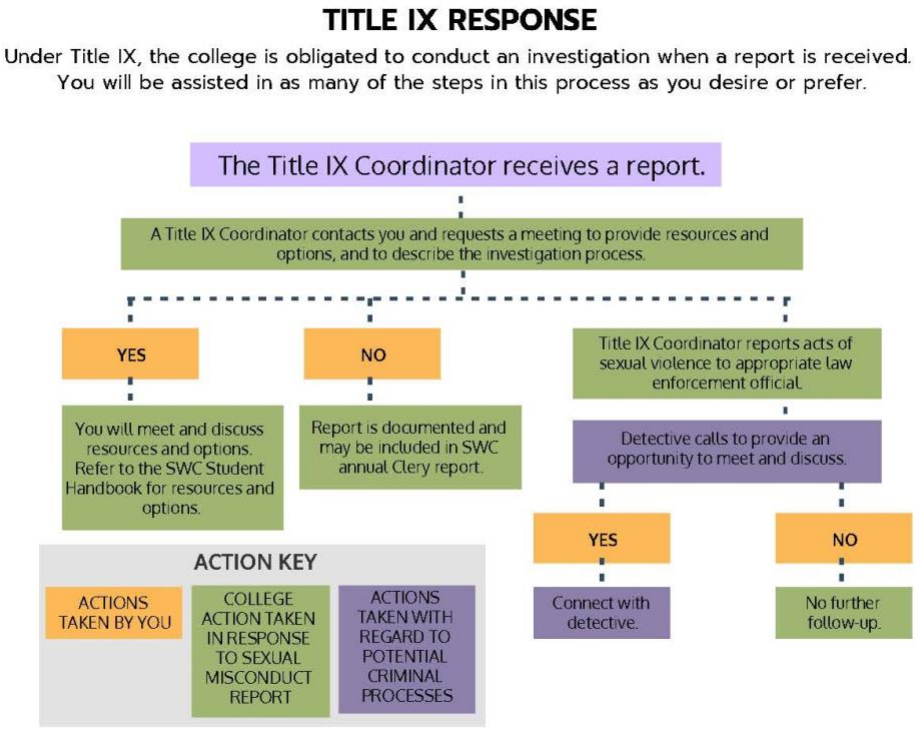
- Santa Fe Solace Crisis Treatment Center
  (505) 988-1951
- Christus St. Vincent
  Regional Medical Center ER
  (505) 913-3934

- Presbyterian Hospital ER
  (505) 772-1234

Mandatory Reporting

If a student is ready to speak privately about their experience or to report any gender-equity concern, they may speak with the Title IX Coordinator or any SWC faculty or SWC staff. **All SWC staff and faculty members are Mandatory Reporters, and as such are required to share information related to sexual misconduct with the Title IX Coordinator.** A Title IX response is then initiated (see "Title IX Response Process, below"). The Title IX Coordinator makes every effort to protect the privacy of all individuals.

Title IX Response Process



KnowYourIX.org

Do you know your IX?
Here are 9 things to know about Title IX in 89 seconds!

https://www.youtube.com/watch?v=lFAs9fegJsI#action=share

Violence Against Women Act (VAWA)

Section 304 of the Violence Against Women Reauthorization Act of 2013 (reauthorizing VAWA) requires University policies and procedures to address sexual violence, domestic violence, dating violence, and stalking.

Southwestern College recognizes that sexual assault, rape, domestic violence, gender violence, and stalking constitute crimes that have medical, psychological, educational, social, sexual, and legal implications for the victim. Any student accused of a VAWA offense may be subject to disciplinary action, including probation, suspension, expulsion, and/or prosecution.

Each year, the College offers an informational workshop that addresses the prevention and reporting of rape, acquaintance rape, and other sex and gender offenses. The workshop includes policies on the reporting of such crimes as well as a statement about the importance of preserving evidence after the crime has occurred.

Students will be encouraged to report such crimes to the proper law enforcement agency and will be informed of campus support during the reporting process. Victims of these crimes will be referred to appropriate services within the Santa Fe community. If the situation leads to students requesting changes to their academic schedule, the College will accommodate the request, if possible.

The College recognizes the victim's right to report the incident without filing a complaint on campus or in the criminal court. The College also recognizes the need to protect the victim's confidentiality and will honor such requests to the maximum extent feasible, consistent with the College's responsibility to maintain a safe environment.

Students accused of a VAWA offense may be subject to disciplinary action, including suspension, expulsion, and prosecution. Students will be informed that both the complainant and the respondent are entitled to the same opportunities and to have others present during any disciplinary proceedings. Both parties shall be informed of the outcome of the complaint process.

APPENDICES

Appendix A. SWC Rubric for Transformational Learning

Appendix B. SWC Doctoral Synchronous Online Course/Teaching Rubric

Appendix C. SWC Doctoral Norms and Guidelines

Appendix D. SWC Doctoral Course Vibrant Practices

Appendix E. PhD Academic Calendars 2024-2029

Appendix F. Administrative Staff

Appendix G. SWC Organizational Chart

Appendix H. Board of Trustees

Appendix A. SWC Rubric for Transformational Learning

	1 Undeveloped	2 Developing	3 Meets Expectations	4 Exceeds Expectations
Ability to Engage Students	Boring, dull, unenthusiastic, disconnected. May deliver content but in a unidirectional didactic manner through lecture or PowerPoint. Not relational. Not engaged with students as individuals nor with the class as a group setting.	Encourages some participation, allows for very formal relationships, but is rigid about course activity resulting in a teaching style which is very conventional with the teacher delivering content uni-directionally. (i.e., The 'empty vessel' model of education.)	Teacher is relational & responsive to what comes up during the class period; engages students both as individuals and as members of an active group. Students are engaged in a variety of ways including provocative questions; lively discussion that encourages multiple perspectives; role-playing; teamwork; creative projects; honesty; in-class activity; problem-solving; dyad or triad work; sharing.	Teacher is highly relational. Utilizes multiple strategies to promote student engagement in an integrated way; inspires students; is an excellent communicator. Demonstrates the ability to facilitate the co-creation of a learning community in which students are deeply engaged and express ownership of course material and their own learning.
Promotes Transformational Learning	Distracted, unresponsive, disorganized, confused; poor classroom management skill; poor time management; has a negative attitude toward students' ability to grow and change.	Sincere desire to promote transformational learning but nervous, unsure, and/or doubtful about ability to provide a safe yet flexible learning environment. Learning how to deliver course content, respond to what comes up in class & manage time for experiential activities.	Effectively manages classroom dynamics and time. Ability to be flexible, relaxed responsive to what students present in the moment. Uses what comes up during class as 'teachable moments. Expresses both humility and curiosity. Responds to the collective wisdom of the class participants.	Facilitates a container for transformational learning within which students feel open yet safe to be witnessed as they undergo their own individual transformative processes. Trusts and engages with the collective wisdom of the class participants and each student as a partner in the learning process.
Authenticity in Delivering Course Content	Declares no familiarity with the course material or syllabus. Conversely declares oneself the only master of all course content.	Openly shares knowledge of course content and expresses enthusiasm for personal learning curve in relationship to the syllabus.	Deeply familiar with syllabus & course content; shares from experience; engages current theories/ practices; demonstrates willingness to keep learning; invites collective inquiry.	Inhabits course content and balances delivery with inspiration of students' learning; provides leadership in developing theories, practices, and pedagogy congruent with course content.

Appendix B: SWC Doctoral Synchronous Online Rubric

Criteria	Met	Developing	Not/Met
Organization	Follows Template - Course organization is clear, consistent and supports ease of navigation.	Some elements of the template are absent or there are issues with the organization of the course that may present issues with student navigation.	Course does not follow template or there are significant issues with the organization of the course.
Curricular Norms	Course demonstrates all curricular norms/guidelines for doctoral courses	Course demonstrates only some curricular norms/guidelines for doctoral courses	Minimal or no curricular norms/guidelines demonstrated
Variation of Instructional Tools	Multiple tools are leveraged for student, interaction, engagement and learning, and to empower student voice (e.g., use of interactive tools and apps, breakout groups, frequent check-ins, videos, podcasts, use of visuals, graphic organizers, infographics, PowerPoints, etc.), including multiple strategies from the Vibrant Practices list	Limited tools are leveraged to enhance student interaction, engagement and learning, and to empower student voice (e.g., use of interactive tools and apps, breakout groups, frequent check-ins, videos, podcasts, use of visuals, graphic organizers, infographics, PowerPoints, etc.)	Minimal or no tools are leveraged to enhance student interaction, engagement, learning and to empower student voice.
Variation of Instructional Strategies	Multiple instructional strategies are used to support interaction, engagement, and learning and to meet the diverse learning styles and needs of students (e.g., whole group discussions, small group discussions, online discussions, dyads, experientials/creative directives, student-led activities, presentations and sharing, art-based activities, etc.), including multiple strategies from the Vibrant Practices list	Limited instructional strategies are used to support student interaction, engagement and learning and to meet the diverse learning styles and needs of students (e.g., whole group discussions, small group discussions, online discussions, dyads, experientials/creative directives, student-led activities, presentations and sharing, art-based activities, etc.)	Minimal or no variation of instructional strategies to support student interaction, engagement and learning and to meet the diverse learning styles and needs of students
Community & Connection	Meaningful opportunities for students to interact with each other and the instructor in between classes that serve to foster community, collaboration, and connection are provided. Examples include virtual office hours (including availability before or after class), sharing college resources and opportunities with students, and asynchronous components (e.g., online discussions, bulletin board announcements, wikis, blogs, etc.)	Limited opportunities for students to interact with each other and the instructor in between classes that serve to foster community, collaboration, and connection are provided.	Minimal or no opportunities for students to interact with each other and the instructor in between classes that serve to foster community, collaboration, and connection are provided.

Appendix C. SWC Doctoral Course Norms & Guidelines

Diversity in Reading and Viewing Sources
Readings and viewings: at least 50% diverse voices to include queer, trans, Black, Indigenous and People of Color (QTBIPOC) voices

- Work with Marna's support to enhance diverse voices at the core of the curriculum

Workload Expectations
A 3-unit doctoral course is expected to have 5 hours of work per week per unit. Thus, a three-unit doctoral course involves 15 hours per week of student engagement in reading, writing, online discussion, Zoom meetings, etc.

Hybrid Zoom Synchronous Class Format, with Live Meetings
Zoom Synchronous course meet from 3-10 times during the term. Course meetings can be on Zoom weekly for 3 hours, with 12 hours of related reading and writing over the week before and after meeting - or might involve other rhythms.

- Design some slides, some quotes, and other ways to catalyze dynamic and interactive means
- Most classes will also feature continued engagement through online discussion(s) and activities before and after the Zoom meeting

Aligned Purpose
Course learning outcomes align and are mapped to program learning outcomes, and represent building capacities across the program trajectory, evidenced in the program summary chart. These learning outcomes flow into the weekly lesson/node learning outcomes.

Course Ethos

- Each instructor selects a mythical figure or process to help inspire course development
- Instructor develops a Course Ethos section for the syllabus
- Each lesson features an entrance meditation in addition to the usual course elements

Collaborative Course Flows
Work with your course corequisite designer to optimize flow and pacing across the courses for full time students. For example, avoid all courses having things build to a final huge deliverable. Can one class have deliverables alternating or flowing into/building on the work in the corequisite course that the full-time students will also be taking, while maintaining flexibility for the half-time students who may take the corequisite at a different time?

Vibrant Design
Each lesson should feature one or more of the approaches from the following "Vibrant Practice" list (Attachment D)

- Use padlets, menti's, chat poetry, and other dynamic opportunities to create dynamic elements

Additional Elements
PhD courses have additional dimensions from the general course structure training you will receive. Instructors are expected to:

- Create at least one mini-briefing (written) with citations for each of their course nodes.
- Provide APA 7 listings (with augmentation to list full first name) for all required materials
- We use the language of nodes to signify a multi-connective web in curricular design. Each node is like a lesson.

Appendix D. SWC Doctoral Course Vibrant Practices

Please share ideas to add to this living list of best or vibrant practices for online hybrid zoom synchronous course design. Let us embody the principles of our doctoral program in how we design and catalyze the genius of our students.

- Find ways to have weekly work scaffold and build into end-of-term assignments
- Break out of traditional models of read, discuss, write
- Flip the curriculum so that you might create a talk or video or briefing at the start of the week. Then have students grapple with the materials BEFORE coming to a Zoom class. Then in the class, have them interact in dynamic ways. This greatly enhances the activation and lived grappling with the material.
- Disrupt the model of hierarchical learning where the teacher is the knower/transmitter and the learners are the recipients. -> Create ways for the students to become co-creators, co-designers, and engaged in the learning
- Encourage multiple ways of knowing within each lesson and meeting and across activities to model what the program is teaching in process AND content - this includes embodiment, somatic, sensory, kinesthetic, arts-based, intuitive, and other ways of knowing
- Nurture and enhance "group genius" and collaborative learning opportunities - partnership model - collaborative emergence. These can include:
    - "Jigsaw" of reading and viewings - students read different sections of the same text or texts and share back highlights, creating teaching and learning materials or briefings, using creative materials - this helps students gain familiarity with a topic without having to read a whole text; allowing them to select a case study or focus area resonant with something in their visionary project or possible research topic
    - "Sleuth-outs" - students select from a list of concepts and research (sleuth-out) and share back summaries and highlights, including visual materials, videos
    - Students co-design activities or lessons within the class
    - Students working on teams or in peer review with each other
    - Creative extended annotations using multimedia to distill key concepts and share with course colleagues - perhaps using Prezi
    - Create a poster presentation on a team topic
    - Students curate information by creating an infographic - Vengage, Canva
    - Use a Padlet or Mindmup with dynamic post-it notes to organize information

- Experiential Learning - How can we optimize somatic, experiential, and embodied integration of the learning? Include meditations, journaling, and depth experiential dimensions to activate and model visionary practice and regenerative opportunities
- Dynamic and relational learning
    - Have students work in dyads, triads, or small teams
    - Leverage Zoom Breakouts
- Students are knowledge producers - can they create a website, a video, a podcast, a blog or vlog about what they are researching and learning. Can they conduct interviews, mini-research, or collectively author an article (for something like the *Journal of Sustainability Education* or *Kosmos*) or photo-essay. What about a children's book or recipe book or art contest or zine… this and more is possible.
- Design reciprocity practices into the curriculum - share examples. Can the student projects or teams create a give-back project to share out the learning in some way? What might land reciprocity look like, depending on the nature of the course? How might abolition, alliance, accomplicing, reparations, and/or restorative justice be relevant? *V1b*

Appendix E. PhD ACADEMIC CALENDARS, 2024-2029

PHD PROGRAM ACADEMIC CALENDAR 2024-2025

FALL QUARTER 2024

Fall Registration: Week of Monday, August 5, 2024

Residency I begins Thursday, September 5, 2024, through Tuesday, September 10, 2024
Classes begin Monday, September 9, 2024
Classes end Friday, November 15, 2024
Narrative reflection due Sunday, November 17, 2024
WellSpring ePortfolio – All Reflections due by Friday, November 22, 2024

WINTER QUARTER 2025

Winter Registration: Week of Monday, November 4, 2024

Classes begin Sunday, January 5, 2025
SDS proposals due by February 1, 2025
Classes end Friday, March 14, 2025
Narrative reflection due Sunday, March 16, 2025
WellSpring ePortfolio – All Reflections due by Friday, March 21, 2025

SPRING QUARTER 2025

Spring Registration: Week of Monday, February 24, 2025

Residency II begins Thursday, March 20, 2025, through Sunday, March 23, 2025
Residency III begins Friday, April 11, 2025, through Monday, April 14, 2025
Classes begin Sunday, March 30, 2025
SDS proposals due by May 1, 2025
Classes end Friday, June 6, 2025
Narrative reflection due Sunday, June 8, 2025
WellSpring ePortfolio – All Reflections due by Friday, June 13, 2025

SUMMER QUARTER 2025

Summer Registration: Week of Monday, May 19, 2025

Classes begin Sunday, June 22, 2025
Classes end Friday, August 29, 2025
Narrative reflection due Sunday, August 31, 2025
WellSpring ePortfolio – All Reflections due by Friday, September 5, 2025

PHD PROGRAM ACADEMIC CALENDAR 2025-2026

FALL QUARTER 2025

Fall Registration: Week of Monday, August 11, 2025

Residency I begins Thursday, August 28, 2025, through Tuesday, September 2, 2025
Classes begin Sunday, September 14, 2025
Classes end Friday, November 21, 2025
Narrative reflection due Sunday, November 23, 2025
WellSpring ePortfolio - All Reflections due by Friday, December 5, 2025

WINTER QUARTER 2026

Winter Registration: Week of Monday, November 3, 2025

Classes begin Sunday, January 4, 2026
SDS proposals due by February 1, 2026
Classes end Friday, March 13, 2026
Narrative reflection due Sunday, March 15, 2026
WellSpring ePortfolio – All Reflections due by Friday, March 20, 2026

SPRING QUARTER 2026

Spring Registration: Week of Monday, February 23, 2026

Residency II begins Thursday, March 19, 2026, through Sunday, March 22, 2026
Classes begin Sunday, March 29, 2026
SDS proposals due by May 1, 2026
Classes end Friday, June 5, 2026
Narrative reflection due Sunday, June 7, 2026
WellSpring ePortfolio – All Reflections due by Friday, June 12, 2026

SUMMER QUARTER 2026

Summer Registration: Week of Monday, May 25, 2026

Residency III begins Friday, June 12, 2026, through Monday, June 15, 2026
Classes begin Sunday, June 21, 2026
Classes end Friday, August 28, 2026
Narrative reflection due Sunday, August 30, 2026
WellSpring ePortfolio – All Reflections due by Friday, September 4, 2026

PHD PROGRAM ACADEMIC CALENDAR 2026-2027

FALL QUARTER 2026

Fall Registration: Week of Monday, August 10, 2026

Residency I begins Thursday, September 3 through Wednesday, September 8, 2026
Classes begin Sunday, September 13, 2026
Classes end Friday, November 20, 2026
Narrative reflection due Sunday, November 22, 2026
WellSpring ePortfolio – All Reflections due by Friday, December 4, 2026

WINTER QUARTER 2027

Winter Registration: Week of Monday, November 2, 2026

Classes begin Sunday, January 3, 2027
SDS proposals due by February 1, 2027
Classes end Friday, March 12, 2027
Narrative reflection due Sunday, March 14, 2027
WellSpring ePortfolio – All Reflections due by Friday, March 19, 2027

SPRING QUARTER 2027

Spring Registration: Week of Monday, February 22, 2027

Residency II begins Thursday, March 18, 2027, through Sunday, March 21, 2027
Classes begin Sunday, March 28, 2027
SDS proposals due by May 1, 2027
Classes end Friday, June 4, 2027
Narrative reflection due Sunday, June 6, 2027
WellSpring ePortfolio – All Reflections due by Friday, June 11, 2027

SUMMER QUARTER 2027

Summer Registration: Week of Monday, May 17, 2027

Residency III begins Friday, June 18, 2027, through Monday, June 21, 2027
Classes begin Sunday, June 20, 2027
Classes end Friday, August 27, 2027
Narrative reflection due Sunday, August 29, 2027
WellSpring ePortfolio – All Reflections due by Friday, September 3, 2027

PHD PROGRAM ACADEMIC CALENDAR 2027-2028

FALL QUARTER 2027

Fall Registration: Week of Monday, August 9, 2027

Residency I begins Thursday, September 2 through Wednesday, September 8, 2027
Classes begin Sunday, September 12, 2027
Classes end Friday, November 19, 2027
Narrative reflection due Sunday, November 21, 2027
WellSpring ePortfolio – All Reflections due by Friday, December 3, 2027

WINTER QUARTER 2028

Winter Registration: Week of Monday, November 1, 2027

Classes begin Sunday, January 2, 2028
SDS proposals due by February 1, 2028
Classes end Friday, March 10, 2028
Narrative reflection due Sunday, March 12, 2028
Wellspring ePortfolio – All Reflections due by Friday, March 17, 2028

SPRING QUARTER 2028

Spring Registration: Week of Monday, February 21, 2028

Residency II begins Thursday, March 23, 2028, through Sunday, March 26, 2028
Classes begin Sunday, March 26, 2028
SDS proposals due by May 1, 2028
Classes end Friday, June 2, 2028
Narrative reflection due Sunday, June 4, 2028
WellSpring ePortfolio – All Reflections due by Friday, June 9, 2028

SUMMER QUARTER 2028

Summer Registration: Week of Monday, May 15, 2028

Residency III begins Friday, June 16, 2028, through Monday, June 19, 2028
Classes begin Sunday, June 18, 2028
Classes end Friday, August 25, 2028
Narrative reflection due Sunday, August 27, 2028
WellSpring ePortfolio – All Reflections due by Friday, September 1, 2028

PHD PROGRAM ACADEMIC CALENDAR 2028-2029

FALL QUARTER 2028

Fall Registration: Week of Monday, August 7, 2028

Residency I begins Thursday, August 31, 2028, through Wednesday, September 6, 2028
Classes begin Sunday, September 10, 2028
Classes end Friday, November 17, 2028
Narrative reflection due Sunday, November 19, 2028
WellSpring ePortfolio – All Reflections due by Friday, December 1, 2028

WINTER QUARTER 2029

Winter Registration: Week of Monday, October 30, 2028

Classes begin Sunday, January 7, 2029
SDS proposals due by February 1, 2029
Classes end Friday, March 16, 2029
Narrative reflection due Sunday, March 18, 2029
Wellspring ePortfolio – All Reflections due by Friday, March 23, 2029

SPRING QUARTER 2029

Spring Registration: Week of Monday, February 26, 2029

Residency II begins Thursday, March 22, 2029, through Sunday, March 25, 2029
Classes begin Sunday, April 1, 2029
SDS proposals due by May 1, 2029
Classes end Friday, June 8, 2029
Narrative reflection due Sunday, June 10, 2029
WellSpring ePortfolio – All Reflections due by Friday, June 15, 2029

SUMMER QUARTER 2029

Summer Registration: Week of Monday, May 21, 2029

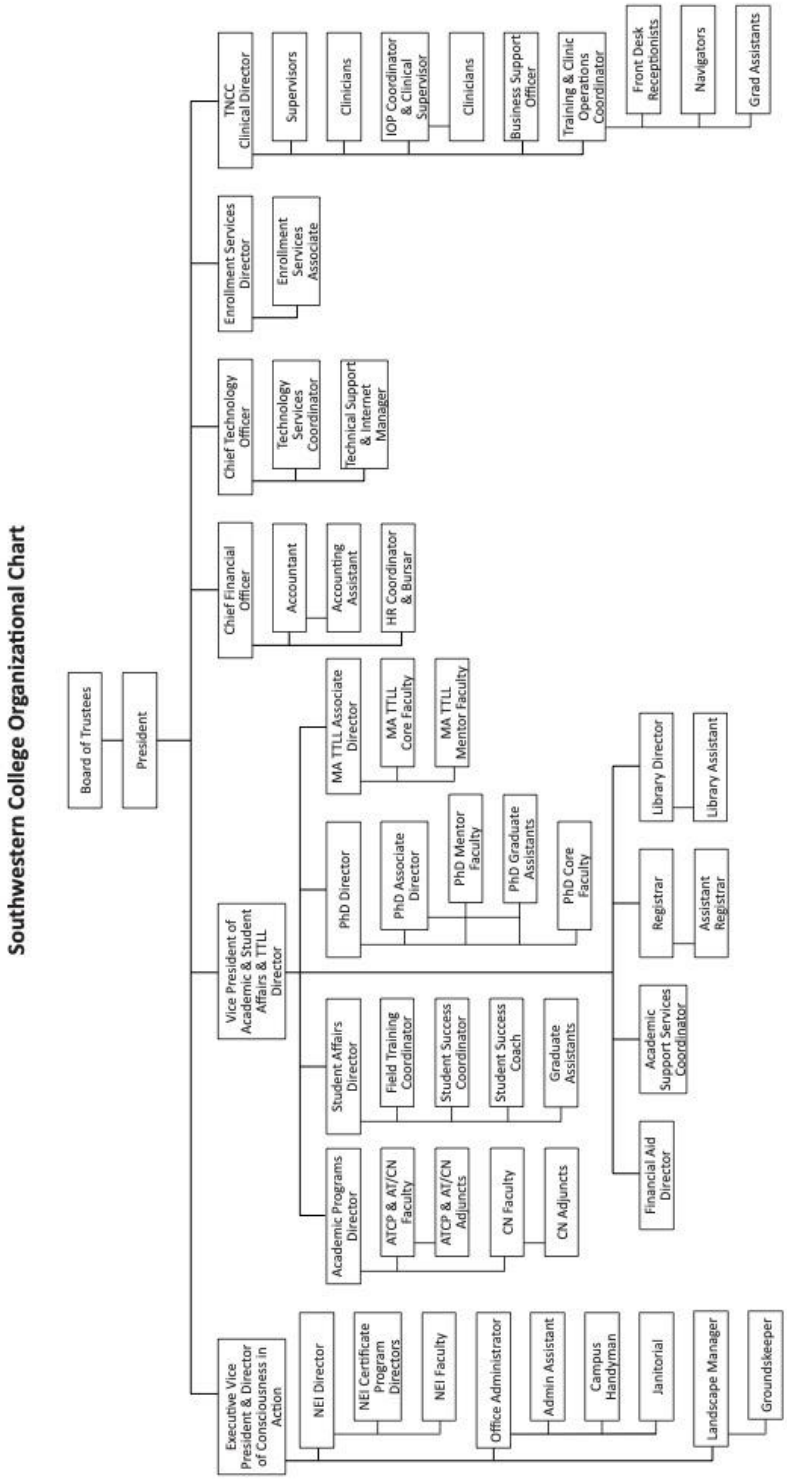
Residency III begins Friday, June 22, 2029, through Monday, June 25, 2029
Classes begin Sunday, June 24, 2029
Classes end Friday, August 31, 2029
Narrative reflection due Sunday, September 2, 2029
WellSpring ePortfolio – All Reflections due by Friday, September 7, 2029

Appendix F. Administrative Staff

Position	Name	email	Phone
Academic Programs Director	Jennifer A. Knash	jenniferalbright@swc.edu	505-467-6833
Academic Support Services Coordinator	Roberta Koska	robertakoska@swc.edu	505-467-6827
Accountant	Nova Kennett	attnbursar@swc.edu	505-467-6813
Accounting Assistant	Jasmine Griego	jasminegriego@swc.edu	505-467-6593
ADA Coordinator	Virginia Padilla-Vigil	vpvigil@swc.edu	505-467-6821
Bursar & HR Coordinator	Donna Jaramillo	donnajaramillo@swc.edu	505-467-6837
Campus Handyman	Javier Candelaria	Staff only, Use Facilities Request Form	
Chief Financial Officer	Allison Frank	allisonfrank@swc.edu	505-467-6839
CTO & Online Learning Director	Donna Harrington	donnaharrington@swc.edu	505-467-6831
Director of Enrollment Services	Dru Phoenix	druphoenix@swc.edu	505-467-6815
Director of the New Earth Institute	Kate Latimer	katelatimer@swc.edu	505-795-0631
Enrollment Services Associate	Brenda Cruz-Flores	admissions2@swc.edu	505-467-6591
Executive Assistant	Tania Tapia	taniatapia@swc.edu	505-467-6807
Executive Vice President & Director CinA	Katherine Ninos	katherineninos@swc.edu	505-467-6819
Faculty, Art Therapy/ Counseling	Seren Morris	serenmorris@swc.edu	505-467-6835
Faculty, Art Therapy/Counseling	Micaela Wood	micaelawood@swc.edu	904-878-0223
Faculty, Counseling	V. T. McGovern	vanessamcgovern@swc.edu	
Field Training Coordinator	Bri Wright	briwright@swc.edu	505-699-1028
Financial Aid Administrator	Michelle Scarber	financialaid@swc.edu	505-467-7000
Landscape Manager	Eric Melero	ericmelero@swc.edu	
Library Assistant	Skye Sarwal	skyesarwal@swc.edu	505-467-6825
Library Director	Larry Harkcom	larryharkcom@swc.edu	505-467-6825
MA TTLL Associate Director	Christina Esquibel	christinaesquibel@swc.edu	
Network Engineer	Chaitanya Malireddy	chaitanmalireddy@swc.edu	505-467-6832
Office Administrator	Juli Burgett	juliburgett@swc.edu	505-467-6805
PhD Program Associate Director	Marna Hauk	marnahauk@swc.edu	503-771-0711
PhD Program Director	Ann Filemyr	annfilemyr@swc.edu	505-795-8537
President	Thom Chesney	thomchesney@swc.edu	505-467-6823
Registrar	Kathy Levine	kathylevine@swc.edu	505-467-6809
Student Affairs Director	Michelle Lynn	michellelynn@swc.edu	505-467-6829
Student Success Coordinator	Anné (Anna) Klint	annaklint@swc.edu	--
Technology Services Coordinator	Seph Turnipseed	sephturnipseed@swc.edu	505-467-6832
Title IX	Virginia Padilla-Vigil	vpvigil@swc.edu	505-467-6821
TNCC Business Support Officer	Clay Moore	bussupportofficer@swc.edu	505-467-6594
TNCC Clinic Operations Coordinator	Angelica Gabriel	angelicagabriel@swc.edu	505-226-5628
TNCC Clinical Director	Denise Moore	denisemoore@swc.edu	505-467-6817
TNCC Front Desk	Dania Espinoza	tierranueva@swc.edu	505-471-8575
TNCC IOP Coordinator	Nancy Lemmon	nancylemmon@swc.edu	505-467-6595
Vice President of Academic & Student Affairs, Director of TTLL	Virginia Padilla-Vigil	vpvigil@swc.edu	505-467-6821

Appendix G. SWC Organizational Chart

August 2024



Appendix H. Board of Trustees

August 2024

Miguel Acosta, BA
Board Member, Development Committee

Jennifer Albright-Knash, PhD
Faculty Board Member, Trusteeship Committee

Robert Bidal, MBA
Board Vice Chair, Finance Committee Chair, Executive Committee

Elijah Chong, MA
Trusteeship Committee Chair

Jess Clark
Trustee Committee Chair

Delores Cortez, BFA
Student Member

Stavo Craft
Development Committee

Paul Macks, MA
Board Chair, Development Committee, TNCC Advisory Committee

Denise Montoya, PhD
Presidential Evaluation & Compensation Committee

Kersti Tyson, PhD
Trustee Committee

Stephen Wall, JD
Executive Committee, Finance Committee, Presidential Evaluation & Compensation Committee Chair

Robert Waterman, EdD
President Emeritus of Southwestern College & Board Member Emeritus

Micaela Wood, MA
Faculty Board Member

***Ex-Officio* Board Members:**
Thom Chesney, PhD
President of Southwestern College, Development Committee Chair, Finance, Executive & Trustee Committees

Katherine Ninos, MA
Executive Vice President of Southwestern College, Board Secretary, Finance & Executive Committees

Allison Frank, MBA
Chief Financial Officer of Southwestern College, Board Treasurer, Development, Finance & Executive Committees

Krishna Madappa, MBA
Trustee Emeritus