



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 Spring Quarter 2025 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 PhD Program Director annfilemyr@swc.edu

REGISTRATION INFORMATION

Cohort 1 entered Fall 2022. Cohort 2 entered Fall 2023. Cohort 3 entered Fall 2024.

ONLINE REGISTRATION FOR FULL-TIME STUDENTS is TUESDAY, FEBRUARY 25, 9am–12pm MT.

Most Cohort 1 Full-Time students* enroll in these courses: VPRL 900 and VPRL 910.

Most Cohort 2 Full-time students* enroll in these courses: VPRL 700, VPRL 770 and VPRL 810.

Most Cohort 3 Full-time students* enroll in these courses: VPRL 651 and VPRL 670.

ONLINE REGISTRATION FOR COHORT 2 & 3 PART-TIME STUDENTS is WEDNESDAY, FEBRUARY 26, 9am–12pm MT.

Most Cohort 2 Part-time students* enroll in VPRL 681.

Most Cohort 3 Part-time students* enroll in VPRL 670.

**Note there are students in each cohort on individualized Program Planners. Please consult your program planner in Populi or meet with your academic advisor (Marna Hauk or Ann Filemyr) if you have any questions about registration.*

SPRING 2025 SCHEDULE

VPRL 651 SELF-DIRECTED STUDY AND SCHOLARLY WRITING I

Self-Directed Topic Component: SDS Faculty

Scholarly Writing Component: Larry Harkcom & Marna Hauk, PhD

Wednesdays, 4/2-6/4, 4-5:15pm MT

\$2505/3 quarter units

Per Learning Contract

Zoom Synchronous

VPRL 670 ROOTS & STREAMS: FINDING YOUR VOICE, CLARIFYING YOUR VISION, MAPPING YOUR INFLUENCES

Ann Filemyr, PhD

Thursdays, 4/3–6/5, 4–7pm MT

\$2505/3 quarter units

Zoom Synchronous

VPRL 681 SELF-DIRECTED STUDY AND SCHOLARLY WRITING II

Self-Directed Topic Component: SDS Faculty
Scholarly Writing Component: Larry Harkcom & Marna Hauk, PhD
Wednesdays, 4/2-6/4, 5:30-6:45pm MT

\$2505/3 quarter units
Per Learning Contract
Zoom Synchronous

VPRL 700 RESIDENCY II: GATHERING & GROUNDING

Ann Filemyr, PhD & Marna Hauk, PhD, with Aimée DeChambeau, PhD
Thursday, 3/20, 9am-5pm MT SWC Campus, Art Therapy Building, Art Studio, WildHeart Gallery
Friday, 3/21, 9 am-8 pm MT SWC Campus, Art Therapy Building & Off Campus Field Trip
Saturday 3/22, 9am-5pm MT SWC Campus, Art Therapy Building & Off Campus Field Trip
Sunday, 3/23, 9am-5pm MT SWC Campus, Art Therapy Building & Labyrinth

\$835/1 quarter unit
Plus a \$900 Residency fee

VPRL 770 REGENERATIVE VISIONARY PROJECT I: PLANNING

Aimée DeChambeau, PhD & Marna Hauk, PhD
Thursdays, 4/3-6/5, 4-7pm MT

\$2505/3 quarter units
Zoom Synchronous

VPRL 810 REVISING THE DISSERTATION PROPOSAL

Wisdom Council Midwife Faculty
Meetings with Midwife at least every other week. Two or more Wisdom Council Meetings to include Student/Catalyst, Midwife, Lotus, and Source.

\$2505/3 quarter units
Varied Schedules

VPRL 850 WRITING THE DISSERTATION II: RECOMMENDATIONS, PROPOSALS, SYNTHESIS

Wisdom Council Midwife Faculty
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 major writing to Wisdom Council and VPRL Program Leadership.

\$5010/6 quarter units
Varied Schedules

VPRL 900 RESIDENCY III: CROSSING THE THRESHOLD

Ann Filemyr, PhD and Marna Hauk, PhD
with Wisdom Council Midwives: Rahima Schmall, PhD; Christy Garrison-Harrison, PhD;
Molly Bigknife Antonio, PhD; Enid LaGesse, PhD.
Friday, 4/11, 9am-8pm MT SWC Campus, Art Therapy Building & WildHeart Gallery
Saturday, 4/12, 9am - 7pm MT SWC Campus, Art Therapy Building
Sunday, 4/13, 9am-7pm MT SWC Campus, Art Therapy Building
Monday, 4/14, 9am-4pm MT TNCC Counseling Center classroom

\$835/1 quarter unit
Plus a \$900 Residency fee

VPRL 910 WRITING THE DISSERTATION III: REVISION, COMPLETION, REFLECTION, LAUNCH

\$5,010/6 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 and major revisions with revision charting to Wisdom Council and VPRL Program Leadership.

NOTE: All On-Ground and Zoom Synchronous class times are Mountain Time (MT).

VPRL COURSE DESCRIPTIONS

SPRING TERM 2025

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

3 doctoral units

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 by exploring the question: "Whose shoulders do I stand on?" By identifying the thinkers, writers, artists, activists, doers, and dreamers who

inspire and inform them, regenerative visionary students will map the roots and grounding theories that have shaped them and their viewpoint. They will anchor and apply concepts such as positionality, reflexivity, lenses, theoretical and conceptual frameworks as well as constructs, worldviews, and paradigms. Importantly, students will gain aptitude for finding, curating, analyzing, and synthesizing scholarly resources and literature. Through writing reflective research memos, learners will find patterns and themes amongst their chosen literature. Students reflect on other's points of view and develop argumentation skills and practice the ability to cite and format in the most current APA style while developing their review of the literatures. They will practice telling the story of their connected informing literatures in a transdisciplinary way. They will learn to be in conversation with other contributors in their field and begin to envision their Wisdom Council while weaving resource literature together into a strong, draft literature review. By exploring the question: "What kind of ancestor do I want to be?" and clarifying what streams of regeneration they are contributing toward, students imagine the legacy they hope to leave behind. Using arts-based and visionary approaches, the students develop a "zine" expression of their literature review as well as a scholarly document. This course provides an opportunity to further refine and communicate students' 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.

VPRL 700 Residency II: Gathering & Grounding

1 doctoral unit

This four-day immersive on-ground experience frames the start of the second phase of study for doctoral students as they become candidates and move from students to catalysts, becoming regenerative 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 community 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 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 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 term's midpoint, to integrate feedback from their Wisdom Council and any site teams in their emerging work.

VPRL 810 Dissertation Proposal Revision & Completion**3 doctoral 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 Midwife 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 850 Writing the Dissertation II: Recommendations, Proposals, Synthesis**6 doctoral 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 900 Residency III: Crossing the Threshold**1 doctoral unit**

The third residency, *Crossing the Threshold*, is a four-day intensive that celebrates the movement toward conclusion of the doctoral journey. Students and their doctoral program Midwives/Coaches (chairs) come together for the final residency, which is a celebration of achievement and learning as students near completion of their dissertations. Students share their work through an extended dissertation presentation followed by community discussion and conversation. Student Catalysts offer and engage feedback from peers

and faculty. In addition, they have time with their Midwives for support and direction toward completion. One residency session focuses on preparing the dissertation for publication with ProQuest. Another session focuses 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 includes discussion of career services and alumni relations.

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.

SOUTHWESTERN COLLEGE SPRING 2025 VPRL PHD PROGRAM BOOK LIST

FOR VPRL 651

SELF-DIRECTED STUDY AND SCHOLARLY WRITING I (Harkcom & Hauk)

Self-Directed Study Courses have 2-units of independent lists of materials determined by the student and their Self-Directed Study Faculty reflected in the approved Course Learning Contract. The one-unit scholarly writing portion of VPRL 651 will utilize these resources:

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. This refers to the FULL 7th edition, **not** the Concise Guide. We suggest getting the spiral bound version of the Full 7th edition. If you don't have this book by now, **you MUST get a physical copy of it for this class.**
- \$17** Goldberg, Natalie. (2016). **Writing down the bones: Freeing the writer within (30th anniv. ed.)**. Shambhala. ISBN 978-0877733751
LIMITED ACCESS ELECTRONICALLY
https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1363177&site=ehost-live&scope=site&ebv=EK&ppid=Page___-1
- \$50** Prinz, Patricia, & Arnbjörndóttir, Birna. (2021). **The art and architecture of academic writing**. John Benjamins Publications. ISBN 978-9027207517
doi: <https://doi.org/10.1075/z.231>
UNLIMITED ACCESS ELECTRONICALLY
https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2996463&site=ehost-live&scope=site&ebv=EB&ppid=pp_frontcover
- \$84** Van Galen, J. A. & Sablan, J. (Eds.). (2020). **Amplified voices, intersecting identities: First-Gen PhDs navigating institutional power in early academic careers** (Volumes 1 & 2). Brill. ISBN 978-9004445116 and 978-9004414723 ***UNLIMITED ACCESS ELECTRONICALLY***
Unlimited Use Volume 1 ebook:
https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2661815&site=ehost-live&scope=site&ebv=EB&ppid=pp_C
Unlimited Use Volume 2 ebook:
https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2661758&site=ehost-live&scope=site&ebv=EB&ppid=pp_C

RECOMMENDED

- \$45** American Psychological Association. (2021). **eBundle: Mastering APA style student workbook (7th ed.) AND Concise Guide to the APA 7th edition**. American Psychological Association. Perpetual access ebundle, Published on the VitalSource platform. [No ISBN] <https://apastyle.apa.org/products/mastering-apa-style-student-workbook-plus-concise-guide>
No college-offered electronic access available.

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

FOR VRPL 670

ROOTS AND STREAMS: FINDING YOUR VOICE, CLARIFYING YOUR VISION, MAPPING YOUR INFLUENCES

(Filemyr)

- \$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 of the Full 7th Edition. If you do not have this book by now, you MUST get a physical copy of it for this class.
- \$30** Graff, G., & Birkenstein, C. (2021). **They say / I say: The moves that matter in academic writing (5e ed.)**. Norton. ISBN: 978-0393538700
No college-provided electronic access available.
- \$40** Machi, L. A., & McEvoy, B. T. (2022). **The literature review: Six steps to success (4th ed.)**. Corwin.
****UNLIMITED ACCESS ELECTRONICALLY****
https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3105029&site=ehost-live&scope=site&ebv=EB&ppid=pp_iv

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

FOR VPRL 681

SELF-DIRECTED STUDY AND SCHOLARLY WRITING II (Harkcom & Hauk)

Self-Directed Study Courses have 2-units of independent lists of materials determined by the student and their Self-Directed Study Faculty reflected in the approved Course Learning Contract. The one-unit scholarly writing portion of VPRL 681 will utilize these resources:

- \$45** American Psychological Association. (2019). **Publication manual of the American Psychological Association (7th ed.)**. American Psychological Association. ISBN 978-1433832178
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- \$0** Cuff, Lindsay. (2024). **Writing place: A scholarly writing textbook**. University of British Columbia. Free online ebook:
****UNLIMITED ACCESS ELECTRONICALLY**** <https://pressbooks.bccampus.ca/writingplace/>
- \$35** Garcia, Romeo, & Baca, Damian. (Eds.). (2019). **Rhetorics elsewhere and otherwise: Contested modernities, decolonial visions**. National Council of Teachers of English. ISBN 978-0814141410
****UNLIMITED ACCESS ELECTRONICALLY****
https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3586373&site=ehost-live&scope=site&ebv=EK&ppid=Page-__-1
- \$59** Diversi, Marcelo, & Moreira, Claudio. (2009). **Between talk: Decolonizing knowledge production, pedagogy, and praxis**. Routledge.
****UNLIMITED ACCESS ELECTRONICALLY****
https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=398659&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover

- \$0** Gurevich, Andy. (2023). **Culturally responsive composition: A writer's handbook**. MHCC Library Press. ****UNLIMITED ACCESS ELECTRONICALLY**** <https://mhcc.pressbooks.pub/culturallyresponsivecomposition/>
- \$50** Prinz, Patricia, & Arnbjörndóttir, Birna. (2021). **The art and architecture of academic writing**. John Benjamins Publications. ISBN 978-9027207517
doi: <https://doi.org/10.1075/z.231>
****UNLIMITED ACCESS ELECTRONICALLY****
https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2996463&site=ehost-live&scope=site&ebv=EB&ppid=pp_frontcover
- \$28** Sword, Helen. (2012). **Stylish academic writing**. Harvard University Press. ISBN 978-0674064485. ****UNLIMITED ACCESS ELECTRONICALLY****
<https://research.ebsco.com/linkprocessor/plink?id=eb24557e-d490-3a33-882f-171ddca78c11>
- \$25** Sword, Helen. (2017). **Air and light and time and space: How successful academics write**. Harvard University Press. ISBN 978-0674737709. ****UNLIMITED ACCESS ELECTRONICALLY****
<https://research.ebsco.com/linkprocessor/plink?id=7bc71d5e-50a4-3897-ac74-696a543dd808>
- \$84** Van Galen, J. A. & Sablan, J. (Eds.). (2020). **Amplified voices, intersecting identities: First-Gen PhDs navigating institutional power in early academic careers** (Volumes 1 & 2). Brill. ISBN 978-9004445116 and 978-9004414723
****UNLIMITED ACCESS ELECTRONICALLY****
Unlimited Use Volume 1 ebook: https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2661815&site=ehost-live&scope=site&ebv=EB&ppid=pp_C
Unlimited Use Volume 2 ebook: https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2661758&site=ehost-live&scope=site&ebv=EB&ppid=pp_C
- \$123** Walton, D. (2006). **Fundamentals of critical argumentation**. Cambridge University Press. ISBN ****UNLIMITED ACCESS ELECTRONICALLY****
https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=148129&site=ehost-live&scope=site&ebv=EB&ppid=pp_142

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

FOR VRPL 700

RESIDENCY II: GATHERING & GROUNDING (Filemyr & Hauk)

- \$38** Hutchins, G., and Storm, L. (2021). **Regenerative leadership**. Wordzworth. ISBN 978-1783241194
No electronic option through the library for this book. Students should purchase and read this book before Residency II. Electronic selections of other readings will be provided on Populi.

FOR VPRL 770

REGENERATIVE VISIONARY PROJECT I: PLANNING (deChambeau & Hauk)

Note: All required books and readings will be available electronically for free in Populi.

- \$56** *Project management* (10th ed.). Lock, Dennis. (2012). Routledge. ISBN for Paperback - 978-1409452690 ****UNLIMITED ACCESS ELECTRONICALLY****
https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=504684&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover
- \$47** *Project management for research: A guide for graduate students.* (Badiru et al, 2016).
ISBN: 978-1482299113
 Online ebook: https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1204415&site=ehost-live&scope=site&ebv=EB&ppid=pp_A
- \$15** *Holding change: The way of Emergent Strategy facilitation and mediation.* (brown, 2021).
ISBN: 978-1849354189
 Unlimited online ePub:
https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2576741&site=ehost-live&scope=site&ebv=EK&ppid=Page-__-1
- FREE** *Technical project management in living and geometric order* (3rd ed.). (Russell et al, 2018).
ISBN: 978-1610642989
 Free textbook online: <https://wisc.pb.unizin.org/technicalpm/>
- FREE** *Visuals for influence, in project management and beyond.* (Van der Horn, 2021).
ISBN: 978-0648769866
 Free textbook online. <https://usq.pressbooks.pub/visualsforprojectmanagement/>

FOR VPRL 810, 850 & 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.

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. 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)**
<https://research.ebsco.com/linkprocessor/plink?id=c539210a-3ec8-3af2-b0dd-9958b1bfe585>

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

FOR VPRL 900

RESIDENCY III: CROSSING THE THRESHOLD (Filemyr & Hauk)

Electronic selections will be provided on Populi.