



SOUTHWESTERN COLLEGE & NEW EARTH INSTITUTE



CONSCIOUSNESS-CENTERED GRADUATE SCHOOL

3960 San Felipe Road, Santa Fe, New Mexico 87507 www.swc.edu

The mission of Southwestern College is Transforming Consciousness through Education.

This Course Schedule lists all required classes for **Fall Quarter 2026** for doctoral students in the PhD Program in Visionary Practice and Regenerative Leadership. The Fall Quarter Book List and Course Descriptions follow the Course Schedule. Tuition per quarter unit is \$977 with no additional Educational Resource Fee.

For information on Financial Aid, contact financialaid@swc.edu

For information with Registration, contact collegeregistrar@swc.edu

For questions about your Program Planner, contact PhD VPRL Academic Advisor emilahdetro@swc.edu

For other support, contact PhD VPRL Program Director, annfilemyr@swc.edu or

PhD VPRL Program Coordinator, nanaya@swc.edu

Fall Term, September 21- December 6, 2026

No Class Meetings the week of: November 22-28, 2026

REGISTRATION INFORMATION Registration is Monday, August 17, 2026

IMPORTANT REGISTRATION INFORMATION:

- **Students will be registered by the Registrar's office rather than through self-registration.**
- Please review the courses you are registered for in your Program Planner by going to: **Populi > Info tab > Scroll down to the Program Planner field > The LAST planner is the most recent/accurate one.**
- If you would like to make a change to your planner - move to full-time, half-time, take a Leave of Absence (LOA), etc., contact the VPRL Academic Advisor at: emilahdetro@swc.edu

Please note that for Cohort 5 incoming doctoral students, the required NEW STUDENT ORIENTATION is Monday, September 14, on the campus of Southwestern College, 9 am – 4 pm, immediately followed by VPRL 600 Residency I activities. Lunch will be provided.

FALL 2026 COURSE SCHEDULE

VPRL 600 RESIDENCY I: SEEKING

Ann Filemyr, PhD & Dylan Martinez Francisco, PhD

\$977-1 quarter unit
\$2,200 Residency I Fee

Mandatory Orientation Monday, September 14. On-ground intensive residency, Tuesday, 9/15-Saturday, 9/19. Detailed schedule to follow registration. Southwestern College & Ghost Ranch, Abiquiu, NM.

VPRL 610-2 EMBODIED COSMOLOGY FOR INQUIRY

Rochelle Calvert, PhD Wednesdays 9/23-12/2, 4-7 pm MT*

\$2931-3 quarter units
Zoom Synchronous

***Please note one class session will be moved from Wednesday, 11/11/26, to Friday, 11/13/26**

VPRL 610-2 Embodied Cosmology for Inquiry

3 doctoral units

Embodied cosmology is an integrative approach to understanding the universe that bridges somatic experience with cosmic awareness, emphasizing the interconnectedness between our bodily existence and the larger cosmos. Embodied cosmology recognizes that we do not just observe the universe from the outside – we are the universe becoming conscious of itself through our felt sense, inner knowing, lived experience, and regenerative designs. This course adds the lens of inquiry as a process and practice to aid in identifying how our own positionality and interests intersect with the world’s calling. Contemplative practices such as meditation, movement, and somatic inquiry will be used to amplify our conscious awareness. We source the cosmological in wellspring metaphors and frames from multiple living wisdom traditions. Transformative research from the embodied cosmology perspective includes an understanding that the researcher is part of what they study, that multiple ways of knowing are valuable, and that a systems approach is vital to the inquiry process. This course will delve deeply into the work of exemplar inquirers who are regenerative leaders and visionary practitioners. This adventure fleshes out how cosmology influences which areas of study, paradigm, and methodology are embraced and expressed. We will emphasize inquirers who combine more than one paradigm, adopting a transdisciplinary approach to their areas of study. We will welcome the messy, the indeterminate, the complex, and the provisional to open up spaces that Western scientific positivism has precluded. This leads to a deeper understanding of what questions are life-giving and how to develop one’s own personal, evolving cosmology. Our own embodied cosmology can continue to provide a key lens for exploration of and research about visionary practices and regenerative leadership.

VPRL 620 The Phenomenology of Visionary Practice & the Call to Serve

3 doctoral 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 sympoiesis. 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 710 Ethics: Embodied Social Justice Leadership for Vision & Regeneration

3 doctoral 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 doctoral units

This course provides an in-depth exploration of research proposal writing within the context of regenerative research processes that emphasize sustainability, equity, and systemic well-being in scholarly and transdisciplinary practices. Students will continue their written and conceptual work from the previous course, VPRL 660-2 Research Methods I, with a sustained focus on structuring and applying specific research frameworks and methodologies that align with their ethical, culturally responsive, and transformative research goals and topics. Students will continue refining their research proposals to include a specific research method/s that aligns with their topic and research questions, as well as describing their data collection process(es) and analysis or meaning-making processes.

VPRL 770 Regenerative Visionary Project I: Planning

3 doctoral 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 quarter's midpoint, to integrate feedback from their Wisdom Council and any site teams in their emerging work.

VPRL 790 Regenerative Visionary Project III: Reflection

3 doctoral 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 840 Collaboratorium II

1 doctoral 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 910 Writing the Dissertation III: Revision, Completion, Reflection, Launch **6 doctoral 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.

**FALL 2026
VPRL PHD PROGRAM BOOK LIST**

FOR VRPL 600

RESIDENCY I: SEEKING (*Filemyr & Martinez Francisco*)

Electronic selections will be provided on Populi.

FOR VRPL 610-2

EMBODIED COSMOLOGY FOR INQUIRY (*Calvert*)

REQUIRED:

- \$24 Elgin, D. (2009). *The living universe: Where are we? Who are we? Where are we going?* Berrett-Koehler. ISBN 978-1576759691. *No electronic copy available.*
- \$18 Kimmerer, R. W. (2015). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants.* Milkweed Editions. ISBN 978-1571313560. Unlimited Ebook (unlimited pp. download) <https://research.ebsco.com/plink/e89215c4-4b7c-3820-97fc-437557f76adf> **
- \$21 Machado de Oliveira, V. (2021). *Hospicing modernity: Facing humanity's wrongs and the implications for social activism.* North Atlantic Books. ISBN 978-1623176242

RECOMMENDED:

- \$19 Manuel, Z.E. (2023). *Opening to darkness: Eight gateways for being with the absence of light in unsettling times.* Sounds True Publishing. ISBN 978-1683648611. *No electronic copy available.*
- \$24 Olsen, A. (2020). *Body and earth: An experiential guide.* Wesleyan University Press. ISBN 978-0819579461. Unlimited eBook (100 pp.Download). <https://research.ebsco.com/plink/7a2a5e7d-a9c9-3258-a630-bc89f0d44d9a> **
- \$28 Bateson, N. (2023). *Combining.* Triarchy Press. ISBN 978-1913743857. Site License (direct populi upload)*
- \$22 Gumbs, A. P. (2024). *Survival is a promise: The eternal life of Audre Lorde.* Farrar, Straus, & Giroux. ISBN 978-1250390400.
- \$20 Prescod-Weinstein, C. (2021). *The disordered cosmos: A journey into dark matter, spacetime and dreams deferred.* Bold Type Books. ISBN 978-1541724686. *No electronic copy available.*
- \$16 Swimme, B. (2022). *Cosmogogenesis: An unveiling of the expanding universe.* Counterpoint Press. ISBN 978-1640096172. Unlimited Ebook (50 pp. download). https://research.ebsco.com/plink/bf427e5c-3fdd-3801-81d7_24fa14f440d5

FOR VPRL 620

THE PHENOMENOLOGY OF VISIONARY PRACTICE AND THE CALL TO SERVE (*Filemyr*)

REQUIRED:

- \$17 brown, a. m. (2017). *Emergent strategy: Shaping change, changing worlds.* AK Press. ISBN 978-1849352604 **
- \$24 Curtice, K. (2023). *Living resistance: An Indigenous vision for seeking wholeness everyday.* Brazos Press. ISBN 978-1587435713. *No electronic copy available.*
- \$15 Emoto, M. (2005). *The hidden messages in water.* Atria Books. ISBN 978-0743289801 *
- \$16 Levoy, G. (1998). *Callings: Finding and following an authentic life.* Harmony. ISBN: 978-0609803707. *No electronic copy available.*

- \$23** Macy, J., and Johnstone, C. (2022). *Active hope: How to face the mess we're in with unexpected resilience and creative power (2nd ed)*. New World Library. ISBN 978-1608687107 *
- \$16** Yunkaporta, T. (2021). *Sand talk: How Indigenous thinking can save the world*. HarperOne. ISBN 978-0062975621. *No electronic copy available.*

** Available digitally through the library with *unlimited* access

* Available digitally through the library with *limited* access:

Active Hope (2nd. ed.) Macy & Johnstone (2022) (5 simultaneous users, Download allowance = 100 pages per session); *The Hidden Messages in Water Emoto (2005)* (6 simultaneous users; Download allowance = 25 pages per session)

VPRL 710

ETHICS: EMBODIED SOCIAL JUSTICE LEADERSHIP FOR VISION & REGENERATION

(Medrano)

REQUIRED:

- \$10** brown, a.m. (2020). *We will not cancel us, and other dreams of transformative justice*. AK Press. ISBN-13: 9781849354226. **UNLIMITED ACCESS:
https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2576748&site=ehost-live&scope=site&ebv=EK&ppid=Page-__-1
- \$37** Duran, E. (2019). *Healing the soul wound: Trauma-Informed counseling for Indigenous communities. (2nd ed.)*. Teacher's College Press. ISBN:978-0807761397. *LIMITED ACCESS:
https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2294140&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover
- \$37** Dussel E. (2013). *Ethics of liberation: In the age of globalization and exclusion (Latin America Otherwise)*. Durham: Duke Univ. Press. ISBN: 978-0822352129
- \$13** Haines S. K. (2019). *The politics of trauma*. Berkeley: North Atlantic Books. ISBN: 978-1623173876
- \$27** Mbembe A. (2019) *Necro-politics*. Durham: Duke University Press ISBN: 978-1478006510
- \$18** Menakem, R. (2017). *My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies*. Central Recovery Press. **UNLIMITED ACCESS:
https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1700394&site=ehost-live&scope=site&ebv=EK&ppid=Page-__-1
- \$25** Simpson, L. (2011). *Dancing on our turtle's back: Stories of Nishnaabeg re-creation, resurgence and a new emergence*. Arbeiter Ring. ISBN: 978-1894037501.
- \$32** Wahl, D. (2016). *Designing regenerative cultures*. Triarchy Press. ISBN: 9781909470781.
*LIMITED ACCESS:
https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2595572&site=ehost-live&scope=site&ebv=EK&ppid=Page-__-2

RECOMMENDED:

- \$ 8** Emerald, D. (2016). *The power of TED (the empowerment dynamic)*. Polaris. ISBN: 978-0996871808.
**UNLIMITED ACCESS:
https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2088180&site=ehost-live&scope=site&ebv=EK&ppid=Page-__-1
- \$48** *Jigsaw*: Tucci, J. et al (Eds.). *The handbook of trauma-transformative practice: Emerging therapeutic frameworks for supporting individuals, families, or communities impacted by violence and abuse*. Jessica Kingsley. ISBN: 978-1787755772.

Other materials, articles, and selections from other books provided in Populi online.

VPRL 720

ADVANCED RESEARCH METHODS: REGENERATIVE INQUIRY (Oriel & Carlton)

*REQUIRED

\$129 CITI Program, ***Social-Behavioral-Educational (SBE) Foundations Training in Research Ethics with Certificate*** (Additional sections are optional. More information will be provided during class.)

***Required if your research involves human subjects.**

Other materials, articles, and selections from other books provided in Populi online.

VPRL 780 and 790

The VPRL 780 Regenerative Visionary Project II: Action and VPRL 790 Regenerative Visionary Project III: Reflection courses have independent lists of materials determined by the Student/Catalyst, their Midwives, and their Wisdom Councils, according to their action generation/data gathering methods and reflected in their Approved Revised Dissertation Proposals and their Approved Regenerative Visionary Project Plans, as well as, when relevant, their Approved Institutional Review Board Proposals.

VPRL 910

These courses have independent lists of materials determined by the Student/Catalyst, their Midwives, and their Wisdom Councils, according to their methodologies and methods and reflected in their Approved Revised Dissertation Proposals and their Approved Regenerative Visionary Project Plans, as well as, when relevant, their Approved Institutional Review Board Proposals. Other supportive materials, articles, and selections from books provided in Populi online.

VPRL 920

This course has independent lists of materials determined by the Student/Catalyst, their Midwives, and their Wisdom Councils, according to their methodologies and reflected in their Approved Revised Dissertation Proposals and their Approved Regenerative Visionary Project Plans, as well as, when relevant, their Approved Institutional Review Board Proposals. Other supportive materials, articles, and selections from books are provided in Populi online.

Required

- \$45** American Psychological Association. (2019). ***Publication manual of the American Psychological Association (7th ed.)***. American Psychological Association. ISBN 978-1433832178.
No college-provided electronic access available. We suggest getting the spiral-bound version.
- \$52** Bloomberg, L., and Volpe, M. (2018). ***Completing your qualitative dissertation: A road map from beginning to end*** (4th ed.). Sage. ISBN: 978-1544336527 *LIMITED ACCESS: Available digitally through the library with limited access (6 simultaneous users)
<https://research.ebsco.com/linkprocessor/plink?id=c539210a-3ec8-3af2-b0dd-9958b1bfe585>

Other materials, articles, and book selections are provided in Populi online.