



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 Winter Quarter 2026 for doctoral students in the PhD Program in Visionary Practice and Regenerative Leadership. The Winter Quarter Book List and Course Descriptions follow the Course Schedule. Tuition per quarter unit is \$835. There is an educational resource fee of \$800 per quarter of attendance.

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

For assistance with Registration, contact collegeregistrar@swc.edu

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

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

VPRL Program Coordinator, nananaya@swc.edu

REGISTRATION INFORMATION

Registration is Monday, November 24, and Tuesday, November 25

PLEASE KNOW YOUR COHORT!

Cohort 1 entered in Fall 2022. Cohort 2 entered in Fall 2023.

Cohort 3 entered in Fall 2024. Cohort 4 entered in Fall 2025.

ONLINE REGISTRATION FOR THESE STUDENTS IS MONDAY, NOVEMBER 24, 2026, 9am to 3pm MST.

Cohort 1 Full-time students.

Cohort 3 Half-time students.

Cohort 4 Full-time students.

ONLINE REGISTRATION FOR THESE STUDENTS IS TUESDAY, NOVEMBER 25, 2026, 9 am to 3 pm MST.

Cohort 2 Full-time and Half-time students.

Cohort 3 Full-time students.

Cohort 4 Half-time students.

NOTE: Your Program Planner will provide you with clear information on what you need to enroll in next Quarter. You can find your Program Planner in Populi on your page beneath the INFO tab. Scroll down to the section with Program Planners. They are listed by date and the one on the bottom is the most recent. If you have any questions, please contact VPRL Academic Advisor, Emilah DeToro, emilahdetoro@swc.edu

VPRL PHD PROGRAM WINTER 2026 COURSE SCHEDULE

VPRL 630 TRADITIONS OF NATIVE AMERICAN THOUGHT: NEW MINDS AND NEW WORLDS

\$2505/3 quarter units

Gregory Cajete, PhD Tuesdays, 1/6 – 3/10, 4-7 pm MT Zoom Synchronous

NOTE: No class meeting on 1/6, instead class will meet on Thursday, 1/8, and every Tuesday thereafter.

VPRL 640 REGENERATIVE LEADERSHIP

\$2505/3 quarter units

Pramod Parajuli, PhD Wednesdays, 1/7–3/11, 4–7pm MT Zoom Synchronous

VPRL 710 ETHICS: EMBODIED SOCIAL JUSTICE LEADERSHIP FOR VISION AND REGENERATION

\$2505/3 quarter units

Marianela Medrano, PhD Mondays, 1/5–3/9, 4–7 pm MT Zoom Synchronous

VPRL 731 THE VESSEL: EXPLORING HISTORICITY, LINEAGE, AND LEGACY

\$835/1 quarter unit

Ann Filemyr, PhD Thursdays, 1/8–3/5, 4–6:00 pm MT Zoom Synchronous

NOTE: No class meeting on 2/6, the fifth week, instead students will meet one-on-one to review first draft of Synthesis Essay. No meeting on 3/12, the tenth week, instead students will prepare for VPRL 700 Residency II: Gathering & Grounding, which meets March 26-29 in the Spring Quarter.

VPRL 790 Regenerative Visionary Project III: Reflection

\$5010/6 quarter units

Faculty Midwife Aimee DeChambeau, PhD

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 Midwife and tri-weekly reports to Wisdom Council.

VPRL 800 PREPARING THE DISSERTATION PROPOSAL

\$2505/3 quarter units

Barbara Bickel, PhD Wednesdays, 1/7-3/11, 4-7pm MT Zoom Synchronous

R. R. Michael Fisher, PhD

VPRL 820 COLLABORATORIUM I

\$835/1 quarter unit

Kirsten Mundt, PhD Thursdays, 1/8–3/12, 5:00-7pm MT Zoom Synchronous

NOTE: This is a required co-requisite with VPRL 830. Please enroll in both classes.

VPRL 830 WRITING THE DISSERTATION I: FINDINGS, CONTEXTS, INSIGHTS

Faculty Midwife

\$5010/6 quarter units

Section 1 with Elizabeth Oriel, PhD, Faculty Midwife

Varied Schedules

Section 2 with, Ann Filemyr, PhD, Faculty Midwife

Section 3 with Rose Brusaferro, PhD, Faculty Midwife

Section 4 with Barbara Bickel, PhD, Faculty Midwife

Meetings with Midwife at least every other week. Three Wisdom Council Meetings spread out over the quarter to include Student/Catalyst, Midwife, Lotus, and Source. Student to meet individually with the Wisdom Council Lotus and the Wisdom Council Source twice during the term. Provide weekly status updates to Midwife and tri-weekly reports to Wisdom Council.

NOTE: VPRL 820 is a required co-requisite with VPRL 830. Please enroll in both classes.

VPRL PHD PROGRAM BOOK LIST WINTER 2026

All books are required unless it states recommended and/or optional.

FOR VPRL 630

TRADITIONS OF NATIVE AMERICAN THOUGHT: NEW MINDS AND NEW WORLDS (Cajete)

\$23 Cordova, V.F. et al. (2007). ***How it is: The Native American philosophy of V. F. Cordova***
ISBN: 978-0816526499

NP Cajete, G. (1994). ***Look to the mountain: An ecology of Indigenous education***
ISBN: 978-1882308651 Available digitally through the library with unlimited access.

FOR VPRL 640

REGENERATIVE LEADERSHIP (Parajuli)

\$22 Bendell, Jem. (2023). ***Breaking together: A freedom-loving response to collapse***. Good Works. ISBN-13: 978-1399954471

\$38 Hutchins, Giles, & Storm, Laura. (2019). ***Regenerative leadership: The DNA of life-affirming 21st century organizations***. Wordzworth. ISBN-13: 978-1783241194

\$0 Gabel, Medard & Heeny, David. (2024). ***Design science primer: Tools for changing the world***. EarthGame. ISBN-13: 979-8346075974.

\$0 Musson, Rachel. (n.d.) The story of triple well-being: Transforming education for a healthier world. ThoughtBox Education. To download a free copy:
<https://thoughtboxeducation.com/the-book>

Additional materials, reports, recordings, articles, book chapters, and websites will be available in Populi online.

FOR VPRL 710

ETHICS: EMBODIED SOCIAL JUSTICE LEADERSHIP FOR VISION & REGENERATION (Medrano)

\$10 brown, adrienne maree. (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, Eduardo. (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
- \$25 Simpson, Leanne. (2011). **Dancing on our turtle's back: Stories of Nishnaabeg re-creation, resurgence and a new emergence**. Arbeiter Ring. ISBN: 978-1894037501.
- \$32 Wahl, Daniel C. (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>
- \$48 Jigsaw: Tucci, Joe 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.
- \$18 Optional: Menakem, Resmaa. (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>
- \$ 8 Optional: Emerald, David. (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>

Other materials will be provided in Populi online.

FOR VPRL 731

THE VESSEL: EXPLORING HISTORICITY, LINEAGE, AND LEGACY (Filemyr)

- \$29 Keating, A. (2022). **The Anzaldúa theory handbook**. Duke University Press. Unlimited use permalink: https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3376903&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover
- \$24 Anzaldúa, Gloria. (2015). **Light in the dark/Luz en lo oscuro: Rewriting identity, spirituality, reality**. Duke University Press. Unlimited access ebook: https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1064930&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover
- \$27 Hausdoerffer, John, Hecht, Brooke Parry, Nelson, Melissa K, & Cummings, Katherine Kassouf (Eds.). (2021). **What kind of ancestor do you want to be?** University of Chicago Press. Unlimited access ebook: https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2735810&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover

RECOMMENDED RESOURCE:

- \$18 Gimbutas, Marija Alseikaitė. (1989). *The language of the Goddess: Unearthing the hidden symbols of Western civilization*. Harper & Row. Internet Archive:
<https://archive.org/details/languageofgoddess00gimb>

Other materials will be provided in Populi online.

FOR VPRL 800

PREPARING THE DISSERTATION PROPOSAL (Bickel & Fisher)

- \$39 Bickel, B., and Fisher, R. M. (2023). *Art-care practices for restoring the communal: Education, co-inquiry, and healing*. Routledge. Unlimited ebook access.
- \$52 Bloomberg, L. D., and Volpe, M. (2022). *Completing your qualitative dissertation: A road map from beginning to end*. Sage (4th ed.). Sage Publications. Six simultaneous user licenses, Permalink:
https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3361525&site=ehost-live&scope=site&ebv=EB&ppid=pp_C

Other materials will be provided in Populi online.

FOR VPRL 820

These materials are recommended and optional to support students writing their dissertations:

Cuff, L. (2024). *Writing place: A scholarly writing textbook*. University of British Columbia. Free online ebook, unlimited access electronically, <https://pressbooks.bccampus.ca/writingplace/>

Dennis, M., Cabrera, M., DiMatteo-Gibson, D., & Halbert, J. D. (2022). *Virtual dissertation circles: Student engagement strategies and lessons learned*. *Journal of Strategic Innovation and Sustainability*, 17(4), 1-9.
<https://doi.org/10.33423/jsis.v17i4.5743>

Diversi, M., & Moreira, C. (2009). *Between talk: Decolonizing knowledge production, pedagogy, and praxis*. Routledge. Unlimited access:
https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=398659&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover

Gale, K., & Wyatt, J. (2016). *Working at the wonder: Collaborative writing as method of inquiry*. *Qualitative Inquiry*, 23(5), 355-364. <https://doi.org/10.1177/1077800416659086>

Gale, K., & Wyatt, J. (2023). *Between-ing: Collaborative writing and the unfoldings of relational space*. *Qualitative Inquiry*, 10778004231207130, 1-7. <https://doi.org/10.1177/10778004231207130>

Galman, S. C. (2013). *The good, the bad, and the data: Shane the lone ethnographer's basic guide to data analysis*. Routledge.

LIMITED ACCESS ELECTRONICALLY Single simultaneous access:
https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1244168&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover

Goodman, A., & Prince, M. (2019). *Speaking of writing: A brief rhetoric*. Broadview Press.

Graff, G., & Birkenstein, C. (2021). *"They say / I say": The moves that matter in academic writing*. Norton.

Lim, A., Jung, D., & Lee, E. (2024). *A collective inquiry into betweenness: Emerging scholars of color navigating the socialization process*. *Journal of Applied Research in Higher Education*. Advanced online publication. doi: 10.1108/JARHE-08-2023-0405

Ocampo, M. G., & BlackDeer, A. A. (2022). *We deserve to thrive: Transforming the social work academy to better support Black, Indigenous, and person of color (BIPOC) doctoral students*. *Advances in Social Work*, 22(2), 703-719.

PressBooks. (2021). *Writing for success*. University of Minnesota. Esp. Chapter 8: Writing: How do I begin? <https://mlpp.pressbooks.pub/writingsuccess/chapter/8-1-apply-prewriting-models/>

Wyatt, J., Gale, K., Gannon, S., Davies, B., Denzin, N. K., & St. Pierre, E. A. (2014). *Deleuze and collaborative writing: Responding to/with "JKSB."* *Cultural Studies & Critical Methodologies*, 14(4), 407-416.

Wyatt, J., Gale, K., Gannon, S., & Davies, B. (2011). *Deleuze & collaborative writing: An immanent plane of composition*. Peter Lang.

FOR VPRL 830

This course has 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 may be 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.

Recommended

\$52 Bloomberg, L. D., 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)

VPRL PHD PROGRAM COURSE DESCRIPTIONS WINTER 2026

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

3 doctoral 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

Revised
12/1/25

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 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 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 Anzaldúan 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 790 Regenerative Visionary Project III: Reflection

6 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 820 Collaboratorium I**1 unit**

The Collaboratorium provides mutual momentum on crafting and articulating inspiring, senseful, and compelling transdisciplinary dissertation writing through sustained engagement and weekly synchronous sessions. Birthing original thought in the context of community allows for a nexus for mutual care and growth. The Collaboratorium leverages each student's writing and theoretical wonderings to help close the gap between challenge and embodied solutions. Students will practice appreciative approaches, careful listening, and resources for maintaining progress. Student-led briefings, group genius resource sharing, and follow-up writing spaces support reflection and meaning-sensing. As appropriate, Instructor-led discussions may 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, and/or other requested support.

This is a corequisite with VPRL 830.

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. This is a corequisite with VPRL 820.