



**SOUTHWESTERN COLLEGE  
& NEW EARTH INSTITUTE**  
CONSCIOUSNESS-CENTERED GRADUATE SCHOOL



# **Southwestern College PhD Visionary Practice & Regenerative Leadership (VPRL)**

## **Doctoral Course Catalog**

**2024-2025**

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## **THE PHD IN VISIONARY PRACTICE AND REGENERATIVE LEADERSHIP DOCTORAL 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.

## **Institutional Learning Outcomes in the Doctoral Context**

The Southwestern College Institutional Learning Outcomes (ILOs) help guide the design of all programs of the college.

## **Southwestern College 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.

## VPRL 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.

## 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 – 3 doctoral units*

VPRL 910-B Writing the Dissertation III-B: Completion, Reflection, Launch (3 doctoral units)

VPRL 905 Collaboratorium VI (1 doctoral unit)

## SELF-DIRECTED STUDY COURSE SEQUENCE

The Southwestern College PhD Program in Visionary Practice and Regenerative Leadership (VPRL) is a transdisciplinary doctoral program where students incubate a vision-seed, design and actualize a regenerative visionary project through fieldwork, and synthesize their insights in a dissertation. As part of the first part of their coursework, VPRL doctoral students design two Self-Directed Study courses, which 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. They might also study research methodologies or methods that they want to learn more about to design their doctoral projects. 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 (dissertation committee) 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 portion of coursework, students design two classes of their own self-directed study. Two of the class units represents one hundred hours of involvement with course material, workshop, or training activity, meetings and writing. Plus, there is a portion of the coursework in VPRL 651/681 that supports scholarly writing development. Full-time students undertake one self-directed study in each of the Spring and Summer terms of their first year. Half-time students design self-directed study courses for the Summer Term of their first year and Spring Term of their second-year coursework.

Self-Directed Study courses may be designed in myriad ways, and can include readings, viewings, experiential dimensions, conferences or concurrent online or immersive study. Students select an individual focus and determine the readings, activities, explorations, assignments, and they recruit a Self-Directed Study Faculty. Students 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. It is often great to plan at least five meetings between the student and the SDS faculty during the ten-week term. In addition to course-specific activities and assignments, students in every Self-Directed Study course will submit a 12–15 page academic paper (plus cover page, abstract, references, and any diagrams) describing a synthesis of their learning, along with a two-page written reflection by the end of term. The SDS Faculty will review this work and determine pass/no pass and write a narrative reflection that accompanies the final grading. A passing grade in the VPRL program signifies work of a quality of B- or above. SDS courses will **not** include active fieldwork and research, which would require ethics review and study and consent design that occurs at a later phase of VPRL doctoral student training. The three-unit VPRL 651/681 Self-Directed Study series will also include scholarly writing labs independent of the work with the Self-Directed Study Faculty, in order to build capacity for the work ahead.

Students should note the timing of the major assignments in the scholarly writing portion of the classes that run alongside the self-directed study topics. The scholarly writing learning builds key skills in reference development and citation; avoiding bias and APA styling; scholarly argumentation, formulation, flow, and substantiation; and zest while reclaiming and developing authentic scholarly voice. Students are also supported in learning more about grappling with differing opinions in texts.



Students have found it helpful to design the SDS flows congruent with these major milestones in the scholarly writing portion of the course:

- Week 3 – Researching for Additional Resources (across different types of resources)
- Week 4 – Annotated Bibliography
- Week 5 – SDS Paper Outline
- Week 6-8 – Drafting the SDS Paper
- Week 9 – Peer Review of the Draft SDS Paper
- Week 10 – SDS Paper Due

*Policies and procedures related to Self-Directed Study design include:*

- 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 with a doctoral degree.
- 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 start of term.
- 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 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 VPRL 650/651 or VPRL 680/681.***
- The scope of a self-directed study must enable the student to still attend all of their other required VPRL courses and complete all coursework in a timely way. If there is going to be a conflict, a Program Exception must be requested, and the student should not assume it will be granted. In the unusual case where such a Program Exception is granted, the student must also communicate any granted Program Exceptions with the VPRL Core Faculty, and the student will be expected to complete all coursework. The student will be expected to design with their Faculty a makeup for any class session missed that is satisfactory to their VPRL Core Faculty.

# THE WELLSRING 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
- artwork 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 a PLO. At the conclusion of the WellSpring ePortfolio, they may have between 1-3 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***

<p><b><i>Visionary Practice and Regenerative Leadership Doctoral Program</i></b>  <b><i>Core Program Outcomes Progression</i></b>  <b><i>By Course</i></b></p> <p>B – Beginning  M – Intermediate  A – Advanced</p> <p><b>Bolded</b> indicates strongly applying</p>	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, & formulate recommendations.	8. Catalyze, inspire, expand, & deepen their work and lives through purposeful self-reflection and self-evaluation.
VPRL 600 Residency I: Seeking	<b>B</b>				<b>B</b>			
VPRL 610 Embodied Cosmology							<b>B</b>	<b>B</b>
VPRL 620 The Phenomenology of Visionary Practice and the Call to Serve	<b>B</b>							<b>B</b>
VPRL 630 Traditions of Native American Thought: New Minds and New Worlds			<b>B</b>	<b>B</b>				
VPRL 640 Regenerative Leadership				<b>B</b>	<b>B</b>	<b>B</b>		
VPRL 651 Self-Directed Study & Schol. Writing I				<b>B</b>				
VPRL 660 Introduction to Research Methods: Pathways of Insight		<b>B</b>	<b>B</b>					
VPRL 670 Roots and Streams: Finding Your Voice, Clarifying Your Vision, Mapping Your Influences				<b>B</b>			<b>B</b>	
VPRL 681 Self-Directed Study & Schol. Writing II				<b>M</b>				
VPRL 700 Residency II: Gathering and Grounding	<b>M</b>						<b>M</b>	
VPRL 710 Ethics: Embodied Social Justice Leadership for Vision and Regeneration					<b>M</b>			<b>M</b>
VPRL 720 Advanced Research Methods: Regenerative Inquiry		<b>M</b>	<b>M</b>					
VPRL 730/731 The Vessel: Exploring Historicity, Lineage, and Legacy			<b>M</b>		<b>M</b>			<b>M</b>
VPRL 770 Regen. Visionary Proj. I: Planning	<b>M</b>					<b>B</b>		
VPRL 780 Regen. Visionary Proj. II: Action		<b>A</b>	<b>A</b>		<b>A</b>	<b>M</b>		
VPRL 790 Regen. Vis. Proj. III: Reflection								<b>M</b>
VPRL 800 Preparing the Dissertation Proposal		<b>M</b>		<b>M</b>		<b>B</b>	<b>M</b>	
VPRL 810 Dissertation Proposal Revision		<b>M</b>		<b>M</b>		<b>M</b>		
VPRL 820 Collaboratorium I	<b>M</b>							
VPRL 830 Writing the Dissertation I: Findings, Context, Insights		<b>A</b>	<b>A</b>	<b>A</b>			<b>M</b>	
VPRL 840 Collaboratorium II						<b>A</b>		
VPRL 850 Writing the Dissertation II: Recommendations, Proposals, Synthesis	<b>A</b>				<b>A</b>		<b>A</b>	
VPRL 860 Collaboratorium III								<b>A</b>
VPRL 870 Collaboratorium IV							<b>A</b>	
VPRL 880 Collaboratorium V					<b>A</b>			
VPRL 900 Residency III: Crossing the Threshold	<b>A</b>							<b>A</b>
VPRL 905 Collaboratorium VI						<b>A</b>		
VPRL 910 Writing the Dissertation III: Revision, Completion, Reflection, Launch				<b>A</b>	<b>A</b>	<b>A</b>		
VPRL 920 Dissertation Continuation							<b>A</b>	

## **RESEARCH PROPOSAL AND INSTITUTIONAL REVIEW FOR ETHICS**

Southwestern College maintains an Institutional Review Board (IRB) to review all doctoral research projects. The IRB might also at times provide ethical consideration review for faculty or other college research projects. The purpose of the IRB review is to evaluate and provide a gating function for ensuring ethical considerations in research. This review process aligns closely with VPRL Program Learning Outcomes 2 and 3, to select and actualize appropriate research methods while engaging in decolonizing practices and methods. It is intended to help address the considerable harm that Western research has wrought and persists in wreaking in the name of progress and science. The IRB process compassionately invites vigor, raises consciousness in interconnected, intersectional, and multispecies dimensions of research ethics, and deepens the reach of regenerative principles in inquiry design.

The IRB meets periodically, during at least one to two terms per year, to review research proposals. The IRB consists of faculty and staff with a wide range of experience in research design and a caring attitude about ethical inquiry resonant with the Visionary Practice and Regenerative Leadership ethos and Southwestern College values.

### **The Pathway to Proposal**

Students become certified by the Collaborative Institutional Training Initiative (CITI) for foundational ethics in social, behavioral, and educational qualitative research during VPRL 720, Advanced Research Methods: Regenerative Inquiry. This training includes topics such as risk, informed consent, privacy and confidentiality, working with vulnerable populations, unanticipated problems in research, and conflicts of interest. Students additionally engage with peers to grapple with ethical considerations, including dimensions of working with the more than human, as part of their pathway to designing their research. Students will usually finalize their Institutional Review Board artifacts, instruments, and proposals and undertake the formal IRB review process during the term they are enrolled in VPRL 810, Revising the Dissertation Proposal. Each student is required to include others in their research in some way and to undertake Institutional Review and approval of their research design. The related policy:

### **Doctoral Student Inclusive Research Design and Institutional Review Proposal Requirement**

Every student will include others in their research in some way and will complete and submit an Institutional Review Board (IRB) research proposal and receive approval.

### **The Review Process**

Students work, in consultation with their Wisdom Councils and Midwives, to submit their proposals with all appendices to the IRB during a term the IRB is meeting. Students will hear back within one calendar month. Students do not attend the IRB review meeting. The IRB review meeting produces one of four results:

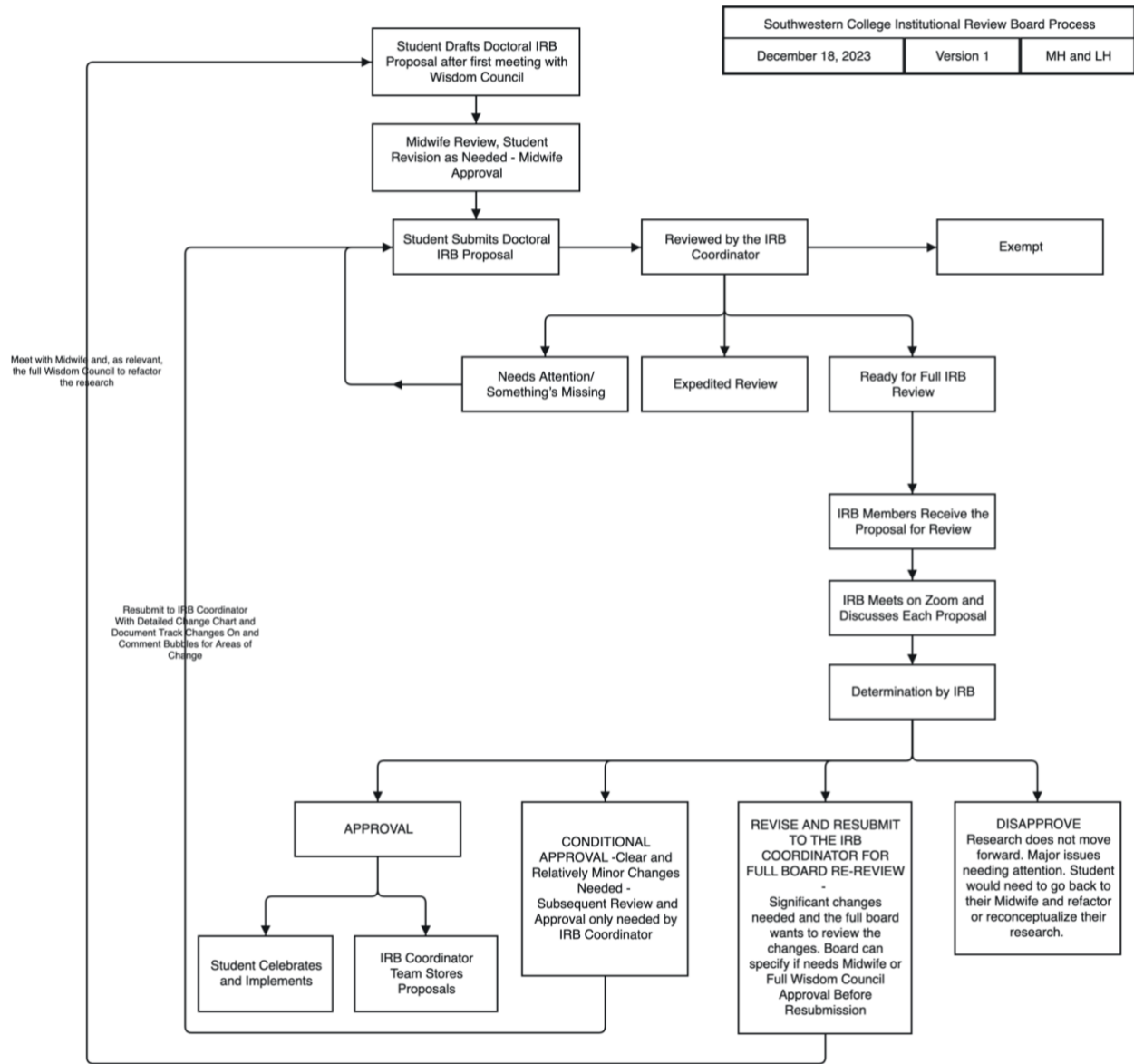
1. Approval – Approved as proposed
2. Conditional Approval – The IRB team provides a clear list of relatively minor changes needed, with subsequent review and approval of changes only needed by IRB Coordinator or their designee
3. Revise and Resubmit for Full Board Re-Review – When significant changes are needed and the full board wants to review the changes. The IRB can specify whether changes to the proposal need Midwife or full Wisdom Council approval before resubmittal



- Disapproval – In this situation, the research as proposed does not move forward. Major changes need attention. The student needs to go back and work with their Midwife to refactor or reconceptualize their research.

Students cannot begin recruiting for or implementing their research or fieldwork until the IRB approval. IRB Members rotate into the role of helping coach and iteratively reviewing the work of researchers who earn a “Conditional Approval” or “Revise and Resubmit” status on their proposals. The following diagram overviews the process of proposing and responding to feedback from the Institutional Review team.

### Southwestern College Institutional Review Board Process Diagram



## 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 select 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 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.

## ADMISSIONS

Southwestern College accepts students who have the motivation for scholarship and to be a change agent, and the academic and professional background to pursue an intensive program of study. Those best suited are those who want to deepen and enhance their relationship to life and community and enhance their professional skills. Southwestern College admits students to its educational programs without regard to race, color, age, sex, religion, sexual preference or national and ethnic origin.

The Director of Enrollment Services is available to answer questions about the program and admissions eligibility. Please direct your questions to:

Director of Enrollment Services  
Southwestern College  
3960 San Felipe Road, Santa Fe, NM 87507  
Toll-free (877) 471-5756, ext. 6815  
[admissions@swc.edu](mailto:admissions@swc.edu)

### General Information

Southwestern College offers rolling admissions on a space-available basis. Early application is suggested to allow time to process financial aid.

All PhD degree applicants must complete and submit an online application at [www.swc.edu](http://www.swc.edu) and provide the required materials. See below for required admissions materials for each program.

***Please Note: Transcripts and related admissions records become the property of the College and cannot be copied, returned to the student, or sent to another institution.***

Southwestern College admits PhD students in the fall quarter for full time or part time enrollment.

### Admissions Requirements - PhD Visionary Practice and Regenerative Leadership

1. A master's degree from an accredited institution in any course of study.
2. All application information must be complete prior to admission, including:
  - a. Application to Southwestern College with a nonrefundable \$50 application fee
  - b. Current résumé or CV
  - c. Official transcripts from all colleges and universities attended
  - d. Emails for two references submitted in the application so that a request is generated for them to complete a form and write a letter of recommendation.
  - e. Official transcripts from both undergraduate and graduate institutions sent electronically or mailed to SWC Admissions, 3960 San Felipe Rd., Santa Fe, NM 87507
  - f. Personal Statement of six to seven pages (1,500 to 2,000 words) to include the following:
    - 1) Your personal and professional qualities, including strengths and weaknesses
    - 2) The life experiences that led you to pursue this degree
    - 3) Your Vision that you plan to bring forward in the program which includes:
      - The field or area of human endeavor and ecological need you hope to address
      - Describe why you are passionate and committed to this vision/dream of yours

- Describe how you understand your dissertation focus or project currently
- This vision can still be in the formative stage and so may evolve and change during the program.

Applicants may be invited to an interview with Admissions. Due to the applied and holistic nature of the program, the applicant's presentation of self, including communication and reflective skills in the admissions interview, are critical factors in the determination of acceptance. This program is a distance program with synchronous zoom classroom sessions, asynchronous coursework, and three residencies in New Mexico.

## **Admissions Decisions**

Decisions regarding degree program admissions are based on consideration of:

- Interpersonal skills and attitude during the admissions process
- Potential for success in the experiential and transformational doctoral program at Southwestern College
- Potential for success in completing the doctoral studies
- Motivation for self-reflection, collaboration, and achievement in the program
- Maturity and the congruence of the applicants' interests with the mission and philosophy of Southwestern College.

### ***Full Admission***

Full admission to a Southwestern College degree program is based on the admissions application, the admissions interview, the successful completion of all course admissions prerequisites, and the above criteria.

### ***Conditional Admission***

SWC may admit an applicant conditionally, if the applicant has not completed all the program prerequisites but plans to do so prior to enrollment.

### ***Declined or Deferred Admission***

Southwestern College retains the right to deny or defer acceptance of any candidate based on its own judgment of the readiness and/or suitability of the applicant to engage the curriculum effectively. All admissions decisions are final, and they are not subject to negotiation or appeal. The admissions committee cannot answer questions concerning the specific reasons an application is declined admission. An applicant denied admission by a program may contact the Director of Enrollment Services to discuss steps needed to bolster the application and reapply in the future.

### ***Rescinded Acceptance***

The Admissions Acceptance Letter can be rescinded under certain circumstances. This usually relates to a change in graduate academic status, behavioral concerns, life transitions that prove challenging, or misrepresentation during the admissions selection process.

### ***Re-Admission***

Applicants admitted to the College who do not enroll within one year from the quarter of acceptance must submit a new application, personal statement, and résumé in order to reapply. If an application for re-admission is made within one year of the initial admission date, the transcripts and recommendations will still be valid. Students who begin coursework towards a PhD and then discontinue classes for more than one year must meet with the Director of Enrollment Services before registering for any additional coursework. Reinstatement is not automatic.

Students who have been absent from the program for more than one year must submit a new application with a \$50 application fee and a personal statement. They must meet with the Director of Enrollment Services to determine eligibility for re-acceptance.

### ***Enrollment Deposit***

Upon notification of acceptance into the PhD program, students are expected to pay a nonrefundable enrollment deposit of \$200 by the deadline stated in their acceptance letter. The deposit is credited to the student's account and will apply toward tuition. Failure to pay the \$200 by the deadline can jeopardize the status of the incoming student's date of entry.

## **Admissions Frequently Asked Questions (FAQ)**

### **Question: Is Southwestern College accredited?**

Yes. Southwestern College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

### **Question: Do you accept transfer credit from other doctoral programs?**

Due to the unique, transdisciplinary nature of the courses in the Visionary Practice and Regenerative Leadership doctoral curriculum, we do not accept transfer credit into our doctoral program. Contact the Director of Enrollment Services at [admissions@swc.edu](mailto:admissions@swc.edu) for more information on this if needed.

### **Question: Where is Southwestern College located?**

Southwestern College is in the southwestern United States, in beautiful Santa Fe, New Mexico. The small campus includes a library, classrooms, administrative offices, a student lounge, spiritual practice room, art studio and gallery, and an art therapy complex. The Tierra Nueva Counseling Center is adjacent to the campus and serves as a training center for our MA in Counseling and MA in Art Therapy/Counseling students.

To get to Santa Fe, you can fly into the Albuquerque Sunport and drive approximately one hour north on I-25. Take exit 237 for 599N toward Los Alamos. Stay on 599 N for approximately 2.8 miles until you get to a light at Airport Road. Go right. Go to the third light at San Felipe Road and go left. You will see our school on the left, behind an adobe wall marked Southwestern College. The main lobby is located through the turquoise doors. The street address is 3960 San Felipe Rd., Santa Fe, NM 87507.

### **Question: Do I need to have a Master's degree to apply?**

Yes. We are not accredited to review life experience in lieu of a graduate degree. The Master's degree may be of any type in any field. Here are examples of the kinds of graduate degrees that we accept: MA,

MBA, MEd, MFA, MS, MSW, MD, MDiv, MLS, JD. If you have a question about your graduate degree, please contact Admissions here: [druphoenix@swc.edu](mailto:druphoenix@swc.edu).

**Question: If I haven't completed all the admissions prerequisites, may I still apply and be accepted?**

Yes. If you are in a current master's degree program you can apply for this doctoral program if you expect to complete and earn your master's degree prior to enrollment into the PhD program. Please reach out to the Director of Enrollment Services at [admissions@swc.edu](mailto:admissions@swc.edu) to discuss this further.

**Question: What is the cost of attending Southwestern College?**

Tuition for the academic year 2024-2025 is \$835 per doctoral unit for the PhD program. The Residency Fee is \$900. The cost per year depends on whether a student attends full-time or half-time. Please contact the admissions office at (505) 467-6815 to discuss the annual cost and to get a breakdown of the costs per quarter. There are tuition increases annually which tend to be relatively small. A \$300 educational resources fee is assessed when a student is enrolled.

**Question: How long will it take to earn my degree?**

The PhD program can be completed in 12 quarters for full time enrollment or 21 quarters for half-time enrollment.

**Question: How can I finance my education at Southwestern College?**

Financial aid is available to both full-time and half-time degree program students. Scholarships and Graduate Assistantships are also available. Please visit our website, [www.swc.edu](http://www.swc.edu), for more information. You may also contact our Financial Aid Administrator at 505-467-6806.

**Question: How many students are enrolled in the PhD program at Southwestern College?**

The cohort size can run from 15 to 20 students each year.

**Question: May I speak with Southwestern College students, faculty, or current doctoral students?**

Yes, we offer periodic Q and A sessions on the doctoral program that you can attend and/or speak with faculty or a current student in the program. Please contact the Director of Enrollment Services at [admissions@swc.edu](mailto:admissions@swc.edu) to arrange for a meeting.

**Question: What is unique about this PhD program?**

We would like to highlight a few of our unique characteristics of this PhD program:

- 1. Student-Centered.** The program is student-centered in that we ask each student to enter the program with a proposal for a Vision-Seed that they seek to develop throughout their course of study. This initial idea or proposal can and will evolve through their engagement with other students, faculty, and course material. Students pursue their own ideas rather than working on the research initiatives of doctoral faculty.
- 2. Faculty Mentorship.** Our program has a unique kind of faculty person called a Mentor. Each student selects a PhD Faculty Mentor during the initial Residency. The Mentor serves as a thought partner and provides an in-depth one-on-one relationship with the doctoral student assisting them in the exploration and experience of coursework as they move through the program. Mentorship is in addition to academic advising, relationships with core faculty and program administration, and the Wisdom Council. It is one of the most unique aspects of VPRL, and both students and faculty place a high value on the mentoring relationship.



3. **Transdisciplinary and Applied.** We are seeking to engage with real-world needs and actual communities, moving theoretical orientations into action through praxis. We are seeking to make a difference in and through partnership not as outsiders but as insiders who belong to and with the communities they seek to serve. For these reasons, we are interested in moving beyond disciplinary parameters into the rich mix where psychology meets ecology; sexuality meets recovery; intersectional identity meets youth empowerment; Indigenous cultural practices meet healing; belonging meets creativity; healthcare meets socio-economic stratification; education meets future studies; sovereignty meets personhood; justice meets the sacred. We are only limited by our imaginations. This is the time for great dreaming, great grounding of these dreams through research and scholarship, and then clear application/implementation of these dreams through meaningful engagement and partnership with others.
4. **Narrative Final Evaluation.** Though faculty may use grades or a point system based on a rubric as they respond to individual assignments during the course, grades are not part of the transcript. Courses are Pass/Fail and the final evaluation of student work is a written narrative encompassing strengths and areas for further growth and development. Both the student and the faculty write narrative evaluations. The student begins the narrative reflection process with a personal self-evaluation describing their own learning experience, identifying their own strengths and 'growing edges.' This develops inner authority, capacity for honest self-reflection, and creates a dynamic exchange as faculty read student self-evaluations prior to writing their final evaluation.
5. **Wisdom Council.** Another aspect of the commitment to a student-centered doctoral program is that instead of a Dissertation Committee run by a Committee Chair, we offer a Wisdom Council. The student becomes the catalyst or co-leader of their Wisdom Council. They select a Faculty Midwife/Coach as the primary partner, a Lotus who supports the focus of their work, and a Source or community member who is from the community they seek to serve. The Source does not have to have a PhD, whereas the other two members do. Together these Wisdom Council members support the fieldwork/research and dissertation writing/scholarship of the student catalyst. These three members plus the student catalyst form the Wisdom Council.
6. **Collective Learning and the Collaboratorium.** From the initial residency, students engage in collaborative learning processes in which group intelligence is called upon to support and deepen individual learning and expand individual awareness. One of the most challenging aspects of completing a doctoral degree in most programs is the solitary process of writing the dissertation. In order to continue our value of group intelligence and collective learning, students enroll in a Collaboratorium course alongside the dissertation writing process. This provides community support for all students engaged in the dissertation process.

**Question: What are some of the major program requirements?**

*Three Residencies*

Three in-person on-ground residencies are held in a retreat center in the beautiful lands just outside of Santa Fe, New Mexico. Full-time students attend one per year for three years.

Half-time students attend one every other year over their five and a quarter years. Residencies include required reading and other assignments as preparation prior to gathering; participation

in experiential activities while together; and a final reflective paper after the residency has completed. The first residency is six days and the other two are four days each.

#### *Zoom Synchronous Courses*

Students enroll in core curriculum classes. These are a series of classes taught by the PhD faculty and offered as synchronous zoom classes through the school's learning management system. Classes meet generally in three hour time blocks for ten weeks over four quarters (Fall, Winter, Spring, Summer).

Core curriculum course requirements are met through fulfilling assigned reading, reflective writing and scholarly writing, small group projects, experiential activities, participating in online discussions, and attending weekly seminar-style synchronous zoom classes.

#### *Self-Directed Study Courses*

Each student designs two doctoral courses to pursue their own individual, unique passions, questions, methods, processes, and/or practices. They may engage faculty already working within the VPRL program or they may identify other faculty to study with during these two courses.

#### *Fieldwork*

Fieldwork is defined broadly. Students may engage in deeply personal explorations through auto-ethnographic work. They could engage with personal artmaking practices and processes. They might conduct their fieldwork within a community setting (school, hospital, clinic, community program, government agency, business, or other organization). They might directly engage with the land, animals, plants, soils, waterways, etc.

Doctoral students design and complete their independent research in three parts gaining skills in project management. Initially they PLAN their fieldwork and research, They complete the IRB (Institutional Research Board) proposal and review process. Then they conduct the ACTION, completing the fieldwork itself. And the final segment involves REFLECTION on what they have learned through their activity resulting in meaning-making or sense-making from their findings.

#### *Dissertation*

Doctoral students complete a written scholarly dissertation based on their independent fieldwork/research with the guidance, support, direction, and feedback from their Wisdom Council.

#### *WellSpring ePortfolio*

Students meet requirements through the ongoing process of building their individual WellSpring ePortfolio. Each quarter they select work completed that quarter which demonstrates their learning, comprehension, and application of the eight Program Learning Outcomes. The cumulative WellSpring ePortfolio artifacts, reflections, and Synthesis Essays take the place of comprehensive examinations to mark the transition to candidacy. Contributions to the WellSpring ePortfolio are due at the end of each quarter and can be completed after classes have finished.

**Question: What research methods can I use in my original research?**

All doctoral students conduct original research. This is a hallmark of the doctoral degree. Our focus is on qualitative methods. We take a broad transdisciplinary approach, and there are literally hundreds of qualitative methods available. These include arts-based methods, narrative methods, social science methods, etc. VPRL students to date have used Indigenous Narrative Methods; Feminist Methods; Hermeneutics; Phenomenology; etc.

Students take two levels of Research Methods to broaden their understanding of the myriad choices they have in determining an appropriate methodology for their fieldwork. We are living in a very exciting time as new methods, hybrid methods, creative expressive methods, and more, are available for the transdisciplinary scholar.

**Question: Is Financial Aid available?**

Yes. Federal loans are available through the Financial Aid Office. Small scholarships are also available. Program leadership can provide letters of recommendation and transcripts if needed to support students to seek outside scholarship funds to support their doctoral course of study. Contact Financial Aid here: [financialaid@swc.edu](mailto:financialaid@swc.edu).

**Question: How is the school year structured?**

There are four ten-week quarters. These are Fall (early September-November); Winter (January- early March); Spring (late March - May) and Summer (mid-June - August). Please note there are often initial assignments prior to the first class.

See Annual Academic Year Calendar for details. Linked here: <https://www.swc.edu/quarterly-schedules-booklists-and-more/>

**Question: I have an MFA, what might I need to understand to do well in this program?**

The MFA focuses on the creation of original artwork in an expressive form alongside study of that specific form of expression. Our transdisciplinary PhD allows for the creation of original artwork as an arts-based method to meet the fieldwork requirement. However, a doctoral degree adds an additional dimension of scholarly work. This requires that the creator of the original artwork also situate their influences in a contextual manner. Context includes research into the history and influences undergirding this form of expression; culturally relevant contexts that may address why certain artists do or do not engage with this process/practice; critical engagement with the writing of other scholars, artists, culture critics about this artistic method or mode of expression; engagement with contemporary critiques or conversations about this artmaking practice/process, as well as anything else relevant to contextualizing the work.

Someone who primarily identifies as an artmaker or creative might consider how they become both artist and curator in the doctoral learning journey. The required scholarly contextual dissertation frames an in-depth understanding and exploration of the artist's creative output.

This is what makes a PhD different from an MFA. It includes a written doctoral dissertation, a contextual exploration generously expressed to others in scholarly writing, alongside the creation of the original artwork.

**Question: Am I allowed to do a joint doctoral project?**

Yes. Students may apply to the program as partners with a joint proposal as their initial vision-seed. They may conduct their fieldwork research together. They may write the final dissertation together. See the PhD College Catalog for more details regarding this approach.

**Question: What is the difference between Full-Time and Half-Time enrollment?**

Full-time enrollment includes two 3-unit doctoral courses each quarter plus any required residencies or collaboratoria for that quarter. Each doctoral quarter unit assumes ten hours of work per week, including in-class time and out-of-class assignments. Students enrolled full-time may complete the program within three years or twelve quarters. The assumption is 30 to 40 hours of work per week.

Half-time enrollment involves one 3-unit doctoral course per quarter plus any required residencies or collaboratoria. The assumption is 15 to 20 hours of work per week per three-unit course. Students enrolled half-time may complete the program within five and one-quarter years or 21 quarters.

If you work full-time and/or you are raising a family, the program recommends half-time enrollment.

Financial Aid is available for both full-time and half-time students.

## LIBRARY

### 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](mailto:askthelibrary@swc.edu). The library website is [qml.libguides.com](http://qml.libguides.com).

### Resources (Overview)

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>

## FINANCIAL POLICIES

### Tuition and Fees

Registering for a course contractually obligates the student to pay all related fees. Tuition and fees are subject to change annually.

#### *Tuition Cost for the Doctoral Program*

**Doctoral Degree Programs** – Tuition for the 2024-2025 academic year is \$835 per quarter unit for doctoral unit. The Residency Fee is \$900.

#### *Fees*

- **Administrative Fee:** A non-refundable \$50 administrative fee is charged when an independent study is requested.
- **Application Fee:** \$50 This fee is required when applying to a degree program.
- **Continuing Education Fee:** \$10 per CE
- **Diploma Duplication Fee:** \$25
- **Drop Fee:** A \$50 drop fee is assessed when a non-credit NEI course is dropped.
- **Late Registration Fee:** \$10 per class
- **Educational Resource Fee:** \$300 per quarter when registered for 3 or more quarter units. This fee covers, but is not limited to, such expenses as classroom supplies, IT needs, library costs, examination and administrative costs. This fee is non-refundable.
- **Enrollment Deposit:** Upon acceptance, \$200 is required to hold a student's spot for enrollment. The deposit will be applied to the student's tuition if enrollment occurs within two years after acceptance. If student does not enroll after two years, the enrollment deposit is forfeited.
- **Incomplete Fee:** \$50 fee is charged when a student submits a *Petition for Incomplete* to extend the completion of a class or internship.
- **Late Payment Fee:** \$25 fee is applied to accounts if payment is not received by due date.
- **Library Fines:** Replacement fees are charged for items that are lost or damaged, while checked out to a library user.
- **Payment Plan Fee:** \$25 fee to set up a payment plan.
- **Returned Check Fee:** \$50
- **Replacement Check Fee:** \$50
- **Student ID Replacement Fee:** \$20
- **Syllabi Reproduction/Compilation Fee:** \$20 per syllabus
- **Transcripts**
  - Official – \$15
  - Rush – \$25
  - Unofficial – \$5 if provided by the Registrar's office. Available through Populi for free.

### Payment for Tuition and Fees

Approximately one week after registration students receive an email from the Bursar Office letting them know an invoice has been posted to their account. Payment is due before the first day of classes for each quarter.

Students in good standing may request a payment plan at the time of registration. If tuition and fees are not paid by the first day of scheduled classes (not the first day of your first class) or a payment plan has

not been set up and first payment received, a late fee of \$25 will be assessed. For students who register **after** the first week of the quarter, payment is due in full at the time of registration.

If payment is not received by the Friday of the 2nd week of classes, student will be withdrawn from classes by the Vice President of Academic & Student Affairs of the College.

## **Payment Methods**

- Online – The preferred payment method is through student Populi accounts
- In-person – See Bursar or Front Office
- By phone – Call the Bursar at (505) 467-6837 or the Front Desk at (505) 467-6807
- By mail – send checks or money orders to: Southwestern College, 3960 San Felipe Rd., Santa Fe, NM 87507

## **Payment Plans**

Payment plans for students taking 2 or more credits can be requested by contacting the Bursar, 505-467-6837 or [attnbursar@swc.edu](mailto:attnbursar@swc.edu) before or at the time of registration. Payment plans are only available to students who are in good standing.

Payment Plan Terms:

- The payment plan must be in place and one-third of the financed tuition and fees paid by the first day of classes for the student to be in good standing
- The second payment of one-third is due on the 30<sup>th</sup> day of the quarter, and
- The third and final payment of one-third is due on the 60<sup>th</sup> day of the quarter. Payment plans must be paid in full by the final due date.
- Students on payment plans and in good standing, may register for a subsequent quarter before their final payment. If final payment is not made in full on the due date, students will be disenrolled from subsequent quarter courses.
- There is a \$25 fee for each payment plan agreement. This fee is waived if the student sets up automatic payments in Populi.
- If payments are not made by the scheduled due date, a \$25 late charge is assessed.

Students who make changes in their program plans, financial aid awards or other changes in their enrollment may have to adjust their payment plans.

## **Delinquent Accounts**

Accounts not in good standing at the end of the quarter will have a financial lock applied and students will be denied the following privileges:

- Registration
- Re-Admission
- Transcripts
- Payment plans for future quarters
- Library book check-out
- Graduation



## **Excess Aid Authorization**

Students can authorize the Bursar's office to apply excess Title IV aid to additional charges on their student account by checking off the Excess Aid Authorization box in Populi. Federal law allows schools to use federal aid funds to automatically pay for tuition and class fees. Students may incur additional fees such as bookstore purchases, non-credit NEI classes (\$375), Incomplete Course fees, etc. By selecting "Yes" on the Excess Aid Authorization, this allows Southwestern College to automatically pay these additional charges out of any Title IV credit balances (aid refunds) on the student's account. If the student chooses not to allow SWC to pay these fees automatically, simply leave the Excess Aid Authorization set to "No" on the aid application (Financial Aid tab) in Populi. Students are responsible for any additional charges or fees they incur on their account.

## **Tuition Refund Policy for Change in Enrollment**

Refunds of tuition will be made to students who complete the withdrawal procedures according to the schedules below. A \$50 drop fee will be deducted from all refunds. Refunds are calculated based on the full amount of tuition. If tuition has not been paid in full students continue to be liable for any money still due after withdrawing from a class.

### ***Tuition Refund Schedule for 10 week/Quarterly Classes and Independent Studies***

- 100% *before or during* the first one week of classes
- 0% after the first week of classes, except for classes that start **after** the first week
- To receive a full refund for classes that start after the first week, a drop form must be submitted by 5pm the Monday after the first week of that class

There are no refunds of Educational Resource Fees or Residency Fees.

### ***Tuition Refund Policy for Total Withdrawal***

**If a student withdraws from all classes, the tuition refund schedule is as follows for 10-week courses:**

- Week 1 — 100% refund
- Week 2 — 50% refund
- Week 3 — 25% refund
- Week 4 and beyond — 0% refund

Exceptions for documented mitigating circumstances may be considered by request through the Vice President of Academic & Student Affairs.

### ***Policy for Return to Title IV Funds***

Regulations governing the return of Title IV government loans require schools to return all unearned tuition funds to the lender. This will lower the amount of the borrower's loan. Returns of government loans are determined by a pro-rated calculation based on the student's last date the student attendance. Returns of Title IV funds are recorded to student's account and affect what amount may be refunded to the student when courses are dropped, or a student withdraws. Students are responsible for any balance due resulting from a return of Title IV funds.

### ***Policy for Financial Aid Refunds***

Financial Aid refunds are issued via ACH/direct deposit unless an exception is requested from the Bursar at [attnbursar@swc.edu](mailto:attnbursar@swc.edu). The form to set up ACH/direct deposit is located in Populi>Student & Career Service Group>Files>Business Office>Student Accounts.

It is also available from the Bursar and in the front office. Please allow up to five business days to process direct deposit authorization. The ACH authorization is in full effect for the duration of the student's enrollment unless SWC receives written notification of its termination. Financial aid refunds are only issued via ACH/direct deposit unless an exception is requested from the Bursar at [attnbursar@swc.edu](mailto:attnbursar@swc.edu).

### ***Financial Aid Refund Checks and Electronic Deposit to Students***

*Disbursement* is the process of applying federal loans, scholarships and private loans that the student has accepted to their account.

Any remaining loan funds after tuition & required fees have been paid are refunded to the student according to the following schedule below. The quarterly refund is posted to the student's bank account on the Thursday of the second week of classes.

Students in extenuating circumstances can request an early refund by filling out a Petition for Policy Exception Form. Requests will be reviewed on a case-by-case basis and the FA Administrator will give final approval or denial.

### ***Financial Aid Disbursement and Refund Schedule for 2024-2025***

<b>Quarter</b>	<b>Classes Start</b>	<b>Last Date to Drop (5pm) and Receive 100% of Tuition</b>	<b>Disbursement Date</b>	<b>Refund Date</b>	<b>Classes End</b>
Fall 2024	9/9/2024	9/17/2024	9/17/2024	9/19/2024	11/15/24
Winter 2025	1/5/2025	1/13/2025	1/14/2025	1/16/2025	3/14/2025
Spring 2025	3/30/2025	4/7/2025	4/8/2025	4/10/2025	6/6/25
Summer 2025	6/22/2025	6/30/2025	7/1/2025	7/3/2025	8/29/2025

After the first week of classes, refund checks and electronic deposits are issued the second Thursday following the completion of paperwork. If a check is requested and remains uncashed after mailing, Southwestern College may return the funds to the Department of Education no later than 240 days after the date the original check was issued. Students must contact the Bursar (505-467-6837) to arrange to pick up a check in person. To pick up checks in person, students must come to the front office with a picture ID. If a student is unable to pick up the financial aid check personally, they may designate a representative to pick the check up for them by signing a Waiver to Release Financial Aid Distribution. This form will name the person picking up the check on the student's behalf. The designated person must provide a picture ID for the check to be released.

## Financial Assistance

Southwestern College (SWC) offers financial aid programs for students and makes every effort to help a student meet their financial need, subject to the eligibility of funds. Southwestern College’s financial aid programs are founded upon the premise that responsibility for financing an education ultimately rests with students and their families. Students and their families should investigate local sources, such as service organizations, churches, Native American tribal affiliations, corporations and foundations for scholarship and loan funds. Please also refer to the SWC Financial Aid section of the SWC website for additional resources.

The Southwestern College financial aid programs include Unsubsidized Federal Direct Unsubsidized Loans, Graduate PLUS Loans, private or alternative loans, scholarships, graduate assistantships and payment plans. Each state’s Department of Labor or Division of Vocational Rehabilitation may offer aid through their programs. Students must complete a new FAFSA online every year at [www.studentaid.gov](http://www.studentaid.gov).

The federal programs SWC graduate and doctoral students are eligible for are Federal Unsubsidized Direct Loans and Federal Graduate PLUS Loans.

## Cost of Attendance

Cost of Attendance (COA) is calculated based on the academic program and planned enrollment status for each quarter (part-time or full-time) to establish the maximum amount of financial aid that can be offered. Students can contact the Financial Aid Office for a detailed breakdown of their individual Cost of Attendance for the academic year.

<b>COA - PhD Program (VPRL)</b>	
<b>Direct Costs</b>	<b>Per Unit</b>
Tuition	835
<b>Direct Costs</b>	<b>Per Quarter</b>
Resource Fee	300
Residency Fee (1 x year)	900
<b>COA - Full Time PhD (6+ Units)</b>	
<b>Indirect Costs</b>	<b>Per Quarter</b>
Living Expenses [Housing (\$1,700/mo.) & Food (\$500/mo.)]	5500
Transportation	1250
Books, course materials, supplies, and equipment	400
Miscellaneous personal expenses	750
Loan Fees	55
<b>PhD VPRL Programs</b>	<b>7955</b>
<b>COA - Part Time PhD (&lt;5 Units)</b>	
<b>Indirect Costs</b>	<b>Per Quarter</b>
Living Expenses [Housing (\$1,700/mo.) & Food (\$500/mo.)]	5500
Transportation	625

Books, course materials, supplies, and equipment	250
Miscellaneous personal expenses	750
Loan Fees	55
<b>PhD VPRL Programs</b>	<b>7180</b>

## Cost of Attendance Adjustments

Federal financial aid regulations allow SWC to adjust a student's cost of attendance if education-related expenses exceed the student's set/established COA. If approved, an increase in the cost of attendance ONLY increases any remaining loan eligibility. Requests are handled after the 1st week of the start of each term. Students can request an adjustment at any time during the academic year. Please contact the Financial Aid Advisor for any questions.

Categories of education-related expenses that can be considered:

- Purchase of a computer (one per academic program)
- Medical Expenses
- Dental Expenses
- Cost of disability accommodations
- Additional transportation expenses (repairs, travel for residences, etc.)
- Dependent Childcare expenses
- Living expenses (housing, utilities, food, etc.)

**Students needing additional information regarding the Southwestern College financial aid programs may write, call, or email:**

Southwestern College Financial Aid Office  
 3960 San Felipe Rd.  
 Santa Fe, NM 87507  
 (505) 416-7000  
 Toll-free (877) 471-5756, ext. 6816  
[financialaid@swc.edu](mailto:financialaid@swc.edu)

## Awarding Policy

Important Reminder: Students must apply for financial aid each academic year. The new year's Free Application for Federal Student Aid (FAFSA) becomes available on October 1st annually (for the upcoming Fall) on [www.studentaid.gov](http://www.studentaid.gov). A financial aid offer can include a combination of self-help (non-need based federal and/or private loans) awards, as well as any internal scholarships or external student resources acquired. Graduate students are not eligible for federal need-based aid, which includes Pell grants, SEOG, and subsidized loans. SWC does not currently participate in the federal work-study program.

Federal Loan programs require students to be enrolled at least half-time (in a minimum of 3 doctoral units per quarter). Loan amounts are based on the number of units the student takes for credit and are subject to each student's Cost of Attendance limit.

### ***Financial Aid Application Process***

Students can complete the FAFSA at any time, however, it is recommended students file their FAFSA by June 1st each year to allow processing time for the upcoming academic year. For more information on the FAFSA, visit <https://studentaid.gov>. SWC's federal school code is 030761.

Once a student completes their FAFSA, they should choose, or make adjustments to, their program planner as needed. Students should then submit the Financial Aid Request Form to communicate to the Financial Aid Office how much aid they are requesting. The Financial Aid Office will not package aid until the FAFSA and Financial Aid Request Form have been received. Once an aid offer has been generated for the student, they must login to Populi and accept, decline, or adjust their aid under the financial aid tab. First-time borrowers are required to submit Loan Entrance Counseling and sign their Master Promissory Note online at [www.studentaid.gov](http://www.studentaid.gov). Students are encouraged to only borrow what they need based on their individual tuition, fees and living expenses.

If deemed eligible for Federal Aid, a student can request up to \$20,500 annually in Federal Unsubsidized Loans. Tuition and required fees for the year must be covered first before any living expense refunds will be generated. If the Federal Unsubsidized Loan amount is not sufficient to cover tuition and required fees and/or additional living expenses, the student can apply for the Federal Graduate PLUS Loan, which is a credit-based application. If approved, the student can request maximum loan funds up to their individual cost of attendance. All student aid, including student loans, internal/external scholarships and other resources considered Estimated Financial Assistance, cannot exceed the student's established COA (cost of attendance). Scholarships can reduce loan amounts and loan amounts can be adjusted at the student's request. Students have the right to cancel all or a portion of their loan up to 14 days following disbursement.

### ***Verification Process***

Verification is a process in which the U.S. Department of Education selects a financial aid applicant's FAFSA to be audited. This may entail a review of federal income tax return transcripts from the IRS, identification information, or other documentation. Once verification documents are received and processed by the Financial Aid Office, we may be required to make corrections to your FAFSA. If your FAFSA is selected for verification by the U.S. Department of Education, you will not be awarded financial aid until you submit the required documentation and it is processed by our office.

## **Loan Programs**

### ***The Unsubsidized Federal Direct Loan***

The Unsubsidized Federal Direct Loan is a non-need-based loan available to degree students who maintain satisfactory academic progress and are enrolled at least half-time (minimum of 4 units per quarter for MA program and a minimum of 3 units per quarter for the PhD program). During the period a student remains enrolled at least half-time, the interest is accruing, and payments are deferred. At the end of the program or if the student attends less than half-time the interest will be capitalized. More information about interest and capitalization can be found on the student aid website: <https://studentaid.gov/understand-aid/types/loans/interest-rates#capitalization>.

Repayment of the loan by the student begins six months after completing the program or upon early withdrawal or when enrollment status changes to less than half-time.

The annual maximum amount potentially awarded to a student in Unsubsidized Federal Direct Loans is \$20,500. The aggregate (total) limit including undergraduate loans is \$138,500.

### ***Graduate Plus Loan***

This loan is also non-need based. To be eligible, students must be enrolled at least half-time in a degree seeking program, must file and meet the general eligibility requirements for the FAFSA, and not have an adverse credit history. More information about adverse credit history can be found on the student aid website: <https://studentaid.gov/help-center/answers/article/what-is-adverse-credit-history>.

The annual limit for a Graduate PLUS Loan is the student's Cost of Attendance (COA) minus any other financial assistance the student is receiving. Graduate PLUS loans do not have a grace period, but for students who received a PLUS Loan as a graduate student, there is an automatic six-month deferment after the student graduates, leaves school, or drops below ½ time enrollment in a degree-seeking graduate level program. Students can contact their loan services for more information; loan servicers can be found on the student aid website: <https://studentaid.gov/manage-loans/repayment/servicers>.

### ***Honorary Scholarships***

SWC Honorary Scholarships are available to both MA & PhD degree students who are enrolled at least half time and making Satisfactory Academic Progress. The Financial Aid Office publicizes these scholarships to students through our website, postings, and emails.

Details, deadlines, and requirements are available on our website: <https://www.swc.edu/financial-aid/honoraryscholarships/>

### ***Graduate Assistantships***

Graduate assistantships are awarded through the Office of Admissions. The Graduate Assistantship (GA) program is an opportunity for students to receive a stipend and discounted tuition in exchange for supporting SWC's administrative functions. Assistantships are typically awarded in the fall quarter for the entire year. The award funds are distributed equally over the course of three or four quarters. Part of the award is used to discount tuition; part is paid as a stipend. Graduate Assistants work 7-10 hours per week during the academic quarters supporting the administrative functions of the college. Details can be found on our website, contact Dru Phoenix in Admissions ([druphoenix@swc.edu](mailto:druphoenix@swc.edu)) for more information, or visit: <https://www.swc.edu/overview/tuition-and-financial-aid/graduate-assistantships/>

### ***Other Outside Funding***

Southwestern College also accepts all outside/private scholarships, grants, and state funding. Students can receive aid amounts up to their individual Cost of Attendance. Award amounts vary depending on the organization. Some outside scholarships can be found at <https://www.swc.edu/outside-resources/>.

SWC does not have a preferred private student loan lender. Students are encouraged to use a private loan comparison tool, such as <https://choice.fastproducts.org/FastChoice/loan/options> or <https://studentloanhero.com/marketplace/private-student-loans/>. The annual limit of a private student loan is the student's cost of attendance (minus any other aid). The interest rates vary. These loans are

approved based on credit history and can have a co-signer. It is the student's responsibility to apply to the lender of their choosing and to inform the Financial Aid Office. Grace periods for private loans are determined by the lender.

### ***Veteran's Benefits***

Southwestern College is approved by the New Mexico Veterans Service to educate veterans. Veterans wishing to obtain information should contact the Veterans Affairs Educational Office at 1-888-442-4551.

All applicants and recipients of veteran's benefits must maintain a cumulative grade point average (GPA) of 3.0. Students receiving veteran's educational benefits who fail to meet the minimum satisfactory GPA requirements will be placed on academic probation for one quarter. Students who achieve at least a 3.0 for the probationary period may continue for a second probationary period. Academic standing of students who fail to achieve a cumulative GPA of 3.0 at the end of their probationary period must be reported to the Veterans Affairs Regional Office.

Recipients of Veteran's Benefits must comply with all ethical conduct requirements of the College. Veterans Affairs regulations may require reporting of student ethical violations.

In accordance with Title 38 US Code 3679(e), this educational institution adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from VA. This educational institution will not:

- Prevent the student's enrollment.
- Assess a late penalty fee to the student.
- Require the student to secure alternative or additional funding.
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class.
- Provide a written request to be certified.
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

### ***Angel Fund***

Students that are experiencing a true and immediate financial emergency may request an award from the Angel Fund. These awards can range from \$25-\$400, depending on the situation and funding availability. All grants awarded through this program are considered financial aid.

Criteria to award:

- Student must be enrolled in a degree-seeking program and registered for classes during the quarter that the need arises.
- Funds are for a one-time emergency.

- Priority may be granted to students who do not qualify for other forms of financial aid.

To request funds:

- Student may submit an Angel Fund request via email to [financialaid@swc.edu](mailto:financialaid@swc.edu) stating an amount requested and reason for the request.
- Student should have a mitigating and immediate emergency with any supporting documentation attached to request.
  - A copy of utility bill, overdue rent notice, documentation proving loss of personal items due to theft or fire, a quote of repair cost for a car in the student's name, or any other documentation showing the reason for the emergency.
  - Follow-up receipts may be required.

If you would like to donate to this fund to help students in need, please contact our Chief Financial Officer (see appendix for contact information). Donations of any amount are welcome.

### ***Refund Policy for Financial Aid Borrowers (Return to Title IV)***

When a student does not complete the entire enrollment period (quarter), a portion of the federal funds received may need to be returned to the federal government. The Financial Aid Office is required to recalculate Title IV aid eligibility (Unsubsidized & PLUS loans) if a student officially or unofficially withdraws, is dismissed, or takes a leave of absence prior to completing 60% of the quarter. In these circumstances, the Financial Aid Office uses the student's last date of attendance in the Return of Title IV Funds calculation to determine the amount of federal aid the student has earned, and any amounts that need returned to the lender. This formula only applies when the student withdraws from all classes and is separate from the institutional tuition refund policy.

The Bursar's office will contact the student with any balance due after the return of funds and tuition refund policy have been applied. If the Return to Title IV calculation results in a credit balance, it will be sent to the student within 14 days. If the student does not have direct deposit set up with the Bursar's office, a check will be mailed to the student's current address listed in Populi.

### ***Financial Aid - Satisfactory Academic Progress Policy***

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 quarter, end of Winter quarter, end of Spring quarter, and end of Summer quarter).

The review will measure both qualitative (GPA) and quantitative (completion rate) standards, as well as maximum timeframe review. When evaluating SAP, all quarters of enrollment will be evaluated regardless of whether the student received Financial Aid during those quarters or not. For transfer students, only those credits that are transferred to SWC, and all credits attempted while attending SWC, will be counted toward the time frame. All Title IV SAP standards for students applying for and receiving Federal Financial Aid are established and monitored by the Financial Aid Office.



### **Qualitative Progress (Cumulative GPA)**

Students must maintain a cumulative grade point average of at least 3.0.

### **Quantitative Progress (Completion Rate)**

Students must pass and complete 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. A course is counted as completed only once, regardless of how many times attempted or the grade earned. Transfer credit is counted as attempted and completed, thus increasing a student's completion rate.

### **Maximum Time Frame (Pace of Progression)**

Students receiving Financial Aid must complete their program of study within a reasonable timeframe. The maximum timeframe is 150% of the published length of the academic program (to include all transfer credit hours) as measured in units. *For example, for a MA Program that requires 90 units, once a student attains 135 units ( $90 \times 150\% = 135$ ), they have met the maximum timeframe.* A student who reaches the maximum timeframe without completing his/her degree requirements is not eligible to receive federal financial aid. The timeframe calculation counts all attempted hours including repeated courses, ineligible courses and transfer hours accepted by SWC. This also includes hours taken under previous majors and hours for which a student did not receive financial aid.

### **End of Quarter Review**

Following every quarter, the three (3) SAP components will be reviewed by the Financial Aid Office. SAP is measured cumulatively and include all periods of the student's enrollment, even periods in which the student did not receive Federal financial aid. Transfer credit hours are also included.

### **Financial Aid Warning**

A student is automatically placed on a one-quarter Financial Aid Warning after the first quarter they fail to meet qualitative (3.0 GPA) and/or completion rate requirements (67%) for satisfactory academic progress. ***A student can continue to receive aid during this period.***

Students on warning must meet all cumulative standards by the end of the warning quarter to be eligible for financial aid the next quarter they attend. Note: Students who were on a prior approved appeal or appeal probation and do not meet all cumulative standards will not be eligible for another warning status and will be placed directly into suspension for purposes of financial aid.

### **Financial Aid Suspension**

Continuing students are suspended from receiving financial aid if they do not meet the SAP by the end of their warning quarter. ***Students on financial aid suspension will not receive any federal financial aid.*** Financial aid eligibility may be reinstated when all requirements of SAP are met. This suspension pertains only to financial aid and does not prevent a student from enrolling and paying for classes on their own. A student on suspension status has the right to appeal.

### **Financial Aid Probation**

A student who has submitted an appeal and has financial aid eligibility reinstated will be placed on Financial Aid Probation. At the end of the 1<sup>st</sup> probation quarter, the student is required to meet SAP standards. If a student does not meet SAP standards at the end of the 1<sup>st</sup> probation quarter but

demonstrates an increase towards SAP requirements, the student may appeal for a 2<sup>nd</sup> (extended) probation quarter.

### **Appeal Process for Students on Financial Aid Suspension**

Students who fall below SWC's SAP requirements have the right to appeal their ineligibility for Federal Financial Aid. All appeals are reviewed for extenuating circumstances by the Financial Aid Office (Appeal Review Committee). Appeals must contain the following documentation:

The student must submit a letter of appeal, describing the extenuating circumstance(s) that prevented the student from meeting the Financial Aid Satisfactory Academic Progress requirements and describe all actions the student has taken to prevent a repeat occurrence. If the student's academic transcript indicates that the student had more than one difficult quarter, the student must address the circumstance(s) for each quarter.

Students should attach any documentation that is relevant to their circumstance(s). For example, if the student had an illness that prevented them from attending classes, the student may provide a doctor's note or medical billing statement as verification of illness.

The Financial Aid Office will review the appeal and may request additional verification paperwork from the student in order to further document the appeal. The student will be notified of the Committee's decision within 10 days of the Committee's receiving the appeal letter.

### **Exit Loan Counseling**

All federal student loan borrowers (Unsubsidized or PLUS who leave their program of study, regardless of the reason (graduation, leave of absence, withdrawal, suspension, or expulsion) are required to complete Loan Exit Counseling at <https://studentaid.gov/exit-counseling/>. Federal loan borrowers will not be cleared for graduation until they complete Loan Exit Counseling.

## ACADEMIC POLICIES

*The following Academic Policies affect doctoral students. Those named “for the Doctoral Program” reflect distinct program policies, and others mirror campus-wide academic policies. Some other academic-related policies appear in the Grading and Evaluation section and other sections of this Course Catalog. See the VPRL Doctoral Handbooks for additional types of policy information.*

### Add/Drop

Students must register for degree classes prior to the first week of classes, as described in the Registration section. 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.

Students may add a course to their schedule prior to the class meeting.

To **add** a course prior to the first meeting:

- Students may add a course to their schedule prior to first the class meeting of the quarter and only if they completed any necessary pre-requisites.
- Submit a completed Add/Drop form (available in the Student & Career Services Group/Files in Populi).
- Tuition for courses added must be paid upon receipt of invoice through Populi.
- Students wanting to add a course after the first class meeting may only do so with permission of the instructor.
- Exceptions to this policy must be approved via a Petition for Policy Exception.

To **drop** a course:

- Consult with your VPRL Academic Advisor or the VPRL Program Director for PhD courses.
- The deadline to drop a class without receiving a “W” on the transcript is 5pm on Monday\* of the second week of the quarter, with the exception of classes that start in the second week of the quarter. The drop deadline for classes starting in the second week of the quarter is by 5pm on the Monday\* of the third week of the quarter. Drops are effective on the date the Course Add/Drop form is initiated. Courses are considered “Dropped” and removed from student’s transcript if the drop occurs by the deadline (For tuition refund information, see Refund Policy)  
\*If Monday is a holiday, the deadline is Tuesday.
- Submit a completed Add/Drop form (available in the Student & Career Services Group in Populi).

### Class Attendance Policy for the Doctoral Program

***Due to the experiential nature of the classes, attendance at and participation in all class sessions is required.***

- Attending the first and last class is critical. Students may only miss the first or last class for extenuating or catastrophic circumstances if they have received approval from their instructor prior to the missed class and have made arrangements to make up the missed class.
- If a student misses more than 2 classes for any reason, they will not receive credit for the class.
- If there is an emergency (illness, unforeseen circumstances, death in the family, etc.) or a student believes there is a justifiable reason for missing a single class, the student must contact the instructor prior to the class and complete the following for it to count as an excused

absence:

- Discuss the reason;
- Receive permission to miss the class session, and;
- Arrange for and complete the makeup assignments.
- If a student misses a class due to illness or unforeseen circumstances, and does not complete the process above, it will be considered an unexcused absence. Any unexcused absence from class may result in a failing grade or administrative withdrawal from a course.

Being present for synchronous online doctoral classes means having functioning internet access and being onscreen during class sessions with either a laptop or desktop (not a cell phone) for the duration of class sessions. It is fine to turn off video during breaks. Any exception to the class attendance policy must be approved by Program Leadership via the Petition for Program Exception form.

## **Class Withdrawal**

There are different types of withdrawal from a class, initiated by the student or the program.

### ***Withdrawal from a Credit Class (student Initiated)***

Withdrawal from a 10-week class must be completed before the end of the ninth week of the quarter. Withdrawal from a 7-week class must be completed by the end of the sixth week. Withdrawal after these deadlines may result in a grade of 'F'.

#### **Students may withdraw from a class by following these steps:**

- Consult with course instructor;
- Consult with the Director of the Doctoral Program
- Consult with Financial Aid Office (if receiving financial aid);
- Complete a *Drop/Withdrawal Form* and secure the appropriate signatures.

### ***Administrative Withdrawal from a Class (college initiated)***

The administration may withdraw a student from a class who has registered for but not attended a class or classes.

## **College Withdrawal from the Doctoral Program (Student Initiated)**

Withdrawal from the College means that the student does not plan to return for at least one year. Withdrawal from the College may be requested by the student due to health, medical, family, or personal issues.

#### **Any student considering withdrawal should:**

- Consult with the VPRL Director regarding their situation.
- Consult with the Financial Aid Office regarding the effect of withdrawal on financial aid (if they are receiving it).
- Consult with the Bursar to review their student account.

If the student chooses to go forward with the withdrawal, they must complete and submit the *College Withdrawal form* available on Populi. (See Student and Career Services Group in Populi for electronic version of all forms.)

## **College Withdrawal from the Doctoral Program (College Initiated)**

The administration may withdraw a student from the College who has not registered for nor attended any classes toward the completion of their graduate degree (as determined by their program planner) for two consecutive quarters (six months). If the student wishes to re-enroll, they need to contact Enrollment Services to re-apply. See Re-Admission policy below.

## **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 to 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).

## Leave of Absence from the Doctoral Program

Students wishing to halt their enrollment for up to 365 days (1 year) apply for a Leave of Absence (LOA).

### Students considering a leave of absence should:

- Consult with the VPRL Director regarding their situation and program plan.
- Consult with the Financial Aid Office regarding financial aid.
- Consult with the Bursar to review their student account.
- Complete the *Petition for Leave of Absence* (All such forms are on Populi in the Student & Career Services Group/Files/Student Forms.)

## Financial Aid and Leave of Absence

Schools may not distribute aid while a student is on an approved leave of absence. A student who is approved for a leave of absence **after** receiving financial aid for the quarter may be required to return a portion of the aid received. See the Return of Title IV Policy.

## 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.

### **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.

## **Registration**

### ***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 sometimes include weekend intensives. Refer to quarterly schedules for information on specific dates and times for each class offered.

### ***Registration Procedures***

Students register for all classes via the Populi System during their designated registration date and time. Students will receive a notice to their SWC email with the date and time. On their designated date at their designated time students will see a notice on their Populi home page, "Registration is now open", under 'Alerts', this will give them a direct link to the Registration page. Remember if registering from out-of-state, make sure to register at the scheduled time on the NM Mountain time zone.

Online self-registration will remain open until midnight of a student's registration date. If a student is unable to register on that date or needs to make changes to their classes, registration remains open via phone & email to the Registrar's Office, through the Friday before the start of the quarter.

If a class or class section the student wants are closed and they can't register for it, the student must register for an open class or class section and then call contact the Registrar's Office to be waitlisted for the class or class section they want. We are committed to equity in this process and waitlists are a first come first serve process as space becomes available.

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 choice between different required classes and so they register after Full-time students and 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, students who are admitted first will register first. 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. Registration 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.**

To qualify for Early Registration, students must have one of the following special circumstances and submit the required documents listed below:

#### **A fixed and non-flexible employment schedule that conflicts with class times**

Required Documentation: a signed and dated letter (on business letterhead), from the student's employer which includes a schedule of the days and times they work and attesting that their schedule is fixed and not flexible.

#### **Childcare related reason**

Required Documentation: a signed and dated statement from the student clearly outlining the circumstance that requires them to have particular class days and/or times.

#### **Traveling more than 50 miles one way to campus (ground students only) requiring the student to bundle classes on the same day to reduce travel**

Required Documentation: 1) a signed and dated statement from the student outlining how they plan to bundle classes; 2) a PDF of a Google Map or from a similar GPS mapping system showing they live more than 50 miles from campus. Note if the student is not bundling their courses to limit travel they may not be approved for early registration as simply living more than 50 miles from campus is not a reason for early registration.

#### **Health related reason**

Required Documentation: a signed and dated letter (on business letterhead) from a healthcare provider indicating and supporting the need for particular class days and/or times (ex: class time A fixed and non-flexible employment schedule that conflicts with class times

Required Documentation: a signed and dated letter (on business letterhead), from the student's employer which includes a schedule of the days and times they work and attesting that their schedule is fixed and not flexible.

#### **Childcare related reason**

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**Health related reason**

Required Documentation: a signed and dated letter (on business letterhead) from a healthcare provider indicating and supporting the need for particular class days and/or times (ex: class time conflicts with a standing medical treatment appointment).

**Other circumstances beyond the students control not listed above**

Required Documentation: 1) a signed and dated statement from the student outlining the special circumstance, how it relates to needing classes on a particular day and/or time; 2) a signed and dated letter of support attesting to the circumstances in the student's statement if needed.

Requests based on instructor preference or for courses outside of a student's enrollment designation, i.e. distance or on-ground, will not be accepted.

Decisions regarding early registration will be made on a case-by-case and on a quarterly basis. The Registrar's Office will notify the student of the outcome of their request within seven business days of the submission deadline. Students who are approved for Early Registration will be placed in eligible classes only. Students will have two business days from the date of notification to review and confirm the classes are correct. Students will be responsible for registering for any unapproved or ineligible classes during their scheduled registration time.

**Repeating Courses**

With the approval of Academic Council, or its designee, a course may be repeated to:

- improve a previous grade (a course counted for degree requirements must be repeated if a student receives an NP (No Pass) or
- gain a deeper understanding of the course competencies.

Students pay the current tuition rate for any class they are approved or required to repeat. All coursework will appear on their transcript, however only the last grade earned in each course will be used to determine good standing. Students may repeat a class twice and have it covered by financial aid.

## **STUDENT RECORDS AND THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

### ***FERPA Policy***

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. Southwestern College's practices in regard to student record keeping and access are based on the provisions of FERPA. The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. These rights include:

### **Right to Inspect and Review Records**

- Students have the right to inspect and review the student's education records within 45 days after the day the university receives a request for access.
- A student should submit a written request to the Registrar that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

### **Right to Request Amendment of Records**

- Students have the right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
- A student who wishes to ask the school to amend a record should write the Registrar or school official responsible for the record, clearly identifying the part of the record the student wants changed and specify why it should be changed.
- If the school decides not to amend the record as requested, the Registrar will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

### **Right to Privacy of Records**

- Students have the right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. This includes parents, spouses, or others who may seek access to the student's record. The College would only provide PII to these or any other parties with the student's written consent. Examples of PII include:
  - Dates of Attendance
  - Degrees Granted and Dates Conferred
  - Awards Received
  - Enrollment Status (full or part time)
  - Institution Attended or Most Recent Educational Agency
- Schools may disclose, without consent, directory information (designated below), collectively or individually.
  - Student Name
  - Address(es)

- Telephone Number(s)
- Date and Place of Birth
- Major Field of Study
- A student may request that the student’s directory information not be released without prior written consent by submitting a “Request to Withhold/Release Directory Information” form by the end of the second week of classes.

**Right to File a Complaint with the Department of Education**

- Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Southwestern College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, D.C. 20202

***FERPA Authorized Disclosure***

SWC discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Southwestern College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Southwestern College who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, collection agent, or student volunteering to assist another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for Southwestern College.

FERPA permits the disclosure of PII from students’ education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student if it is:

- To other school officials, including teachers, within Southwestern College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university’s State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, Southwestern College in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of Southwestern College, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

***Possible Federal and State Data Collection and Use***

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which a student’s education records and personally identifiable information (PII) contained in such records - including Social Security Number, grades, or other private information - may be accessed without consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to a student’s records and PII without consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to the education records and PII without consent to

researchers performing certain types of studies, in certain cases even when such research is objected to or not requested. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without the student's consent PII from education records, and they may track participation in education and other programs by linking such PII to other personal information about the student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

### ***Name Changes***

Students who have changed their legal name and wish to update their academic record should contact the Registrar at [collegeregistrar@swc.edu](mailto:collegeregistrar@swc.edu) and submit it with the appropriate documentation. A copy of a signed, valid Social Security card is required for all name changes along with one of the following: a State Driver's License, Passport (U.S./International), U.S. Resident Alien Card, U.S. Military ID, Indian tribe's enrollment card, or U.S. Bureau of Indian Affairs identification card containing the signature and photograph of the individual. Documents must be legible and valid at the time of being submitted.

## **Southwestern College Communication**

### **Student Identification Numbers**

All SWC students are assigned a random seven-digit student identification number. Students are requested to use this number when requesting information from the school.

### **Document Submission**

SWC requests that students submit documents through one of its secured applications including Populi, Adobe Sign, eSign, Foxit, and Wufoo. Unless a different return method is specified, students are responsible for returning/submitting any requested documentation through the designated application to allow tracking of document receipt and minimize the possibility of document loss.

### **Assignment Submission**

All course assignments must be submitted via SWC's Learning Management System (Populi) for that course. Students encountering technical difficulties should contact Tech Support for assistance. Students are responsible for checking to ensure that all work has been submitted accurately.

### **Access to Closed Courses**

Students have access to prior courses content and assignments indefinitely from the Populi homepage.

### **Email Acceptable Use Policy**

Email is an official means for communication within Southwestern College and, therefore, Southwestern College has the right to send communications to employees and students via email and the right to expect that those communications will be received and read in a timely fashion. All communication from faculty and staff to students must be sent through their official Southwestern College email account and not through a personal email account.

### **Assignment of Email Addresses**

All students are assigned a Southwestern College email address that will be the official address for communication with students.

Following College Withdrawal or Academic Suspension, Southwestern College email accounts may be deactivated until the student is reinstated with the College. Students should review their profile in Populi to correct/modify their secondary email and ensure continued communication with Southwestern College.

### Official Communications

Employees and students are expected to check their official SWC email frequently and on a consistent basis to stay current with SWC communications. SWC recommends employees and students check email daily.

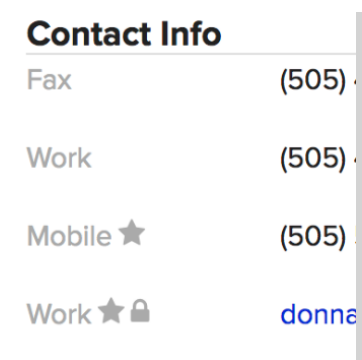
### Redirecting Email

Although not recommended, students may have their SWC email address redirected to another email address. However, SWC is not responsible for the handling of email by outside vendors. Having email redirected does not absolve a student from the responsibilities associated with communications sent to the student's official email address. SWC employees, including part-time faculty and staff, may not have their SWC email redirected to any other email address.

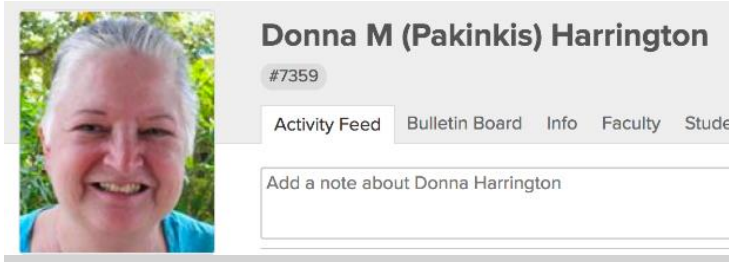
### Student Directory Information

Populi, the College's student records management system, places the release of information in the hands of the individual. Students may control their profile privacy, time zone, and birthday announcements using the settings in Populi. Students may restrict access to phone numbers, email addresses, and mailing address information without locking their entire profile. Student Directory and attendance information is often requested by prospective employers. Selective locking of information is preferred.

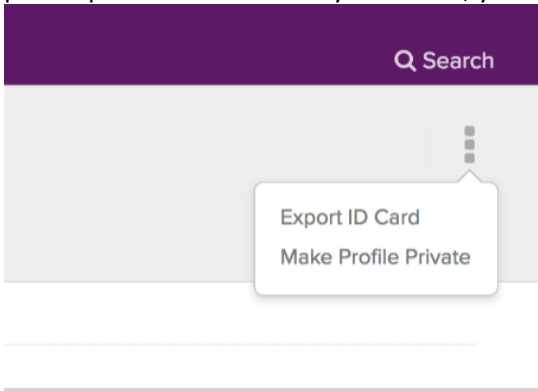
After login, Click on MY PROFILE. Select the INFO tab. To the left of phone numbers, email and mailing addresses, you will see a padlock that you can activate by clicking. Dark grey is private, light grey is public.



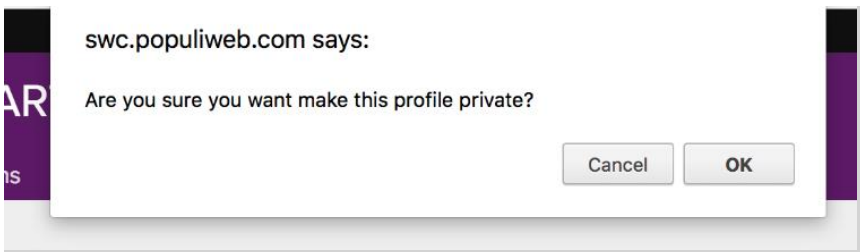
If your entire profile is PUBLIC, no padlock is visible to the left of your name.



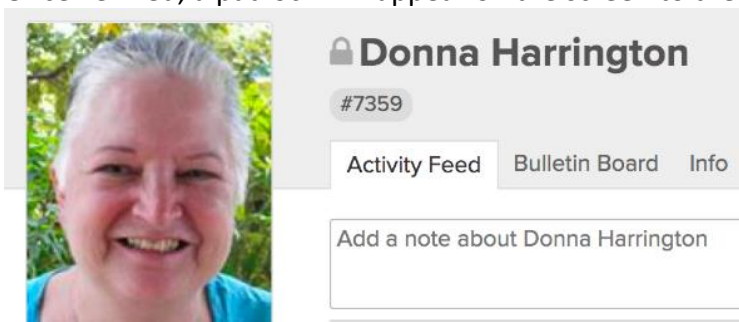
If you want to lock your entire profile, look for three dots on the right of the screen to mark your entire profile private. Note: when you do this, your classmates will not have access to your contact info.



A pop-up will ask you to verify this choice.



Once verified, a padlock will appear on the screen to the left of your name.





## Technology Policy for Online Technology Resources

Technology Services provides a variety of tools and services to support online students, faculty, and staff. Your Southwestern College email account (swc.edu) is needed to access any of these resources and services.

Services include:

- Southwestern College Populi: permanent access to student data, online classes, and all classroom resources.
- Web-based email and software from Microsoft Office 365
- 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 may be downloaded on up to 5 personal devices
- Adobe products for faculty and staff with a business need
- Autodesk products for creativity
- Avast antivirus
- Assistance with configuration and troubleshooting personal devices by appointment.

Technology Services are provided by the Chief Technology Officer and Distance Learning Director and Technology Services Coordinator. See Populi for contact information.

## Policy for Verifying Student Identity

### *Overview*

The United States Federal Higher Education Opportunity Act requires that all institutions offering distance courses or programs certify that the student registering for a course is the same student who participates in the course or received course credit. The FHEOA required that one or more of the following mechanisms be employed:

- A secure login and pass code
- Proctored examination
- New or other technologies and practices that are effective in verifying student identification.

### *Policy Statement*

In compliance with these federal requirements, Southwestern College has adopted the following policy.

1. All students will be issued a unique e-mail account with a secure logon and pass code upon being accepted to Southwestern College or admitted to an online program. All e-mail communication between Southwestern College and the student will be through this e-mail account. The SWC email system does not permit automated password resets. Reset requests are immediately forwarded to system administrators. The system administrator contacts the student directly by phone or Zoom to insure the person requesting the reset is the actual student.
2. All electronic courses at Southwestern College will be offered through Populi, which students will access with their secure logon and pass code.
3. Instructors will emphasize the academic integrity policy in their syllabus and use normal

pedagogical practices (reviewing student writing samples, conferencing with students in person or through Internet technology, etc.) to verify student identity.

4. Any student found to have permitted another student to represent them for any portion of an online course will be dismissed from the course and will not be permitted to take any other online courses at or through Southwestern College.
5. Instructors may, at their discretion, require proctored examinations or use other technologies that are effective in verifying students' identities.
6. Student ID Photos are uploaded into their Populi account. Enrollment services also verifies identity during the admission process, using state issued ID documents and live interactions with students via Zoom web conferencing.

### **Transcript of Academic Records**

Official copies of student transcripts, grades and evaluations are kept in the Registrar's office. A student may obtain an official transcript of work completed at Southwestern College through Populi, the College website, or by written request to the Registrar.

Transcript requests are processed weekly and will be processed within 2 weeks of the submission of the request. Southwestern College does not issue copies of transcripts or documents received from other institutions.

Unofficial transcripts are available for free in Populi.

### **Transfer Credit Policy for the Doctoral Program**

Due to the unique, transdisciplinary nature of the courses in the Visionary Practice and Regenerative Leadership doctoral curriculum, we do not accept transfer credit into our doctoral program. Contact the Director of Enrollment Services at [admissions@swc.edu](mailto:admissions@swc.edu) for more information on this if needed.

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

**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
<b>Write-up</b> Page Count, Basic Writing Skills (i.e., grammar, syntax, punctuation, spelling) APA 7th ed.— formatting, headers, in-text citations, reference section, etc.	<b>20 - 18.41 points</b> 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.	<b>18.4 - 17.41 points</b> 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	<b>17.4 - 15.81 points</b> 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	<b>15.8 - 0 points</b> 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
<b>Follows Specific Framework and/or Prompt of the Paper (See Syllabus and/or Instructor)</b>	<b>30 - 27.61 points</b> EXCEEDS EXPECTATIONS (A+/A) Paper clearly presents and connects all required components. Subject matter clearly relates to assignment topic.	<b>27.6 - 26.11 points</b> MEETS EXPECTATIONS (A-/B+) Paper meets requirements of presenting and connecting components. Subject matter relates to assignment topic. Subject matter relates to assignment topic.	<b>26.1 - 23.71 points</b> DEVELOPING (B/B-) Paper minimally presents connecting required components. Subject matter somewhat relates to assignment topic.	<b>23.7 - 0 points</b> UNDEVELOPED (C=Failing) Paper does not include one or more of the required connecting components. Subject matter not related to assignment topic.	30
<b>Clarity and Organization in Expression of Ideas</b>	<b>20 - 18.41 points</b> 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.	<b>18.4 - 17.41 points</b> 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.	<b>17.4 - 15.81 points</b> DEVELOPING (B/B-) Organization and clarity of paper needs improvement; can be followed or understood with effort. Paper demonstrates some synthesization 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.	<b>15.8 - 0 points</b> UNDEVELOPED (C=Failing) Writing lacks clarity and organization; is difficult to follow or confusing. Paper demonstrates a little to no synthesization and critique of information. Paper fails to integrate a variety of perspectives, resources, or evaluative process. Discussion of material irrelevant, or redundant.	20
<b>Selected Subject Relates to Course Material and content is supported by relevant sources Demonstrating Critical Thinking</b>	<b>30 - 27.61 points</b> 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.	<b>27.6 - 26.11 points</b> 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.	<b>26.1 - 23.71 points</b> 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.	<b>23.7 - 0 points</b> 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
<b>Total</b>					<b>100</b>

### ***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)	<b>14.2 - 13.07 points</b> Initial response is posted early.	<b>13.06 - 12.36 points</b> Initial response is posted on time.	<b>12.35 - 11.23 points</b> Initial response is posted one day late.	<b>11.22 - 0 points</b> Initial response is posted two or more days late or not at all.	14.2
Initial Response Post (Content)	<b>14.2 - 13.07 points</b> 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.	<b>13.06 - 12.36 points</b> 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.	<b>12.35 - 11.23 points</b> DEVELOPING (B/B-) Initial response post is somewhat focused and addresses some of the points or questions delineated in the prompt.	<b>11.22 - 0 points</b> 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)	<b>14.8 - 13.63 points</b> 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.	<b>13.62 - 12.89 points</b> Initial response demonstrates some understanding of the content as evidenced by general connections with the readings and resources.	<b>12.88 - 11.7 points</b> Initial response demonstrates limited understanding of the content - connections with the readings and resources are not evident.	<b>11.69 - 0 points</b> Initial response demonstrates a lack of understanding of the content.	14.8
Responses to Classmate's Initial Posts	<b>14.2 - 13.07 points</b> 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.	<b>13.06 - 12.36 points</b> 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.	<b>12.35 - 11.23 points</b> 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.	<b>11.22 - 0 points</b> 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)	<b>14.2 - 13.07 points</b> 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.	<b>13.06 - 12.36 points</b> 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.	<b>12.35 - 11.23 points</b> 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.	<b>11.22 - 0 points</b> UNDEVELOPED (C=Failing) Makes a significantly limited contribution to the discussion - no interaction and engagement or minimal interaction and engagement.	14.2
Synthesis	<b>14.2 - 13.07 points</b> 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.	<b>13.06 - 12.36 points</b> 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.	<b>12.35 - 11.23 points</b> Posts a synthesis that identifies key learning, insights gained or take-a-ways from the discussion. Synthesis reflects limited understanding of the material discussed.	<b>11.22 - 0 points</b> Does not post a synthesis or synthesis lacks detail and/or substance.	14.2
Format/Mechanics	<b>14.2 - 13.07 points</b> Writing is well organized, clear, concise and focused with no errors in grammar/mechanics/syntax.	<b>13.06 - 12.36 points</b> There are some issues with or errors in organization, focus, clarity, and/or grammar/mechanics/syntax.	<b>12.35 - 11.23 points</b> There are numerous issues with or errors in organization, focus, clarity and/or grammar/mechanics/syntax.	<b>11.22 - 0 points</b> There are numerous major issues with or errors in organization, focus, clarity, and/or grammar/mechanics/syntax.	14.2
<b>Total</b>					<b>100</b>

## **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 directly 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.

*See Academic Policies for other evaluation-related materials, such as the Plagiarism and Academic Dishonesty policy.*

## DOCTORAL COURSES

*Courses are delivered on campus via residency and at a distance (via Zoom synchronous, online, or independent study). See course schedules published quarterly for availability.*

### **VISIONARY PRACTICE AND REGENERATIVE LEADERSHIP DOCTORAL PROGRAM**

#### **VPRL 600 Residency 1: Seeking**

**1 unit**

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 Core Faculty and Faculty Mentors. Residency sessions will 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 will be provided. Assigned readings will be discussed. Students will 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 will explore what “breaks their hearts” and what they are intending to mend or repair – both within themselves and in the world. Students will meet with faculty and be matched with a Faculty Mentor. All assignments pre-residency, during residency, and post-residency are required.

#### **VPRL 610 Embodied Cosmology**

**3 units**

Inner cosmology is a journey of psychological and emotional health, mental acuity, archetypal sensibility, and spiritual awakening. Outer cosmology is a study and modeling of the created universe from its origins to its ontological possibilities. Embodied cosmology is the integration of the two within our constitutional and perceptual framework. In this course, we will develop our visionary skills through self-knowledge and integrative practices constellating a cosmology of self and the universe, the correspondence of inner and outer realities, forming the ontological basis for grounded strategies resolving the spectrum of issues that challenge us in the world. The consequent world view then becomes a perceptual lens that provides the greatest reach for the exploration and application of visionary practices and regenerative leadership.

#### **VPRL 620 The Phenomenology of Visionary Practice and The Call to Serve**

**3 units**

Throughout history and across cultures, powerful dreamers, mystics, and visionaries who communicate their vision and inspire action have contributed significantly to art, culture, science, religion, politics, etc., for visioning is archetypal; an innate activity of consciousness that is intentional, relational, integrative, regenerative, creative, and mysterious. Through visionary practices, we engage with the transpersonal realm to bring to conscious awareness and initial expression each student’s vision-seed as an inherent, generative, and mytho-archetypal manifestation of their embodied values. The vision-seed expresses the individual’s unique essence and calling. Fundamental to one’s vision-seed is service within a greater whole guided by ethics of transpersonal love, discernment, reciprocity, and compassion. We experience the sourcing of this altruism, which is beyond ego or role, through myth and nature with attention to the principle of relatedness and values of regeneration. Turning towards wound, loss, reactivity, and other challenges as meaningful, we develop capacities of courage, humility, compassion, forgiveness, resilience, and a deeply embodied experience of inner/outer meaning, interconnection, and symposium. This course is designed as an invitation to greater connection or calling that can lead to

renewed purpose and new ways of being, doing, and knowing. It is an experiential, exploratory opportunity for direct engagement with the phenomenology of visionary practice.

***VPRL 630 Traditions of Native American Thought: New Minds and New Worlds*** **3 units**

This course will explore selected topics, issues, and processes related to traditions of Native American thought. Lecture, book analysis and discussion followed by reflective writing and individual presentation will form the foundation for this exploration. Special emphasis will be placed on creating a grounded philosophical understanding of Native American traditions of thought upon which students may draw upon as they apply their knowledge of Native American thought in their future educational and professional work. The thematic areas which will be used to guide our exploration as they relate to Native American thought include: telling a special story, the creative and story-based nature of Native thought; the philosophical paradigms inherent in Native thought; traditions of thought as represented in Native American expressions of community; the expressions of Native thought through traditional orientations to plants; the expressions of Native thought through myth and relationship to animals; the expressions of Native thought as expressed in relationship to place and community; exploration of the guiding paradigm of “thinking the highest thought;” exploration of the representations of Native thought inherent in traditional forms of Native education and; transformative perspectives for the future of Native thought in creating “*new minds and new worlds.*”

***VPRL 640 Regenerative Leadership*** **3 units**

This course prepares the regenerative leader to critically and creatively perceive the opportunities for transformation within the threat multipliers of the current socio-ecological, systems-scale crises. As a counterpoint to contemporary degenerative and extractive economies and cultures, and the ecological and viral dangers they are generating, the course cultivates learning and leadership inspired by the 4 Ds (diagnosis, dream, design, and delivery) within systems thinking and regenerative approaches. This exploration spans multiple scales, including the personal biofield, ecological and economic households, as well as the bioregional and biospheric, and universal forces and energies. Learners gain literacy in key challenges, fields, and frames to engage in wild imagination and regenerative leadership, including across materialities, systems, and sites of regeneration such as bodies, economies, carbon, soil, food, fiber, waterways, learning, and design. Students learn from lead practitioners and leading-edge research, collaborating in teams to critically evaluate and utilize complex datasets while applying integrated social-ecological regenerative design. Concepts such as draw-down, uplift, and the pluriverse offer regenerative reframes to inspire the students’ emergent ideas. Students explore their own voice and unique offering along several of Scharmer’s dimensions, to upgrade: a) our learning infrastructures toward whole-person and whole-systems learning; b) our democratic infrastructures by making them more direct, distributed, and dialogic; and c) our economic infrastructures toward shifting from “ego-system” to “eco-system” awareness. We collaborate to free up fresh frames and unfreeze mind, heart, and will for the important work the world is birthing in us.

***VPRL 651 Self-Directed Study and Scholarly Writing I*** **3 units**

In order to advance their mastery of knowledge, skills, and/or related areas in their visionary project and doctoral program, students will select a specific area of focus for a deeper exploration with the support and guidance of a selected subject matter expert and with oversight from their Faculty Mentor. Required readings, viewings, and assignments will be agreed upon prior to the beginning of the quarter and the Self-Directed Study form will be completed and approved detailing specific course objectives, work to be completed, and a rationale. Students may identify an appropriate workshop, seminar, or other existing program to help satisfy this requirement. One hundred hours will be focused on the topic

of the Self-Directed Study. This can include contact time with the instructor plus reading, writing, community engagement, creative work, etc. An additional 50 hours will be dedicated to building skill in scholarly writing. Students will complete a final academic paper along with a short, written reflection to integrate their learning into their doctoral trajectory.

***VPRL 660 Introduction to Research Methods: Pathways of Insight***

**3 units**

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

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

**3 units**

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

***VPRL 681 Self-Directed Study and Scholarly Writing II***

**3 units**

In order to advance their mastery of knowledge, skills, and/or related areas in their visionary project and doctoral program, students will select a specific area of focus for a deeper exploration with the support

and guidance of a selected subject matter expert and with oversight from their Faculty Mentor. Required readings, viewings, and assignments will be agreed upon prior to the beginning of the quarter and the Self-Directed Study form will be completed and approved detailing specific course objectives, work to be completed, and a rationale. Students may identify an appropriate workshop, seminar, or other existing program to help satisfy this requirement. One hundred hours will be focused on the topic of the Self-Directed Study. This can include contact time with the instructor plus reading, writing, community engagement, creative work, etc. An additional 50 hours will be dedicated to building skill in scholarly writing. Students will complete a final academic paper along with a short, written reflection to integrate their learning into their doctoral trajectory.

***VPRL 700 Residency II: Gathering & Grounding***

**1 unit**

This four-day immersive on-ground experience frames the start of the second phase of study for doctoral students as they move from initiates to designers. The second residency marks a significant transition, concluding their course of divergent study and converging on their regenerative visionary project and dissertation focus. During this residency, students will identify strengths as well as gather skills and insights to support their dissertation proposal and field work/research design. They will envision their Wisdom Council and map the doctoral pathway ahead. We review the Program Learning Outcomes, and students identify what they need to investigate in more depth. Immersive field experiences with plant gathering and fabric dyeing as well as guided encounters help develop clarity in embodied practices drawing from and expressing densely saturated fields of meaning. Gathering, clarifying, distilling, consolidation, and deepening are hallmarks of the second residency. Students share and receive feedback and support on their emerging project vision and design while gaining greater knowledge and capacity to express their ideas.

***VPRL 710 Ethics: Embodied Social Justice Leadership for Vision and Regeneration***

**3 units**

This course includes an analysis of historical and contemporary ethical frameworks. Students will explore their inherent biases, the role of regenerative leadership in developing and maintaining ethical frameworks, and the strategies that link ethical practice to visionary principles of community and planetary justice and care. This seminar will encourage learners to explore, critique, develop, and embody their own ethical frameworks through a series of readings, reflections, and exercises. In addition to the readings put forth by the instructor, the participants will introduce materials that interest and/or trouble them. These will provide insight into the intersection of ethics and our current and future commitments to work, to each other, and to the Earth. Remembrance, regeneration, and restoration themes are explored through analysis and generation of creative counternarratives. Grappling with and healing patterns of interpersonal drama, marginalization, and intergenerational trauma nurtures relational ethics. Students research and take inspiration from contemporary examples of reparative and emergent strategies. Students will design reparations projects to achieve ethical, visionary, and just practices.

***VPRL 720 Advanced Research Methods: Regenerative Inquiry***

**3 units**

The world is calling for regeneration. Inquiry shaped by regenerative design and imaginal emergence involves deep shifts toward ways of being and knowing that honor care, complexity, collaboration, adaptation, interdependence, resilience, and systems actualizing for life-giving design and transformation. In this course, students deepen their sense of place and elaborate collective vocation. They identify potentials to iteratively design for systemic flourishing. Bridging from theory to embodied practice, students engage in advanced research methods through the lens of becoming regenerative designers, practitioners, and leaders. Students gain skills in accessing the matrix of deep imagination to translate their dreams and vision sprouts into plans for inquiry, while grappling with and becoming



certified in research ethics. Learners also apply principles of respect, relationship, representation, relevance, responsibility, and reciprocity from Indigenous methodologies to develop their emerging ethical research designs. Practical skills in regenerative leadership and facilitation of biomimicry-inspired innovation support methodological clarity. Actively utilizing regenerative design processes plus methodology-specific resources moves students from sketches and précis to briefings and proposals regarding the methods of their emerging doctoral project focus.

***VPRL 730 The Vessel: Exploring Historicity, Lineage, and Legacy***

**3 units**

To be in ceremony is to belong, to appropriately apply our gifts and training with the understanding that our work is rooted in healing. This course marks a threshold between the core courses and the start of dissertation design. Students synthesize a conceptual essay to harvest achievements and transformations thus far and pivot in creative courage toward the work ahead. Students grapple with clarifying the streams of their own lineages and contexts, and what legacies their regenerative visionary projects can contribute toward. This course engages students to apply Anzaldúa borderland and nepantla theory as they explore historicity, lineage, and legacy topics to nurture their upcoming dissertation research. Anzaldúa coined the term nepantla, a space between physical, emotional, psychological, and spiritual borders, as a place where nepantleras reconnect with their soul and collective consciousness. Nepantla theory enables visionary scholar-activists to move between thresholds, to hold space in paradox, sustaining a both/and approach to emergent meaning-making. Students apply nepantla theory to curate a way of being that diverges then converges, going out into sources of support and then coming back to synthesize meaning. Nepantlera students are able to fiercely navigate wastelands and spaces-between with transdisciplinary and trans-species grace and embodiment. Traversing borderlands with critical and creative capacities, students will design and build dynamic Legacy Vessels with Scrolls, representing written and artistic distillations and symbols of their evolving sense of belonging, contribution, and legacy. These works serve as community conversation catalysts and process templates. Students' mutual contribution via scholarly, imaginal, symbolic, and reflexive methods poignantly inform and sustain ongoing proposals and life trajectories. The class culminates in the students sharing their creations with their supportive community, rippling out into the world as they proceed into their dissertation research and writing process.

***VPRL 731 The Vessel: Exploring Historicity, Lineage, and Legacy***

**1 unit**

To be in ceremony is to belong, to appropriately apply our gifts and training with the understanding that our work is rooted in healing. This course marks a threshold between the core courses and the start of dissertation design. Students synthesize a conceptual essay to harvest achievements and transformations thus far and pivot in creative courage toward the work ahead. Students grapple with clarifying the streams of their own lineages and contexts, and what legacies their regenerative visionary projects can contribute toward. This course engages students to apply Anzaldúa nepantla theory as they explore historicity, lineage, and legacy topics to nurture their upcoming dissertation research. Nepantla theory enables visionary scholar-activists to move between thresholds, to hold space in paradox, sustaining a both/and approach to emergent meaning-making. Students apply nepantla theory to curate a way of being that diverges then converges, going out into sources of support and then coming back to synthesize meaning. Nepantlera students are able to fiercely navigate wastelands and spaces-between with transdisciplinary and trans-species grace and embodiment. Traversing borderlands with critical and creative capacities, students will design and build dynamic Legacy Vessels with Scrolls, representing written and artistic distillations and symbols of their evolving sense of belonging, contribution, and legacy. The class culminates in the students sharing their creations with their supportive community, rippling out into the world as they proceed into their dissertation research and writing process.

***VPRL 770 Regenerative Visionary Project I: Planning***

**3 units**

In this course, students draw together the strands of their vision, interests, informing literatures, and methods to propose a project in the field of experience. The regenerative visionary project represents the fieldwork and data collection for the dissertation. Therefore, the IRB requirement must be satisfied in order to move ahead with the visionary project. The concurrent course in revising the dissertation proposal satisfies the IRB requirement and prepares the student for the fieldwork described in this course's proposal. The student works with their Wisdom Council and the community with which they plan to engage to design, detail, and revise their regenerative visionary project proposal. This proposal will overview the project, include information about site or partner logistics, goals and methods, and means of encounter and engagement of the regenerative visionary project. The student artfully considers what information, data, investigations, curiosities, conversations, and recordings might help shed insight and support exploring the effectiveness of the project. Students demonstrate project management skills by producing a detailed timeline and budget as part of their project proposal. In this course, students undertake a revision cycle of their regenerative visionary project proposal with a major milestone after the term's midpoint, to integrate feedback from their Wisdom Council and any site teams in their emerging work.

***VPRL 780 Regenerative Visionary Project II: Action***

**6 units**

As a fruit of mindful design and supported articulation, the journey of the visionary and regenerative leader in the Southwestern program culminates in the realization of the visionary project. In this term, the student leads their regenerative visionary project enacted in the field: whether through community engagement, conducting interviews or focus groups, facilitating design charrettes, or social entrepreneurship; or through piloting a project, a systems intervention, the making of new creative work, or a self-cultivation initiative. The visionary project action process is dynamic, and by design seeks feedback, input, guidance, and/or evaluation from members of the contexting community(ies) — or from engaged participants. So, as the student enacts vision and regeneration, they expand their circles of insight. A critical dimension of the quarter of the visionary project action involves maintaining a daily fieldwork journal. The student also produces an update reporting progress, actions, and initial insights at least every three weeks for their Wisdom Council dissertation committee. The term concludes with the sharing of the fieldworking journal with their Wisdom Council, plus a final summary of action. This term of action prepares the student for the next term of reflection on their visionary project.

***VPRL 780-A Regenerative Visionary Project II-A: Action***

**3 units**

As a fruit of mindful design and supported articulation, the journey of the visionary and regenerative leader in the Southwestern program culminates in the realization of the visionary project. In this term, the student begins to lead their regenerative visionary project enacted in the field: whether through community engagement, conducting interviews or focus groups, facilitating design charrettes, or social entrepreneurship; or through piloting a project, a systems intervention, the making of new creative work, or a self-cultivation initiative. The visionary project action process is dynamic, and by design seeks feedback, input, guidance, and/or evaluation from members of the contexting community(ies) — or from engaged participants. So, as the student enacts vision and regeneration, they expand their circles of insight. A critical dimension of regenerative visionary project action involves maintaining a daily fieldwork journal. The student also produces an update reporting progress, actions, and initial insights at least every three weeks for their Wisdom Council dissertation committee. The term concludes with the sharing of the fieldworking journal with their Wisdom Council, plus a summary of action.

***VPRL 780-B Regenerative Visionary Project II-B: Action*****3 units**

As a fruit of mindful design and supported articulation, the journey of the visionary and regenerative leader in the Southwestern program culminates in the realization of the visionary project. In this term, the student continues to lead their regenerative visionary project enacted in the field: whether through community engagement, conducting interviews or focus groups, facilitating design charrettes, or social entrepreneurship; or through piloting a project, a systems intervention, the making of new creative work, or a self-cultivation initiative. The visionary project action process is dynamic, and by design seeks feedback, input, guidance, and/or evaluation from members of the contexting community(ies) — or from engaged participants. So, as the student enacts vision and regeneration, they expand their circles of insight. A critical dimension of regenerative visionary project action involves maintaining a daily fieldwork journal. The student also produces an update reporting progress, actions, and initial insights at least every three weeks for their Wisdom Council dissertation committee. The term concludes with the sharing of the fieldworking journal with their Wisdom Council, plus a summary of action. This course series focused on action prepares the student for the next phase of reflection on their visionary project.

***VPRL 790 Regenerative Visionary Project III: Reflection*****6 units**

Reflective and reflexive meaning-sensing is the fount of insight for visionaries and regenerative leaders. Upon successful completion of the actions for the visionary project, doctoral students engage in reflection, metacognition, and metadiscursion. What new awarenesses are arising? What might these insights mean for systems design and visionary practice? The student continues the practice of the visionary practice journal to capture emerging reflections and connections. The doctoral journeyer applies their identified sensemaking method to their data, whether multi-cycle qualitative coding, grounded theory saturation, regenerative design, or other identified method. The student submits written and/or visual and/or media-based structured reflection to their doctoral team on actions taken and input/guidance/evaluation from participants and/or members of their community. Opportunities for sense-making, deepening inquiry, and exploration result, which suggest new avenues of research, additional information needed, new service or leadership, and other emergent possibilities. Often students will utilize member-checking to cycle their emergent insights back through the communities of their visionary project. The student also produces an update reporting progress, actions, and insights at least every three weeks for their Wisdom Council dissertation committee. This course enables the student to engage in multiple ways of knowing to produce original insights for the furtherance of the regeneration of self, place, society, interlinked systems, and the planetary.

***VPRL 790-A Regenerative Visionary Project III-A: Reflection*****3 units**

Reflective and reflexive meaning-sensing is the fount of insight for visionaries and regenerative leaders. Upon successful completion of the actions for the visionary project, doctoral students begin to engage in reflection, metacognition, and metadiscursion. What new awarenesses are arising? What might these insights mean for systems design and visionary practice? The student continues the practice of the visionary practice journal to capture emerging reflections and connections. The doctoral journeyer starts to apply their identified sensemaking method to their data, whether multi-cycle qualitative coding, grounded theory saturation, regenerative design, or other identified method. The student submits written and/or visual and/or media-based structured reflection to their doctoral team on actions taken and input/guidance/evaluation from participants and/or members of their community. Opportunities for sense-making, deepening inquiry, and exploration result, which suggest new avenues of research, additional information needed, new service or leadership, and other emergent possibilities. Often students will utilize member-checking to cycle their emergent insights back through the communities of their visionary project. The student also produces an update reporting progress, actions, and insights at least every three weeks for their Wisdom Council dissertation committee. This course enables the

student to engage in multiple ways of knowing to produce original insights for the furtherance of the regeneration of self, place, society, interlinked systems, and the planetary.

***VPRL 790-B Regenerative Visionary Project III-B: Reflection***

**3 units**

Reflective and reflexive meaning-sensing is the fount of insight for visionaries and regenerative leaders. Metabolizing the action phase of the visionary project, doctoral students continue to engage in reflection, metacognition, and metadiscursion. What new awarenesses are arising? What might these insights mean for systems design and visionary practice? The student continues the practice of the visionary practice journal to capture emerging reflections and connections. The doctoral journeyer applies their identified sensemaking method to their data, whether multi-cycle qualitative coding, grounded theory saturation, regenerative design, or other identified method. The student submits written and/or visual and/or media-based structured reflection to their doctoral team on actions taken and input/guidance/evaluation from participants and/or members of their community. Opportunities for sense-making, deepening inquiry, and exploration result, which suggest new avenues of research, additional information needed, new service or leadership, and other emergent possibilities. Often students will utilize member-checking to cycle their emergent insights back through the communities of their visionary project. The student also produces an update reporting progress, actions, and insights at least every three weeks for their Wisdom Council dissertation committee. This course enables the student to engage in multiple ways of knowing to produce original insights for the furtherance of the regeneration of self, place, society, interlinked systems, and the planetary.

***VPRL 800 Preparing the Dissertation Proposal***

**3 units**

Having completed the major theory and methods courses, the doctoral student turns to the design and proposal of the dissertation. Via the literature review, students elaborate on earlier doctoral program research and writing to articulate a deeper understanding of informing theories and current regenerative practice and research. The student also elaborates and clarifies their focused project design, leveraging regenerative design and leadership as well as robust methods, to pinpoint a research question, an opportunity space, and the means of contribution, writing these up in a formal proposal. This dissertation proposal provides the rationale for the work being proposed in the project. An important dimension of this course involves forming and convening the doctoral team, the Wisdom Council, including recruiting a chair, or Midwife, from amongst Southwestern faculty, a second academic in a relevant field, and an embedded community member from the proposed project space. The student develops a pitch about their project proposal for doctoral team recruitment and additionally proposes an engagement model for consultation and work with their doctoral Wisdom Council. The student begins to identify potential consultants as needed. In this way, the doctoral team is a microcosm of skills-building for the regenerative leadership embodied in the forthcoming visionary project. By the end of the term, the student has successfully formed a Wisdom Council and has submitted their dissertation proposal. The dissertation proposal should be a properly academically styled document, free of grammatical, usage, or mechanics issues and featuring clear organization and signposting and skillful argumentation. The preparation of the dissertation proposal will also reflect skillful and scholarly citation and substantiation of well-designed proposals with clear rationales. In this course, the student also engages in metacognitive/meta-discursive reflection about the process and insights of the term, synthesizing these in a brief process reflection paper.

***VPRL 810 Dissertation Proposal Revision & Completion***

**3 units**

This course supports the student's iterative revision and finalization of their dissertation proposal with the guidance of their Wisdom Council committee. The student will also develop and submit their Institutional Review Board proposal. The Wisdom Council dissertation committee continues to be a

nexus for emerging regenerative leadership practices, facilitation skills, and agile communication. The term flows through four main processes and related milestones. (1) Feedback: A committee meeting focalizing feedback on the completed dissertation proposal is held within the first few weeks of the term. (2) Revision: The student actively engages in the dissertation proposal revision process, tracking changes responsively and developing clarifying visualizations. By the course midpoint, the revised proposal plus revision table should be submitted to the core faculty for review, with subsequent sharing with the committee. (3) Proposal finalization: Often students find it helpful to hold a final proposal review meeting to gain sign off on their dissertation proposal. Any final outstanding changes can be agreed upon and rapidly resolved through diligent doctoral learner leadership. (4) Institutional Review Board (IRB) Research Proposal Submission. Simultaneous with further committee review and final revisions, the student will be finalizing the research design for submission to the Institutional Review Board. This IRB proposal will include the research proposal form, a brief representation of the literature review and methods, and detailed protocols and procedures for recruitment of research sites and/or participants, methods of data generation, analysis, and community review, along with other ethical considerations. Completion of the course requires the Wisdom Council signoff and successful submittal of the IRB research proposal to the Institutional Review Board. The student will also submit a final reflective paper, along with sample research memos and evidence of the ongoing research journal, summarizing evolutions and learnings from the term.

***VPRL 820 Collaboratorium I***

***1 unit***

The collaboratorium is an emergent nexus for mutual care and mutual support for vibrant dissertation progress. The collaboratorium leverages agile and regenerative leadership practices to close the gap between challenge and embodied solution for dissertating writers. The collaboratorium achieves mutual momentum on crafting and articulating inspiring, senseful, and compelling transdisciplinary dissertation writing through sustained engagement and weekly synchronous connection. Appreciative approaches, depth peer review, and resource sleuthing and sharing support collective intelligence and rapid progress. Instructor-led briefings, mutual momentum meetings, success coaching, group genius resource sharing, a flowing chat “beehive,” and follow-on writing spaces sustain accelerated progress on writing, reflection, and meaning-sensing. Instructor-led briefing topics can include: maintaining momentum and rewiring procrastination; setting micro-milestones and writing goals; writing from sketch and concept map to extended outline; pre-writing, flow writing; signposting in complex manuscripts; manuscript organization; successful substantiation; kinship, relationality, and connective thinking in sense-making and visualization; ethical tending of multiple voices in texts; and undermining binaries and supporting voicings for multiple ways of knowing.

***VPRL 830 Writing the Dissertation I: Findings, Context, Insights***

***6 units***

The dissertation is the culminating document of the visionary practitioner and regenerative leader’s journey at Southwestern College. Upon completing the visionary practice action and reflection cycle, which begins after the accepted dissertation proposal, students are prepared to undertake dissertation writing. The dissertation represents the translation of insights from the visionary project, situating these insights inside of the existing literature and the work in the field. The focus of this term is on articulating findings. The student will complete any qualitative sense-making to distill and articulate findings via tables, charts, and major insights. The student will curate compelling stories and substantiation for their findings. The student will also reweave these findings with relevant work in the field and existing literatures to draft the findings chapter. A major milestone in the term occurs when students turn in their draft Dissertation Part 4, Findings, to their Wisdom Council. This integrative work might also surface additional areas for coverage in Part 2, regarding the literature review. Leveraging the dissertation proposal, the student should thus complete the term with a Part 4 findings chapter, and be

able to integrate this with a refreshed literature review in Part 2, and a revisited methods section for Part 3, reflective of the actual journey of the visionary project. By the end of this term, the student will have begun creating an effective scaffold for the body of the dissertation.

***VPRL 830-A Writing the Dissertation I-A: Findings***

**3 units**

The dissertation is the culminating document of the visionary practitioner and regenerative leader's journey at Southwestern College. Upon completing the visionary practice action and reflection cycle, which begins after the accepted dissertation proposal, students are prepared to undertake dissertation writing. The dissertating researcher draws out key findings from the visionary project. The focus of this course is on distilling and articulating findings. The student will complete any qualitative sense-making to distill and articulate findings via tables, charts, and major insights. The student will curate compelling stories and substantiation for their findings. A major milestone in the term occurs when students turn in their draft Dissertation Part 4A, Findings, to their Wisdom Council.

***VPRL 830-B Writing the Dissertation I-B: Discussion and Insights***

**3 units**

The dissertation represents the translation of insights from the visionary project, situating these insights inside of the existing literature and the work in the field. In the last class, Findings, the doctoral journeyer followed an infolding process of digging into the fieldworking material to locate and prioritize key passages, phrases, and meanings. During this course, Discussion and Insights, the student unfurls back outward, discussing each finding by exploring the meaning of each finding and interweaving it into the context of existing literatures and insight pathways. The student will reweave these findings with relevant work in the field and existing literatures to draft the discussion part of the findings chapter. The work in this course involves beginning to move from the "what" of sensemaking and articulating findings to the "so what" of integrating the findings into the larger streams of shared knowledges and meanings. What does the doctoral journeyer think each finding means? This integrative work might also surface additional areas for coverage in Part 2, the literature review. Leveraging the dissertation proposal, the student should thus complete the term with a full Part 4, the findings and discussion chapter, and be able to integrate this with a refreshed literature review in Part 2, and a revisited methods section for Part 3, reflective of the actual journey of the visionary project. By the end of this term, the student will have moved forward in creating an effective scaffold for the body of the dissertation.

***VPRL 840 Collaboratorium II***

**1 unit**

Collaboratorium II sustains a nexus for mutual care and support for vibrant dissertation progress. The collaboratorium leverages agile and regenerative leadership practices to close the gap between challenges and embodied solutions for dissertating writers. This course focuses support on the process of developing conclusions and recommendations as well as the peer review and effective revision of manuscripts. Concurrent with their Writing the Dissertation II coursework in developing Part 5, Conclusions, of their dissertation, students will work on clarifying the significance of their findings, translating these into conclusions and recommendations. Course colleagues propose and articulate the "so what" and "now what" of their research and utilize appreciative inquiry to support each other in improving their articulation. The collaborative nature of the course also supports developing and testing the effectiveness of summary visualizations and charts. Further, as the students prepare their complete Dissertation Draft for handoff to their respective Wisdom Councils, they support each other in peer review of their preliminary complete drafts. In preparation, students will add in organizational markers, signposts, and transitions to heighten readability. Appreciative approaches, depth peer review, and skill development in revision management and inspiration build critical capacities for emerging leaders. Instructor-led briefings, mutual momentum meetings, success coaching, group genius resource sharing,

a flowing chat “beehive,” and follow-on writing spaces sustain accelerated progress on writing, reflection, and revision. Students leverage the collegial practice space of group genius to hone vibrant, multimodal, and life-giving texts and visualizations.

***VPRL 850 Writing the Dissertation II: Recommendations, Proposals, Synthesis*** **6 units**

The focus of this term for the emerging visionary practitioner is on translating findings and insights into proposals and recommendations. The regenerative design cycle supports place-based systems-actualizing. The recommendations and proposals of the regenerative visionary practitioner spring to life with vibrant visuals and descriptions, insightful process models, systems-embedded pathways, and/or emerging networks. Thus, the student undertakes writing Part 5, the conclusion chapter, sharing the surprises, recommendations, and the “so what” of the inquiry journey, while identifying vistas for future inquiry, fieldwork, or design. The student formulates any proposals or schemata resulting from their insight process while situating their significance. Depending on the project space, some students might include regenerative designs within their proposals and recommendations as they develop their conclusion chapter. Additionally, the student has now gained a full sense of the trajectory of their writing, insight, and proposal-making. This work prepares students to draft/revise their Part 1, abstract and dissertation introduction, as they also continue identifying any glossary terms and tuning their literature review. Students also undertake updating references, assembling appendices, and grooming for review, applying style guidelines as they revise and sew together their full document, responsive to ease of reading, transitions, and clarity. The aim of Writing the Dissertation II is for the student to assemble a complete draft of their dissertation (including Parts I through 5) by the end of the term, which they will hand off for Wisdom Council review and feedback.

***VPRL 850-A Writing the Dissertation II-A: Recommendations & Proposals*** **3 units**

The focus of this term for the emerging visionary practitioner is on translating findings and insights into proposals and recommendations. The regenerative design cycle supports place-based systems actualizing. The recommendations and proposals of the regenerative visionary practitioner spring to life with vibrant visuals and descriptions, insightful process models, systems-embedded pathways, and/or emerging networks. Thus, the student undertakes writing the start of Part 5, the conclusion chapter, particularly sharing the surprises and recommendations. The student formulates any proposals or schemata resulting from their insight process while situating their significance. Depending on the project space, some students might include regenerative designs within their proposals and recommendations as they develop their conclusion chapter.

***VPRL 850-B Writing the Dissertation II-B: Synthesis*** **3 units**

Dissertating students complete writing Part 5 of their dissertation, the conclusion, in this course. Students articulate the significance of their work as they describe the “so what” of the inquiry journey. They also identify vistas for future inquiry, fieldwork, or design (the “now what”). Additionally, the student has now gained a full sense of the trajectory of their writing, insight, and proposal-making. This work prepares students to draft/revise their Part 1, abstract and dissertation introduction, for now the student has come full cycle and knows what journey they are to be signposting and what pathways of insight they would like to introduce their reader to. Dissertating learners continue identifying any glossary terms and finish tuning their literature review. Students also undertake updating references, assembling appendices, and grooming their dissertation for review, applying style guidelines as they revise and sew together their full document, responsive to ease of reading, transitions, and clarity. The aim of Writing the Dissertation II-B is for the student to assemble a complete draft of their dissertation (including Parts I through 4) by the end of the term, which they will hand off for Wisdom Council review and feedback.

**VPRL 860 Collaboratorium III****1 unit**

Collaboratorium III sustains a nexus for mutual care and support for vibrant dissertation progress. The collaboratorium leverages agile and regenerative leadership practices to close the gap between challenge and embodied solution for dissertating writers. This course focuses support on the process of developing conclusions and recommendations as well as the peer review and effective revision of manuscripts. Concurrent with their Writing the Dissertation coursework, students will work on clarifying the significance of their findings, translating these into conclusions and recommendations. Course colleagues propose and articulate the “so what” and “now what” of their research and utilize appreciative inquiry to support each other in improving their articulation. The collaborative nature of the course also supports developing and testing the effectiveness of summary visualizations and charts. Further, as the students prepare their Dissertation Draft for handoff to their respective Wisdom Councils, they support each other in peer review. In preparation, students will add in organizational markers, signposts, and transitions to heighten readability. Appreciative approaches, depth peer review, and skill development in revision management and inspiration build critical capacities for emerging leaders. Instructor-led briefings, mutual momentum meetings, success coaching, group genius resource sharing, a flowing chat “beehive,” and follow-on writing spaces sustain accelerated progress on writing, reflection, and revision. Students leverage the collegial practice space of group genius to hone vibrant, multimodal, and life-giving texts and visualizations.

**VPRL 870 Collaboratorium IV****1 unit**

This class supports sustained engagement with dissertation writing and document formulation. Mutual support and collaborative intelligence models retain and sustain students in the depth dimension of sensing meaning and articulating arguments, interpretations, and proposals that are well-substantiated and compelling. Students apply creative and regenerative design to develop ongoing, productive writing practices and side by side writing time via virtual library and writing salons. Students provide peer reviews of their colleagues’ emerging summary visualizations and proposals. Instructor-led briefings, mutual momentum meetings, success coaching, group genius resource sharing, a flowing chat “beehive,” and follow-on writing spaces sustain accelerated progress on writing, reflection, and revision. Students leverage the collegial practice space of group genius to formulate and revise vibrant, multimodal, and life-giving texts and visualizations.

**VPRL 880 Collaboratorium V****1 unit**

Collaboratorium V supports student momentum during the revision, completion, and launch cycle of the dissertation document. The collaboratorium leverages agile and regenerative leadership practices to sustain momentum and workshop solutions for dissertating writers. This course focuses support on the process of review and effective revision of manuscripts along with the launch of the completed dissertation. Appreciative approaches and skill development in revision management and issue resolution build critical capacities for emerging leaders. Students practice the art of curating, tracking, and detailing resolutions of revision suggestions from multiple reviewers to succeed in dissertation revision. Holistic views across the entire dissertation document yield insights and strengthen the integrity and readability of complex documents. Students also look ahead to leverage and build networks for launching their insights into the world. Instructor-led briefings, mutual momentum meetings, success coaching, group genius resource sharing, a flowing chat “beehive,” and follow-on writing spaces sustain accelerated progress on writing, reflection, and revision. Students leverage the collegial practice space of group genius to revise and finalize vibrant, multimodal, and life-giving texts and visualizations.



**VPRL 900 Residency III: Crossing the Threshold****1 unit**

The third residency, *Crossing the Threshold*, celebrates the movement toward conclusion of the doctoral journey. Students and their doctoral program chairs (midwives) will come together for four days in the beginning of the Spring quarter of their final quarter. This final residency is a celebration of achievement and learning as students near completion of their dissertations. Students will share their work through both a poster session and a presentation. They will engage feedback from peers and faculty. In addition, they will have time with their chair/midwife for support and direction toward completion. One residency session will focus on preparing the dissertation for publication with ProQuest. Another session will focus on a launch plan post-graduation to include mapping social and professional networks, identifying resources, and beginning the imaginal process of life after the dissertation. This session will include discussion of career services and alumni relations.

**VPRL 905 Collaboratorium VI****1 unit**

In the ongoing journey of completing the dissertation, we continue to undertake extensive listening, revision, and rewriting. The act of coming together in community continues to support us in mutual momentum and insight. In this final collaboration space before completion, we pause and appreciate the journey we've undertaken together. We look to our dissertating colleagues and appreciate the mutual support that has enabled all the progress we have made. We gladly offer affirmation, critical insight, feedback, and reflection. While doing complete read-throughs, tracking changes, and dispositioning issues raised by our Wisdom Councils and Midwives, we get our arms around the dissertation manuscript as a whole. We burnish glossaries, headings, formatting, and tune the references for completeness. We apply APA to all figures and tables to create special tables of contents using styling tools. We prepare the document for uploading into the database. We work together to leverage networks and synergize about joint publication and presentation and projects as the world continues to weave healing in and through us.

**VPRL 910 Writing the Dissertation III: Revision, Completion, Reflection, Launch****6 units**

The visionary and regenerative leader enters their culminating term at Southwestern with the engagement and support of their Wisdom Council, engaging in a full review and final revision of their dissertation document. The term kicks off in the first week with a meeting of the full Wisdom Council giving their feedback and markup at that time. Taking in feedback from the wisdom of their full committee, the student engages in an immersive and iterative revision, tracking and documenting changes in a table of changes for clarity and to evidence responsiveness. With the support and frequent meetings with their Midwife/Coach, the committee chair, the student creates timelines and prioritizes changes and planning for completion. By the final week of the quarter, the Wisdom Council will meet again and endorse and celebrate the final dissertation. In addition to the revised dissertation, completely ready and publishable via ProQuest, students also develop a "Launch Plan" to launch their dissertation writing and the subsequent project, practice, publication, and/or worldwork they are imagining into being. This Launch Plan will include attention to timelines, resources, and goals. It will also map the social networks and regenerative pathways to support the birth of this work into the world.

**VPRL 910-A Writing the Dissertation III-A: Revision****3 units**

The visionary and regenerative leader enters their culminating phase at Southwestern with the engagement and support of their Wisdom Council, engaging in a full review and final revision of their dissertation document. The term kicks off in the first week with a meeting of the full Wisdom Council

giving their feedback and markup at that time. Taking in feedback from the wisdom of their full committee, the student engages in an immersive and iterative revision, tracking and documenting changes in a table of changes for clarity and to evidence responsiveness. With the support and frequent meetings with their Midwife/Coach, the committee chair, the student creates timelines and prioritizes changes and planning for completion.

***VPRL 910-B Writing the Dissertation III-B: Completion, Reflection, Launch***

***3 units***

The visionary and regenerative leader enters their culminating term at Southwestern with the engagement and support of their Wisdom Council, engaging in a finalization of their dissertation document. In the previous course, the student has submitted their revised thesis document and table of revisions, noting the disposition of each recommendation by the Wisdom Council. By the final week of this quarter, the Wisdom Council will meet and endorse and celebrate the finalized dissertation. In addition to the revised dissertation, completely ready and publishable via ProQuest, learners also develop a “Launch Plan” to launch their dissertation writing and the subsequent project, practice, publication, and/or worldwork they are imagining into being. This Launch Plan will include attention to timelines, resources, and goals. It includes an ethical plan for communicating with the contexts and communities out of which the research has emerged. It will also map the social networks and regenerative pathways to support the birth of this work into the world.

***VPRL 920 Dissertation Continuation***

***3 units***

Dissertations offer conceptual frameworks and methods for fieldwork, share findings, and offer recommendations for innovations in visionary practice and regenerative leadership. Continuing doctoral students in the dissertation phase are supported by their Midwife (doctoral committee chair) and Wisdom Council (committee) in the birthing of their written work. Iterations of writing, refinement, review, and revision sustain progress on the final written offering of the Southwestern doctoral journey. Continued progress on tight, clear writing, strong substantiation and exemplification, and insightful visualizations are the hallmarks of this process. Students utilize project management to hone their documents and appendices. They lead collaboratively with their Wisdom Council and embedding communities to make significant progress on their goals and the articulation of their regenerative visionary practice.

# PHD ACADEMIC CALENDARS, 2024-2029

## PHD PROGRAM ACADEMIC CALENDAR 2024-2025

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### 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

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### 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

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### 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

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### 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

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### 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