



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 schedule lists required classes for Summer Quarter 2024 for the PhD in Visionary Practice and Regenerative Leadership. Tuition per quarter unit is \$835. There is an educational resource fee of \$300 per quarter of attendance.

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

For assistance with registration, contact collegeregistrar@swc.edu

For all other support, contact Associate PhD Program Director marnahauk@swc.edu

REGISTRATION INFORMATION

ONLINE REGISTRATION FOR ALL DOCTORAL STUDENTS IS MONDAY, MAY 20, 2024, 9am–3pm MST.

Cohort 1 Full-Time students enroll in VPRL 790 (RVP Reflection) (most students) or VPRL 780 (RVP Action).

Note: Full time students who want to slow down their fieldwork register for VPRL 780-A or VPRL 790-A.

Cohort 1 Part-Time students enroll according to their planners, often VPRL 660 (RM I).

Cohort 2 Full-Time students enroll in both VPRL 681 (SDS II) and VPRL 660 (RM I).

Cohort 2 Part-Time students enroll in VPRL 651 (SDS I).

SUMMER SCHEDULE

VPRL 660 INTRODUCTION TO RESEARCH METHODS: PATHWAYS OF INSIGHT \$2505/3 quarter units

Rose Brusaferrero, PhD Zoom Synchronous

Tuesdays, 4-7 pm MT: June 18, 25; July 2, 9, 16, 23, 30; August 6, 13, 20, 2024

VPRL 651 SELF DIRECTED STUDY I \$2505/3 quarter units

Self-Directed Topic Component: SDS Faculty Per Learning Contract

Scholarly Writing Component: Larry Harkcom, MLS & Marna Hauk, PhD Zoom Synchronous

Thursdays, 4-5pm MT: June 20, 27

Wednesday, 4-5pm MT: July 3

Thursdays, 4-5pm MT: July 11, 18, 25; August 1, 8, 15, 22, 2024

VPRL 681 SELF DIRECTED STUDY II \$2505/3 quarter units

Self-Directed Topic Component: SDS Faculty Per Learning Contract

Scholarly Writing Component: Larry Harkcom, MLS & Marna Hauk, PhD Zoom Synchronous

Thursdays, 5:30-6:30pm MT: June 20, 27;

Wednesday, 5:30-6:30pm MT: July 3

Thursdays, 5:30-6:30pm MT: July 11, 18, 25; August 1, 8, 15, 22, 2024

VPRL 780 REGENERATIVE VISIONARY PROJECT II: ACTION \$5010/6 quarter units
Wisdom Council Midwife Faculty Varied Schedules
Meetings with Midwife at least every other week. Two or more Wisdom Council Meetings to include Student/Catalyst, Midwife, Lotus, and Source. Provide weekly status updates to Wisdom Council and tri-weekly reports to Wisdom Council and VPRL Program Leadership.

VPRL 780-A REGENERATIVE VISIONARY PROJECT II-A: ACTION \$2505/3 quarter units
Wisdom Council Midwife Faculty Varied Schedules
Meetings with Midwife at least every other week. Two or more Wisdom Council Meetings to include Student/Catalyst, Midwife, Lotus, and Source. Provide weekly status updates to Wisdom Council and tri-weekly reports to Wisdom Council and VPRL Program Leadership.

VPRL 780-B REGENERATIVE VISIONARY PROJECT II-B: ACTION \$2505/3 quarter units
Wisdom Council Midwife Faculty Varied Schedules
Meetings with Midwife at least every other week. Two or more Wisdom Council Meetings to include Student/Catalyst, Midwife, Lotus, and Source. Provide weekly status updates to Wisdom Council and tri-weekly reports to Wisdom Council and VPRL Program Leadership.

VPRL 790 REGENERATIVE VISIONARY PROJECT III: REFLECTION \$5010/6 quarter units
Wisdom Council Midwife Faculty Varied Schedules
Meetings with Midwife at least every other week. Two or more Wisdom Council Meetings to include Student/Catalyst, Midwife, Lotus, and Source. Provide weekly status updates/dashboards and tri-weekly reports to Wisdom Council and VPRL Program Leadership.

VPRL 790-A REGENERATIVE VISIONARY PROJECT III-A: REFLECTION \$2505/3 quarter units
Wisdom Council Midwife Faculty Varied Schedules
Meetings with Midwife at least every other week. Two or more Wisdom Council Meetings to include Student/Catalyst, Midwife, Lotus, and Source. Provide weekly status updates/dashboards and tri-weekly reports to Wisdom Council and VPRL Program Leadership.

VPRL 790-B REGENERATIVE VISIONARY PROJECT III-B: REFLECTION \$2505/3 quarter units
Wisdom Council Midwife Faculty Varied Schedules
Meetings with Midwife at least every other week. Two or more Wisdom Council Meetings to include Student/Catalyst, Midwife, Lotus, and Source. Provide weekly status updates/dashboards and tri-weekly reports to Wisdom Council and VPRL Program Leadership.

NOTE: All Zoom Synchronous class times are Mountain Time (MT).

COURSE DESCRIPTIONS – VPRL SUMMER TERM 2024

VPRL 651 Self-Directed Study I

3 doctoral units

In order to advance their mastery of knowledge, skills, and/or related areas in their visionary project and doctoral program, students will select a specific area of focus for a deeper exploration with the support and guidance of a selected subject matter expert and with oversight from their 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 Research Methods I: Pathways of Insight

3 doctoral units

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

VPRL 681 Self-Directed Study II

3 doctoral units

In order to advance their mastery of knowledge, skills, and/or related areas in their visionary project and doctoral program, students will select a specific area of focus for a deeper exploration with the support and guidance of a selected subject matter expert and with oversight from their 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 780 Regenerative Visionary Project II: Action***6 doctoral 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 doctoral 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 doctoral 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 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 790-A Regenerative Visionary Project III-A: 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 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 doctoral 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,

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