



Graduate Institute for Transformative Learning

Learner Handbook 2019-2020 Academic Year

Physical Address: 6449 Old Pietila Rd., Clinton, WA 98236

Telephone Number: 1(855) 966-3379 voice/fax

Website: www.GIFTLearning.org

Mail: PO Box 57, Clinton, WA 98236

Volume 8, Number 2 Academic Year 2019-2020

Table of Contents

Welcome from the President	5
Statement of Purpose	6
Mission, Vision, Program Objectives	6
A Low Residency Model	6
Leadership in Web-Mediated Distributed Learning	6
Academic Program	8
Master of Arts in Transformative Learning	8
Admissions	9
Admission Requirements	9
English Language Proficiency Assessment	9
Application Process	9
Scholarships	9
Transfer Credit	9
Advising	10
Tuition and Other Costs	10
Initial Enrollment Fee	10
Refunds	10
Course Management/Program of Study	11
Course Enrollment	11
Adding or Dropping a Course	11
Cancelled Classes	12
Leave of Absence Policy	12
Graduation	12
Requirements	12
Procedures	13
Transcripts	13
Directed Studies	13
Directed Studies Syllabus Content	14
The GIFTLEARNING Grading Process	14
Credit/No Credit	14
Assessment and Grading	15
Learner's Self-Assessment	15
Learner Assessment by the Mentor	16
Conversation	16
Course Evaluation	16
Grade Reports	16
Matriculation File	16

Extensions and Incompletes	17
Reporting and Recordkeeping	17
Appeal	17
The Master’s Thesis/Project Procedure	17
Institute Policies and Regulations	19
Learner Rights and Responsibilities	19
Rights	19
Respect	19
Access to Records	19
Learner Grievance Policy and Procedure	19
Responsibilities	20
Code of Conduct	20
Prohibited Activities	20
Academic Dishonesty	20
Disciplinary Procedures	20
Placement Services and Employment Opportunities	21
Confidentiality and Privacy	21
Disability Services	21
Non-Discrimination Policy	22
Sexual Harassment Policy.....	22
Definitions	22
Complaint Procedures	23
Institute Statements	23
Academic Responsibilities and Standards of Academic Progress	24
Withdrawal from the Program	24
Library	24
Transferability of Credits from GIFT Learning to Other Institutions	24
Learner Complaints	24
 Academic Calendar	 26
Organization of the Institute	27
Board of Directors.....	27
Advisory Council	27
Officers	27
President	27
Vice-President	27
Academic Dean	28
Director of Student Services	28
Library Director	28
Assistant Dean and Registrar	28
Faculty	28
 Appendix – Course Catalog.....	 30
 Alphabetical Listing	 49

The Graduate Institute for Transformative Learning is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes the Graduate Institute for Transformative Learning to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at PO Box 43430, Olympia WA 98504-3430.

For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov.

Welcome Message from the President

Learning is centered on the understanding that we as human beings have the capacity to author our own lives from a place of resourcefulness, creativity, and possibility. At every step in the life cycle from early childhood to elderhood, we can lead and design our own learning through spirals of discovery, introspection, integration, and expression.

This is the central insight that guides our work at the Graduate Institute for Transformative Learning.

If your own knowing and/or feeling resonates with this insight, we invite you to join us on a path of learning that will enhance and expand your knowledge, deepen and enliven your wisdom, open your heart even more, and develop your skills.

The Graduate Institute for Transformative Learning is a unique learning community, where both the learners and the faculty are committed to the integrity and capacity of each human being to design her/his own learning—and life. We hold those commitments deeply, because we believe that the more that human beings can discover and enact their own life designs and purposes, the more they will be able to contribute to the creation of a peaceful, sustainable global society on this planet.

Paul Freedman
President

Statement of Purpose

Mission

The Graduate Institute for Transformative Learning nurtures each learner's authoring of their own learning and life within a learning community, through high quality low-residence and distance education offerings.

Vision

Real people. Real Learning. Real results.

Overall Program Objectives

All students graduating with a Master of Arts degree from GIFTLearning will have successfully accomplished the following:

- Explored and reflected upon both their inner knowing and their insight about how they want to design their Master of Arts program and their lives;
- Examined and evaluated an ecology of holistic foundational insights, understandings, and skills through our Core courses, with a focus on epistemology, ontology, human development, systems concepts, and learning in a self-renewing learning community of care;
- Examined and engaged in rigorous and challenging academic work that supports the learning plans that they have designed;
- Examined and placed their learning deeply in a congruent historical, cultural, and personal context as whole persons (body, heart, mind, and soul) and co-authors in webs of living systems: family; community; ethnic, religious, and national groups; humanity; ecological niche, bioregion, and planet;
- Constructed a portfolio of work, pertinent to their area of focus, that creatively integrates and demonstrates their emergent learning process and personal growth, and evidences in taking ownership of their practice;
- Produced a final product that demonstrates their mastery of the knowledge, wisdom, and tools they gain in their Master of Arts program to make a positive difference in their world.

A Low Residency Model with Distributed Learning

Our MA Program employs a "low residency workshop" model in which each of the first two academic years begins with a core course that includes a 6-day residency workshop during which the faculty mentors and learners meet in daily sessions in person. Following the residency, faculty mentors employ synchronous electronic media with a Distributed Learning model to meet with each class as a whole on a regular schedule. Faculty mentors and learners employ both synchronous and asynchronous electronic media to meet with and/or communicate with individuals and small groups in classes and directed studies.

All learners are expected to participate in and complete two residencies, ordinarily one at the start of the program and the other in the second year. For learners outside of North America, the second residency may be attended virtually. Under extraordinary circumstances a learner may apply to the Dean to delay the second residency to a later date.

Leadership in Web-Mediated Distributed Learning

Most of the interaction between learners and faculty and among learners within GIFT Learning courses, directed studies, and advisory conversations takes place through web-mediated communication. For one-on-one communication, and for course classes, the Institute uses Zoom.com or a similar web platform. Learners receive instructions for how to access Zoom and use this platform with no additional charge.

To use this platform, learners need a recently-manufactured computer with a camera connected and a high-speed Internet connection. Learners are sent a Zoom log-in and can access the platform simply by selecting the log-in link.

The Institute encourages learners to develop their own technical skills for web-mediated distributed learning. As needed, the Institute provides assistance to learners in this technical skill development. This assistance is provided by appointment. Learners make appointments through the Dean's Office.

The Institute expects learners, faculty, and staff to exhibit the same respectful and considerate behavior towards each other online that they exhibit in person. All standards for behavior described in this Handbook apply in all contexts of Institute life.

The Institute's faculty and learners are guided by the following principles which contribute to a constructive online learning relationship.

Principle 1: The most satisfying online learning experiences are defined by the same qualities of experience as in embodied face-to-face learning.

Our faculty mentors are engaged with and excited about their course or directed study. They create welcoming, caring environments in each of their online meetings. They are supportive of learners and care deeply about their learning. They are good listeners, and they hold high, clearly articulated expectations for participation. Our mentors are skilled in providing useful feedback. Our faculty mentors are learners as well as instructors, sharing their curiosity with the learners.

Our mentors are consistent in providing meaningful and timely feedback to learners about all assignments, and they respond to email queries in a timely manner.

Principle 2: Technology is a means, not an end

The use of technology aligns with and stem from course objectives. Course learning outcomes are developed first, and then the course is designed and delivered by determining what tools will best facilitate the learners' engagement and learning. Learning and using new tools is often part of the experience of a course, and learners are helpful to each other in sharing their expertise.

Principle 3: An experience of community and social presence are essential to online learning satisfaction.

The opportunity to nurture social presence and community exists in every course and study. Our mentors take advantage of this opportunity, for example, by inviting short check-ins from all learners and the mentor at the start of each class; by inviting learners to share their completed assignments with their colleagues in a course on a regular basis; by inviting learners to engage in collaborative assignments with colleagues; by inviting feedback from

learners on a regular basis, not just at the end of the course.

Community does not happen on its own. Faculty mentors consciously work to nurture community in online courses.

Successful online learning communities respect and honor the voice and experience of all learners and faculty mentors. Successful online learning communities are learning organizations: they carefully attend to feedback, to new information, and correct course as needed in response.

Academic Program

Master of Arts in Transformative Learning

The degree comprises 36 semester credits, including four Core courses (12 credits), any combination of elective courses and directed studies totaling 18 or 21 credits, and a 3- or 6-credit thesis or project. Courses enroll 3-12 learners and meet on Zoom or a similar web platform for 3 hours once each week for 13 weeks at a scheduled time. A semester is 15 weeks of classes, including one “reading week” at the start and one “reflection and self-assessment week” at the end.

Course Details

Our primary program outcome is each learner’s successful design and enactment of their own unique Master of Arts program comprised of core and elective courses.

In relation to this program outcome, we provide each learner with “ongoing social nutrients and supports” as they author their program as well as a wide array of potential courses listed in this Learner Handbook and an invitation to design directed studies that fit their interests and intentions more specifically than set courses might. We also provide our learners with access to talented, and experienced faculty mentors.

Core Courses

TL 500 Principles and Praxis (3 credits) *1st Year Fall with Residency*

TL 501 Modes of Inquiry (3 credits) *First Year Winter Semester*

TL 502 Epistemological Foundations of Learning (3 credits) *First Year Summer Semester*

TL 503 Living in a Learning Community (3 credits) *Second Year Fall with Residency (may be completed in person or virtually)*

Directed Studies

Learners design each Directed Study, with the supervision of a faculty member, and then conduct the study in dialogue with the same faculty member. The faculty member and the learner both will assess the process and completion of the study.

TL 504 Directed Studies (I) (three credits)

TL 505 Directed Studies (II) (three credits)

TL 506 Directed Studies (III) (three credits)

TL 507 Directed Studies (IV) (three credits)

TL 508 Directed Studies (V) (three credits)

TL 509 Directed Studies (VI) (three credits)

Thesis Courses

TL 600 Master's Thesis or Project in Self Design (3 credits)

TL 601 Master's Thesis or Project in Self Design: part 2 (3 credits)

**CORE COURSES AND ELECTIVES ARE DESCRIBED IN DETAIL
IN THE COURSE CATALOG APPENDIX.**

Admissions

Admission Requirements

The Graduate Institute for Transformative Learning (GIFTLearning) offers only graduate programs. Applicants must have completed an undergraduate degree from an accredited institution. Official transcripts for the undergraduate degree are required, as are transcripts from any institutions attended subsequent to completion of the undergraduate degree. The Institute seeks applicants who are drawn to the principles and praxis of self-authored, transformative, enthusiasm-based, and freedom-based learning.

English Language Proficiency Assessment Applicants whose native language is not English must demonstrate an appropriate level of proficiency in English by the following: a score of at least 530 on the TOEFL PBT or at least 61 on the iBT, or a 6.5 on the IELTS.

Application Process

The admission process is the following:

- Completion of the application for admission form, available on the Institute's website:
- Interviews with both an Admissions Committee representative and with a member of the Dean's staff (which will be conducted in person or via Zoom)
- Submission of appropriate transcript(s)
- Payment of the non-refundable application fee of \$60 USD
- Verification of applicant's identity via government-issued identification.

All applications for admission must be received 30 days before the first day of class in each semester.

Official notice of acceptance or non-acceptance to Graduate Institute for Transformative Learning will be sent by email within 14 days of the completion of the second interview. Acceptance is not a guarantee of course registration. To accept your offer, a \$200 deposit is required. This will be applied to your GIFTLearning Technology Fee.

Learners may begin studies in the Fall, Winter or Summer Semesters.

Scholarships

The Institute offers tuition scholarships when such funds are available. These are listed and described on the Institute's website.

Transfer Credit

A learner who has successfully completed a graduate level course at another accredited post-secondary institution may request that these credits be transferred to GIFTLearning if

- the course work is similar to a course offered by GIFTLearning, OR
- the learner can show that the course is meaningfully related to the learner's self-authored program, AND
- the credit has been granted within the past five years.

GIFTLearning may grant a maximum of 6 credits towards a Master's degree for this previously completed and approved course work

Learners send applications for transfer credit to the Academic Dean along with an official transcript for the course credit and a course syllabus or content outline.

Within two weeks of receipt such application, the Academic Dean will provide a response to the learner. If the Dean rejects the application, a written explanation for rejection will be provided. The learner may appeal the rejection to the Institute's President.

Staff in the Office of the Academic Dean provide both pre-admission advising and academic advising, by telephone, e-mail, synchronous electronic media, or in-person interviews. During these conversations, learners learn about admission policies and procedures, transfer information, course and program planning, graduation requirements, and career planning. The GIFTLearning website posts Frequently Asked Questions (FAQs) on these topics.

The Academic Dean communicates with enrolled learners on an ongoing basis in matters related to academic programming and career preparation. In addition each learner is assigned a faculty portfolio advisor, who is available for three years for all advisement issues and concerns as well as portfolio review each semester.

Tuition and Other Costs

Tuition for the 2019- 2020 Academic year is \$1451 US for each three-credit course. Tuition is paid online, through our Enrollment System.

Learners must select a tuition payment plan when enrolling (full payment or 4 monthly payments) and must make at least the first payment at that time.

All learners pay a yearly Technology fee of \$100, which includes online access to the digital Academic Library subscription (Questia.com) and the Institute's email/portfolio system. Costs for books and other learning materials averages \$200 – 400 per semester. Learners must pay for their own transportation, room, and board expenses for the Residency Workshop. On completion of registration for the Residency Workshop, learners will receive detailed information about the costs.

Refunds

Learners who withdraw from a **program** are entitled to a full refund of tuition (except for the amount of the Application Fee), if withdrawal occurs on or before the last business day prior to the first official day of the semester.

A learner who withdraws from a specific course or directed study can claim a refund of tuition for that course according to the following schedule:

90% by the Friday of the 3rd week of the semester;

60% by the end of the 4th week;

40%, the 5th week;

30%, the 6th week;

20%, the 7th week;

10%, the 8th week; and none after that.

Withdrawal notification must reach the Office of the Academic Dean on or before the Friday of the week of the withdrawal. If the learner withdraws after the fourth week, a grade of “W” will appear on the learner’s academic transcript.

Learners may withdraw and receive a 100% refund from the room and board at a Residency Workshop if they submit this request by email to the Academic Dean at least 15 days prior to the first day of the Semester.

Course Management/Program of Study

Since we are committed to learner-centred pedagogy, we don’t set a delivery schedule of courses. Apart from regular core offerings, each semester is constructed after a period of learner reflection and consultation with faculty. It works as follows:

In the 7th week of the semester, the Dean emails all active learners and asks them to begin reflecting on what course(s) or directed study they will want to engage in during the following semester.

Five days later the Dean posts a Google doc, available to all learners, and asks learners to list the course(s) and/or study they’d like to see offered/like to create on their own or with a partner.

Through a process that is part conversation, part marketplace, learners articulate a critical mass (3 or more) interested in a particular course—or they describe a directed study they want to create.

Once the learners have articulated their commitments, the Dean recruits the appropriate faculty mentors for each course. Learners may recruit a faculty mentor for their study themselves, or they may ask for the Dean’s assistance in this endeavor.

Course Enrollment

Learners must enroll for each individual course. Enrollment is not considered final until at least the first tuition payment has been made. Enrollment opens online about 30 days prior to the beginning of the semester, and learners must enroll in their selected course(s)/studies) within two weeks of the opening of enrolment for each semester.

Adding or Dropping a Course

It is possible for learners to adjust their course enrollment in a semester by adding or dropping a course or directed study, provided this is done on or before the Friday of the third week of the semester. A completed Drop request must be submitted to the Academic Dean by email within this time period, and the Drop request is formalized only when the learner receives an email in response from the Dean noting this Drop.

A learner who **drops** a course can claim a refund of all charges associated with that course provided the withdrawal request is received by the Academic Dean before the Friday of the third week of the semester.

No refund will be issued and no charges will be removed if the learner drops a course after the

refund period; a learner who withdraws from any course after the Friday of the third week of the semester will be responsible for the tuition for the course. A grade of “W” will appear on the academic transcript for all course withdrawals.

A learner must make application to **add** a course on or before the Friday of the second week of the semester, by emailing the Academic Dean with this request. The decision to admit this late learner to the course is made by the course faculty mentor who will notify the learner, and the Dean, within 24 hours of receiving the application.

Cancelled Classes

Occasionally it is necessary to cancel a course for educational or administrative reasons. When a course is cancelled, enrolled learners will be notified and offered assistance in selecting an alternative course. In the event that an alternative course is not available, the learner may choose a full refund of tuition for the cancelled course, or the application of that tuition toward a future registration. Any cancellation decision will be announced by the Friday of the first week of the semester to allow learners to make alternative arrangements.

Leave of Absence Policy

A learner who has enrolled in the MA may take a leave of absence for one semester at their discretion. The learner must inform the Academic Dean of their decision to take a leave in an email or letter prior to the first day of the semester. The email or letter should explain the reason(s) for the leave.

If the learner wishes to extend a leave of absence to a second consecutive semester, the learner must contact the Academic Dean via email at least 20 days prior to the start of the semester. The Dean will then contact the learner to discuss her/his request. A second consecutive leave is discouraged. It is within the discretion of the Dean to grant or deny the leave. If the leave is denied, the Dean will place the learner on “inactive status,” and the learner will need to re-apply to regain active status in the Institute.

Graduation

Requirements

Learners must successfully complete their outlined degree program of study within a maximum of five years from the date of admission. At the discretion of the Academic Dean, a learner may obtain a “leave of absence” from their matriculation. All time “on leave” will not count as part of the five-year period.

Any learner who has not completed the degree program in five years may request an extension from the Academic Dean. The Dean will grant such extension, unless there is a compelling reason to reject such request.

Procedures

The awarding of the degree is conducted when the thesis/final project course(s) is awarded credit.

Graduation exercises are held once a year at the Residency. Learners who have completed their program in the previous 12 months may participate in the graduation ceremony. Transcripts and degree parchments reflect graduation dates, rather than the date of the commencement ceremony.

Transcripts

In accordance with the Family Educational Rights and Privacy Act of 1974, transcripts are issued only upon the signed, written request of the learner, received in the Office of the Registrar. These are offered free of charge. A transcript request will be honored within five working days. The GIFT Learning reserves the right to withhold transcripts from learners who are not in good financial standing with the Institute.

Directed Studies

The curriculum of each directed study emerges from conversations between the faculty mentor and the learner. If there is a leader in this process, we expect that the leader will be the learner – however, we very much value the co-inspiration that can take place between the learner and the mentor.

A learner can initiate a directed study by communicating their interest in exploring a topic and/or working with a particular faculty mentor to the Academic Dean. The Dean will then put the learner in touch with the appropriate faculty mentor.

Directed studies enroll 1-2 learners. The amount of face-to-face meeting time varies depending on the number of learners. As a minimum there are 6 meetings (online or in person) between the mentor and the learner(s) during the 15-week semester. Meeting times and lengths are negotiated by the mentor and the learner(s). Typically, the faculty member contacts the learner(s) within the first 5 days of semester, to get the study underway. If the learner is not responsive to email from the mentor in a timely manner, the mentor should inform the Dean.

The learner(s) and mentor create a Study Syllabus which, when satisfactory to both, is send via email to the Dean.

Directed Study Syllabus Content

Each syllabus should include at least the following elements:

- Graduate Institute for Transformative Learning
- Semester (i.e. Fall 2015)
- Course identifier (i.e. TL 501)
- Faculty mentor name(s)
- Contact information for faculty mentor
- Title of the study
- Initiating question(s)
- Study description
- Study objectives

For example:

- I will gain an understanding of ...
- I will be able to ...
- I will understand that ...
- Learners will be able to...
- I will develop ...

All courses must include the objective:

Learners will add to a growing portfolio of work, pertinent to their area of focus, that creatively integrates and demonstrates their emergent learning process and personal growth, and evidences a shift in taking ownership of their practice.

Texts and other learning resources

Schedule of meetings between the learners(s) and mentor

Assignments, products, projects or other evidence of learning and growth

Method of assessment and assignment of credit.

The learner should complete the first draft of the Study Syllabus by the end of the second or third week of the semester. When the draft Study Syllabus is satisfactory to both the learner and the mentor, the learner should email the draft syllabus to the Dean.

The lived experience of the directed study may vary from the planned syllabus, as the conversation between mentor and learner often leads to emergent elements in the study. At the end of the course the learner and mentor should jointly revise the Study Syllabus, if such revision is needed, to document the actual experience of the course and then email the syllabus to the Academic Dean.

The Final Study Syllabus **also includes**

- Text of learner's self-assessment
- Text of the learner assessment by the mentor
- Grade: credit or no credit

The GIFT Learning Grading Process

Credit/No Credit

All assignments and all courses are evaluated as credit (C) or no credit (N). If an assignment is “(N) no credit,” the faculty mentor should ask the learner to revise the assignment to reach the (C) status.

A learner’s status in a course may be temporarily marked as (I) for incomplete, if a course or directed study extends beyond the end date of the semester in which it began. Ultimately every course must be resolved as either credit or no credit.

Assessment and Grading

The Graduate Institute for Transformative Learning is a self-renewing learning community of care. We value integrity, responsibility, trust, and open communication. We ask our learners and our faculty to bring all of these values into their actions in the Course Self-Assessment/Learner Assessment and Course Evaluation processes. Faculty and learners are urged to keep clear records, to adhere to timelines, and to clarify their needs and expectations as the course develops.

Rubrics

1. Courses/Directed Study

In each course, a grade of CREDIT is given when learners will have met level 3 or above on the following rubric. This benchmark is assessed by the Faculty mentor for the course or directed study, in addition to narrative feedback.

Level 4: Exceeds Benchmark	Learner has met 100% of the course objectives for the course.
Level 3: Meets Benchmark	Learner has met 80% of the course objectives for the course.
Level 2: Partially Meets Benchmark	Learner has met 60% of the course objectives for the course.
Level 1: Does Not Meet Benchmark	Learner has met 59% or less of the course objectives for the course.

2. Portfolio

All learners graduating with an MA degree at the Graduate Institute will have successfully completed a portfolio of work, pertinent to their area of focus, that creatively integrates and demonstrates their emergent learning process, personal growth, and engaged practice. This benchmark is assessed by the Faculty Portfolio mentor.

Level 4: Exceeds Benchmark	Portfolio of work, pertinent to their area of focus, creatively integrates and demonstrates their emergent learning process, personal growth, and engaged practice. Learner is able to create, publish, and critique artifacts that reflect their understanding of the content and their area of focus. Unique and exemplary artifacts are created and/or published by learners and enact one or more of the overall program learning outcomes.
Level 3: Meets Benchmark	Learners are able to create a portfolio of work, pertinent to their area of focus, that integrates and demonstrates their emergent learning process, personal growth, and engaged practice. The learner is able to create, publish, and reflect upon artifacts that demonstrate their understanding of the content and their area of focus.
Level 2: Partially Meets Benchmark	Learners are able to prepare a portfolio of work or partial portfolio of work, pertinent to their area of focus, demonstrates their learning process, personal growth, and engaged practice. Learner is partially able to create, publish, and critique artifacts that reflect their understanding of the content and their area of focus.
Level 1: Does Not Meet Benchmark	Unable to prepare a consistent or meaningful portfolio of work or partial portfolio of work, pertinent to their area of focus or creatively integrate and demonstrate their emergent learning process, personal growth, and engaged practice.

The final assignment of a grade of “no credit” should **never** come as a surprise to a learner. If a learner is in danger of receiving a “no credit” grade, it’s imperative that the faculty mentor both convey this potential to the learner as soon as the possibility becomes apparent and seek to engage the learner in activities that will result in the earning of credit for the course. The mentor should also inform the Dean about this situation.

Learner’s Self-Assessment

At the end of each course and Directed Study, each learner writes a Self-Assessment adding it to their portfolio. These assessments vary from several paragraphs at least to two pages at most (single spaced, 12 point). When the learner has completed their Self-Assessment, they send it to the faculty mentor.

Elements of the Learner’s Self Assessment

The Learner Assessment typically addresses the following questions:
(Be specific and detailed in all your comments, and truthful yourself.)

- What did you learn in this course or study? Answer this question specifically in relation to each of the course's or study's objectives.
- Did you experience changes in your perceptions? Conceptions? Ways of making meaning or understanding phenomena? If so, describe these.
- What assignments did you complete in the course or study? Did the assignments help to enhance your knowledge? Understanding? Insights? Skills?
- Did you challenge yourself in this course or study? If so, how? What resulted from this challenge(s)?
- Describe your participation in class discussions—or in your interaction with your mentor in your directed study.
- Did you have any problems or difficulties with the way the course or study was working for you? If so, what did you do about this?
- Overall how effectively did you use the resources available to you in this course or study?
- What were your strengths and weaknesses in this course? What do you need to work on most? What new strengths or weaknesses did you discover, if any?
- Where do you go from here in your program? What's next?

Learner Assessment by the Mentor

The faculty mentor reviews the learner's Self-Assessment and writes an assessment of the learner's participation and learning in the course from the mentor's perspective. This Learner Assessment is several paragraphs at least. The faculty mentor also assigns a grade: credit or no credit. The faculty mentor then sends the Learner Assessment to the learner. They also send both the Self-Assessment and the Learner Assessment to the Dean with the grade of credit/no credit.

Elements of the Learner Assessment

The Learner Assessment typically includes the following elements:

- An evaluative discussion of the learner's participation in the course or study **in relation to** each of the course's/study's stated objectives.
- A detailed discussion of the learner's contributions in the course/study, both in class meetings and in assignments.
- A general assessment of the learner's learning and growth in the course/study beyond the specifics of the objectives.
- A summative professional judgment about whether or not the learner has met the standard of learning required to earn credit for the course/study using the Courses/Directed Study Rubric, with evidence showing why and how this standard has been met or exceeded.

Conversation

Either the learner or the faculty mentor may initiate a conversation with the other about the

assessment documents, if such is desired by either party.

Course Evaluation

Once the Learner Assessment procedure is completed and the learners have received their assessments and grades, the Academic Dean's office asks each learner to fill out a Course Evaluation survey anonymously via the online portal. The Academic Dean reviews these documents and forwards them to the faculty mentor.

The course evaluation typically includes the following:

- Describe the ways in which this course was effective and meaningful for you.
- How could this course be improved in the future?
- Describe the ways in which the faculty mentor effectively facilitated this course.
- How could the faculty mentor improve her/his efforts in this course in the future?

Grade Reports

Learners receive their grade report from the faculty mentor with their Learner Assessment for each course and directed study.

Matriculation File

The Academic Dean's office compiles the course record for each learner in each course. This record includes the course description, the Learner's Self-Assessment, and the mentor's Learner Assessment and the assigned grade.

Extensions and Incompletes

Faculty mentors may, at their own discretion, offer extensions to learners beyond the end of the semester, keeping in mind that the quality of the learner's work should be satisfactory up to the granting of the extension.

When an extension is granted, the mentor and the learner agree on a new due date for the assignment(s). This may be subject to a \$100/month extension fee.

When an extension is granted, the mentor reports this extension to the Academic Dean. A grade of Incomplete (IC) is entered in the learner's record. Ordinarily, all courses/studies granted an extension will be completed prior to the end of the subsequent semester. With extraordinary circumstances the learner, with the support of the mentor, may appeal to the Academic Dean for a longer extension.

When the learner has completed an extended course/study, the following activities transpire:

- The learner completes their self-assessment for the course/study and sends this to the mentor.
- The mentor complete the learner assessment for the course/study, assign a grade of credit/no credit, and send all of these materials to the Academic Dean.
- The learner completes a course/study evaluation via the online portal.

Reporting and Record Keeping

On completion of these documents, the Dean will assign the grade as noted by the mentor. If the Dean does not receive a final grade by the deadline specified, a grade of No Credit (N) will be assigned as the final grade.

Appeal

If the learner is not satisfied with the mentor's assessment and/or grading of her/his learning in a course, the learner may appeal, as detailed in the Learner Handbook.

GIFT Learning Thesis/Project Procedure

Upon the successful completion of their ninth course, the learner consults with the Dean to review their Learning Portfolio, to discuss thesis/project possibilities and to consider whether to engage in a 3-credit or a 6-credit thesis. Learners may propose to engage in a thesis/project with a partner.

The learner articulates an initial idea or vision for their thesis or project and recruits an appropriate faculty mentor. The faculty mentor informs the Dean that they have agreed to this role.

The learner prepares a draft "Idea Paper" for the thesis or project and submits it to the mentor. When they agree on the Idea Paper, the mentor submits a copy of the paper to the Dean.

The learner recruits one additional faculty member and one learner colleague to serve on their thesis/project committee. The learner serving on the committee receives a \$100 tuition credit.

With support from the mentor, the learner then develops a formal thesis or project proposal. The thesis proposal includes at least the following elements:

- A clear articulation of the research question/or delineation of the purpose of the project
- A broad plan for a literature review
- An initial discussion of a research methodology/ies appropriate to the research topic
- A schedule for the conduct of research ethics (if necessary) including the preparation, conduct and retrieval of informed consent documents and participant agreements
- An initial description of the intended "product" or representation of the research activities and conclusions
- A detailed plan and timeline for activities to conduct the research or project

The learner creates the proposal with support from the mentor. When the proposal is complete, the learner presents it to their committee, which convenes at least once in person (online) to discuss the proposal and to give feedback to the learner. With the learner "leaving the room," the committee approves the proposal or outlines recommended revisions. The learner returns to the meeting and the mentor/committee chair reports the position of the committee.

When the committee gives its final approval to the Thesis/Project Proposal, it is sent to the Dean, who will read it, and then share it the Academic Programs Committee.

The learner conducts the thesis/project activity, with support from the faculty mentor and, if requested, members of their committee. Typically, the learner and mentor will meet at a minimum once a month during this process. A 3-credit thesis/project should be completed within 3-5 months of the approval of its proposal; a 6-credit thesis/project, within 6-8 months. If the learner needs more time for completion, he/she may petition the Dean for additional time.

Sections of a completed thesis/project typically include:

- Introduction
- Research Question/Project Purpose
- Literature Review
- Ethics
- Methodology
- Findings
- Discussion or conclusion
- Recommendations for further study/research

When the thesis or project documentation is completed, the learner submits this document to their committee members. The committee members review the document and have an online conversation with the learner about the thesis/project. The scheduling of this process and the conversation itself are facilitated by the faculty mentor.

Again, the learner “leaves the room” to allow the mentor to poll the committee as to the members’ approval of the thesis/project report. This approval must be unanimous.

If the thesis/project report is not approved, the mentor meets with the learner to inform them of needed additions/revisions. The learner then has a specified period of time to complete revisions to the satisfaction of all committee members.

Once the committee has approved the thesis/project, the faculty mentor informs the Dean. The final thesis/project is sent to the Academic Programs Committee for their information.

Institute Policies and Regulations

Learner Rights and Responsibilities

Rights

Respect

Learners are entitled to be treated with respect and due consideration by all Institute faculty mentors, staff, and learners.

Access to Records

Learners are entitled to all rights established by the Family Educational Rights and Privacy Act of 1974 which was designed to protect the privacy of educational records, to establish the right of learners to inspect and review their educational records, to challenge the content of those records, to have a hearing if the outcome of the challenge is unsatisfactory, to submit an explanatory statement for enclosure in the record if the outcome of the hearing is unsatisfactory, to prevent disclosure, with certain exceptions, of personally identifiable information, and to secure a copy of the Institute policy which includes the location of all education records. Questions concerning the Family Educational Rights and Privacy Act should be addressed to the Registrar.

Learner Grievance Policy and Procedure

A learner may bring a grievance against a faculty or staff member to the attention of the Academic Dean. Prior to filing a formal grievance, the Institute strongly encourages learners

to discuss their concerns with the faculty or staff member concerned, if possible, or, if not, with a member of the Institute's administration.

If a learner chooses to file a formal grievance, the following procedure will be followed:

1. The learner will describe the grievance in writing and present the grievance document to the Dean.
2. The Dean shall inform the faculty or staff member in question of the grievance and provide her/him with a copy of the grievance document.
3. The first recourse in the event of a formal grievance is mediation. The Dean shall appoint a mediator within 10 business days, and the appointee shall conduct a formal mediation with the learner and the faculty or staff member. If the mediation comes to a conclusion acceptable to both parties, the Institute will consider the grievance resolved. The Dean shall keep a record of the grievance and mediation.
4. If a resolution cannot be achieved via mediation, the Dean shall investigate the grievance within 10 business days of the failure of the mediation.
5. If the Dean finds probable cause but the nature of the grievance is not adequately serious to warrant formal disciplinary action, the Dean will attempt to resolve the matter informally.
6. If the Dean finds probable cause and the nature of the grievance is adequately serious to potentially warrant disciplinary action, the Dean shall inform both the learner and the faculty or staff member of this finding. Then the Dean shall hold a hearing on the grievance within 10 business days and render a final decision with another 10 business days.
7. If the learner is unsatisfied with the Dean's decision, she/he may appeal to the Institute's President. The President will respond to the appeal within 10 business days. If the learner's grievance is with the President, the learner may bring her/his appeal to the Chair of the Board of Directors. The Chair will respond within 10 business days.

Responsibilities

Code of Conduct

In every context of their experience within the Graduate Institute for Transformative Learning, learners are expected to behave with due consideration and respect toward their colleagues and toward the Institute's faculty mentors and staff.

The activities listed below may result in probation, suspension, or expulsion, as defined below, if they occur under any GIFT Learning auspices. Other violations of consideration and respect not specified may also result in similar outcomes.

Probation: a status of "being on warning" not to engage in any other violations of the Code of Conduct

Suspension: a status of being removed from enrollment or any other participation in the Institute for a period of time

Expulsion: a status of being expelled from enrollment, without any possibility of future re-enrollment

Prohibited Activities

- Physical or verbal obstruction of Institute activities
- Threatening or inflicting bodily harm on any other person

- Theft, vandalism, destruction, or gross negligence toward property of the Institute or Institute learners, faculty, or staff
- Possession of firearms or dangerous explosive materials
- Furnishing false information to the Institute with intent to deceive
- Plagiarism
- Soliciting or assisting another to do any act that would subject a learner to probation, suspension, or expulsion
- Violation of any criminal statutes of the State of Washington if the violation occurs under Institute auspices or affects the Institute community

Academic Dishonesty

Academic dishonesty in all forms is a serious educational offence. GIFT Learning will proceed with appropriate disciplinary action in alleged cases of cheating, plagiarism, or unauthorized use of aids, assistance, or materials.

Disciplinary Procedures

Charges of violations of the Code of Conduct may be made by any member of the GIFT Learning community. Charges shall be in writing and shall be filed with the Academic Dean. Upon such filing, the Dean shall investigate the alleged violation. If the Dean determines that there is no substance to the charge, the charge shall be dropped.

If the Dean initially determines that the charge **may** warrant the penalty of probation, the Dean shall meet with the learner and offer her/him an opportunity to respond to the charge. If after such response the Dean determines that the charge warrants probation, the Dean shall explain her/his finding to the learner and place the learner on probation for a specified time of no more than one semester. The Dean shall place a letter explaining the probation in the learner's file. At the end of the specified time, if there are no other violations, the probation is terminated.

If the Dean determines that the charge may warrant the penalty of suspension, the same procedure is followed as described for probation. If the Dean finds for suspension, the learner may appeal this judgment to the President. The learner shall state her/his appeal in writing to the President within 5 business days of receiving the Dean's finding. During this time the learner may not participate in any activities of the Institute.

Once the President has received the written appeal, he/she shall meet with the learner and discuss the charge and the appeal. The President shall then inform the learner in writing of her/his decision within 5 business days.

The same procedure shall be followed if the Dean determines that the charge warrants the penalty of expulsion.

Placement Services and Employment Opportunities

The Institute provides no specific placement services and makes no claims in relation to the future employment of graduates.

On request, Institute staff assist interested learners in meeting educators in the network of post-modern and integral schools in the US and Canada and in meeting educators working within like-minded organizations around the world.

Confidentiality and Privacy

GIFTLearning complies with the Family Educational Rights and Privacy Act of 1974 which was designed to protect the privacy of educational records, to establish the right of learners to inspect and review their educational records, to challenge the content of those records, to have a hearing if the outcome of the challenge is unsatisfactory, to submit an explanatory statement for enclosure in the record if the outcome of the hearing is unsatisfactory, to prevent disclosure, with certain exceptions, of personally identifiable information, and to secure a copy of the Institute policy which includes the location of all education records.

Disability Services

Graduate Institute for Transformative Learning is committed to ensuring that all learners have equal access to its academic programs.

Learners with disabilities are entitled to reasonable accommodation services according to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Learners have the right not to be discriminated against or treated with disrespect based on an actual or perceived disability.

They are entitled to access all Institute programs if “otherwise qualified” to participate. Along with these rights come responsibilities. Learners are expected to provide documentation of their disability; to inform the Office of the Registrar of any accommodation needs or program barriers; and to notify the Office of any complaint regarding the provision of access or accommodations. While GIFTLearning works to provide every learner with suitable accommodation, the Institute has the right to refuse any accommodation that would fundamentally alter an academic program, or would pose an undue burden on the Institute.

Non-Discrimination Policy

The Graduate Institute for Transformative Learning does not discriminate on the basis of race, color, age, gender, religion, physical ability or disability, or national or ethnic origin in the admission to or administration of any of its programs.

Sexual Harassment Policy

The Graduate Institute for Transformative Learning seeks to promote and maintain an environment free from harassment of any type. It is the policy of GIFTLearning that no member of the Institute community – learners, faculty, administration or staff – may sexually harass any other member of the community.

Definitions

Sexual harassment is defined as any unwelcome, offensive behavior of a sexual nature; unwelcome sexual advances; requests for sexual favors; and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of employment or academic admission or advancement;
- Submission to or rejection of such conduct is used as the basis (or threatened to be used as the basis) for employment actions or academic decisions or evaluations; or

- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or learning or creating an intimidating, hostile, or offensive work or learning environment.
- Sexual harassment can occur between any pair of individuals within the Institute. The harasser is often, but not always, in a more powerful position than the person being harassed. In such situations, sexual harassment is particularly serious because it may unfairly exploit the power inherent in a supervisor's or faculty member's position. All forms of sexual harassment are violations of the Institute's policy and will not be tolerated. Often sexual harassment is also a violation of Title IX of the Education Amendments of 1972.

Confidentiality

Those persons responsible for consulting about, investigating, and resolving complaints of sexual harassment will make efforts, to the extent possible, to protect the privacy of both the complainant and the respondent.

Sexual Harassment Complaint Procedures

Any member of the GIFT Learning community may in good faith bring forth an allegation of sexual harassment using either a formal or informal complaint procedure. No individual shall be penalized or retaliated against in any way by a member of the Institute community for his or her participation in this complaint procedure.

Informal Complaint Procedure

The informal complaint procedure seeks to achieve a resolution upon which both the complainant and the alleged harasser agree. An informal complaint may be oral or in writing. It should be brought to the Academic Dean. Informal complaints may have several outcomes. The person raising the issue may only want to discuss the matter with a neutral third party to clarify whether harassment may be occurring and to determine his/her options, including the pursuit of more formal action. In such a situation, the Dean will give assistance and offer suggestions on how the issue might be resolved, without drawing a conclusion as to whether harassment has occurred. In other cases, the Dean may be asked to act as a mediator, to talk to the other person(s) to see whether an informal resolution of the issue can be reached. If resolution is reached by this process, no further actions will be taken, and the matter will be considered closed.

The Dean will keep a confidential record of the complaint and its resolution, including the names of the involved parties. Issues not so resolved may require that further inquiries be made and/or that the Institute take a more active role in finding a solution to the problem. If a satisfactory resolution cannot be reached, the formal complaint procedure may be used at the option of the complainant, the respondent, or the Institute.

Formal Complaint Procedure

A complainant may make a formal complaint without first using the informal complaint procedure. A formal complaint should be in writing and submitted to the Academic Dean. The formal complaint should include: the alleged harasser's name; the times, dates, places, and circumstances surrounding the allegation of harassment; a description of the harassment; and the names of any witnesses to the incident(s).

After receipt of the formal complaint, the Dean will consult with the complainant, the person against whom the complaint is made, any witnesses, and any appropriate others, in an attempt to resolve the matter and/or to determine whether further investigation is warranted. A copy of the formal complaint will be provided to the individual against whom the complaint is made. A formal investigation can be terminated at any time, e.g., if a satisfactory resolution is agreed to before a written finding is made, or if an appropriate resolution is implemented.

Upon completion of the investigation, the Dean will issue a finding and, if appropriate, recommendations.

A complainant or respondent dissatisfied with the finding or recommendations may file a rebuttal statement with the Dean for inclusion in the investigative file. The complainant or respondent may also appeal the finding or recommendation to the President of the Institute. If an appeal is filed, the President will meet with both the complainant and the respondent and will then issue a finding, which is binding within the GIFT Learning.

Institute Statements

If a complaint of sexual harassment is found to be substantiated, appropriate corrective action will follow, up to and including the separation of the offending party from GIFT Learning, consistent with Institute procedures for termination or suspension of a faculty member for cause.

Academic Responsibilities and Standards of Academic Progress

Learners are responsible for active participation in every class and directed study. They are responsible for their engagement in the Core courses and for self-authoring their M.A. Program to best engage their curiosity and manifest their inspiration as learners and as members of a self-renewing community of care.

Standards of academic progress in the Graduate Institute for Transformative Learning's M.A. Program include the following:

- Successful completion of the Core Courses, earning credit in each course
- Successful articulation of a M.A. Program building on the Core courses, including the earning of credit in all courses and directed studies
- Successful completion of a portfolio of work
- Successful design and completion, with credit, of the M.A. thesis or culminating project

Satisfactory Academic Progress Policy

The quantitative standard for measuring learner progress is the successful completion of courses and/or directed studies, according to the Course Rubric, on a regular basis, the completion of a portfolio that meets our rubric benchmarks, and the completion of the degree program within five years.

As well, the following evaluation data is collected and reviewed on a yearly basis: Annual student survey - Two-year comparison in five key areas, Attrition rate, Number of learners meeting Benchmark each semester, Average course experience, Average student credit hours, Number of Program Assessment Committee recommendations followed through on, Percentage of course

requests satisfied by semester, Successful course completion (See Exhibit 6b: Strategic Plan with Key Indicators)

The qualitative standard for measuring learner progress is ongoing learner satisfaction with the program, as assessed via continued matriculation.

Satisfactory Academic Progress is monitored at the conclusion of each term. The academic record of each student for the concluded term will be reviewed to determine if the student has met both the qualitative and quantitative measures as outlined in this document.

Qualitative Measure

- Maintaining a status of Mastery in all courses according to the rubric
- Mastery in portfolio development according to the rubric

Quantitative Measure

- Meeting Pace of Progression by completing a minimum 2/3 (67%) of cumulative units attempted. Pace of Progression ensures a student completes their degree within the maximum timeframe. It is calculated by dividing the cumulative units completed by cumulative units attempted. Pace of Progression = Cumulative Units Completed/Cumulative Units Attempted
- Completing program of study within Maximum Timeframe. Maximum Timeframe = 150% of program length

GIFT Learning enrolls adult learners whom we trust to organize and manage their own lives and to self-author their own Master of Arts programs. Given this recognition, our Satisfactory Academic Progress Policy includes the following:

We expect learners to complete every course and directed study in which they enroll to the level of earning credit. We define satisfactory academic progress as the successful completion, with the earning of credit, of every course and directed study in which a learner has enrolled.

If a learner has not achieved the credit level by the end of a semester, our Extension policy is an option.

Failure to Achieve Satisfactory Academic Progress

Any learner who fails to achieve satisfactory academic progress will be counseled by the Academic Dean. The learner may choose to withdraw from the course or study. The learner may request an extension.

Any learner who is not willing to withdraw from the course or study and who is not willing to request an extension will be withdrawn from the program.

Withdrawal from the Program

Learners may be asked to withdraw from the program if they fail to earn credit in more than one course or directed study. Learners may withdraw from the program at any time. To do so, they must inform the Dean and the Registrar in writing.

Reentrance policy

Former learners who exited the program in Good Standing may be permitted to return into the degree program. No fee is required for re-entrance: A letter of request for re-entry will be submitted to the Dean. Learners who were not enrolled within the past six years are considered new applicants and must submit a new application, application fee, and all supporting materials.

GIFT Learning Library

The Institute's library includes more than 220 volumes that explore holistic education, post-modern schooling, and designing learning communities. The library's holdings are listed on the Institute's website. Learners may borrow any of the books for one month, with a limit of three books at a time. Requests are made to the Academic Dean. Books are sent through the mail.

Access to Academic Library

The yearly Technology fee includes digital access to the academic library Questia.com. Use of an academic library will be discussed at the first residency.

Transferability of Credits from Graduate Institute for Transformative Learning to Other Institutions

While the Graduate Institute for Transformative Learning has received authority from the Washington Student Achievement Council in Washington State to offer degree programs, the Institute is in its sixth full year of operation and is not yet accredited. Thus, credits earned at GIFT Learning may not be accepted as transfer credits at other accredited graduate schools. Acceptance of transfer credit is determined by the receiving institution.

Learner Complaints

Learner complaints should be filed in writing: by mail to Paul Freedman, Graduate Institute for Transformative Learning, PO Box 57, Clinton, WA 98236. Or by email: president@TLCommunity.org

Learners may file a complaint about any issue or concern that relates to their interaction with the Institute, its personnel and faculty, and its services. If the complaint is a formal grievance, the process will be followed. If the complaint is not a grievance, Mr. Freedman will respond to the complaint within 3 days of its receipt and negotiate and enact an acceptable response with the learner. If the learner is not satisfied with this negotiation, she/he may appeal to Chair of the Board of Directors, Renee Poindexter.

If a learner is not satisfied with the response of the Institute to her/his complaint, the learner may file a complaint with the Washington Student Achievement Council. Information about how to file a complaint is here: <http://www.wsac.wa.gov/student-complaints>.

2019-2020 Graduate Institute for Transformative Learning Academic Calendar

Fall Semester 2019

First day of semester September 3

Residency: Choice 1: Thursday Sept 26 at 4pm through Tuesday Oct 1, 11 am (5 nights, 6 days)

Choice 2: Sunday Sept 29 at 4pm through Oct 4 11 am (5 nights, 6 days)

GIFT Learning Community Gathering: Sunday Sept 29 at 4pm through to Tuesday Oct 1 at 11am

Last day of semester December 13

Grades due: December 20

Legal holidays: November 21-22

Winter Semester 2020

First day of semester January 2

Last day of semester April 12

Grades due: April 19

Legal holidays: February 18

Summer Semester 2020

First day of semester April 22

Last day of semester August 2

Grades due: August 9

Legal holidays: July 4

2020-2021 GIFTLEARNING Academic Calendar

Fall Semester 2020

First day of semester September 3

Residency and GIFT Learning Community Gathering: Wednesday, September 23–Wednesday, Sept 30, 2020

Last day of semester December 13

Grades due: December 20

Legal holidays: November 21-22

Organization of the Institute

Board of Directors

The Graduate Institute for Transformative Learning is governed by the Board of Directors of the Transformative Learning Foundation, which determines the general policy of the Institute, makes laws for its governance, manages its investments and directs the expenditure of funds. Faculty, with the support of the Academic Dean, are responsible for curriculum development and maintenance, pedagogy and assessment.-

The Board of Directors includes:

Anne Adams (Acting Academic Dean, ex officio, non-voting)
Linda Inlay
Mitra Martin
Elan Bailey (Learner/alumnae member, secretary)
Jon Ouellette
Renee Poindexter (Chair)
Tim Riley (Treasurer, CFO)
Paul Freedman (President, ex officio, non-voting)
Laurel Tien (Academic Dean-designate, ex officio, non-voting)

Advisory Council

The Institute's Advisory Council advises the president. Membership includes:

Robert C. Gilman, Founder and President of the Context Institute
Milt Markewitz, retired IBM programmer and team leader; sustainability educator
Stephanie Pace Marshall, Founding President and President Emerita of the Illinois Mathematics and Science Academy, former president of the Association for Supervision and Curriculum Development
Stephanie Sarantos, co-founder and 20 year staff member at The Clearwater School near Seattle

Officers

Operationally, the Institute is managed by its Officers and Deans.

President – Paul Freedman. M.Ed.

The President is the chief executive officer of the Graduate Institute for Transformative Learning and provides leadership in all domains of Institute activities, in consultation with the Board of Directors of the Transformative Learning Foundation. The President is responsible for the presentation of all Institute policies and recommendations to the Board. In the execution of their duties, the President consults with, and delegates to, the Dean, faculty, and administrative staff.

Vice-President for Finance – Tim Riley

The Vice-president of Finance is the chief financial administrator of the Institute and is responsible for supervising the preparation and oversight of the Institute budget and all other financial matters. The Vice-president of Finance works with the President and the Dean, faculty, and administrative staff to initiate and execute strategic operations.

Acting Academic Dean – Anne Adams, PhD; Dean-designate, Laurel Tien, PhD (c)

The Academic Dean ensures that appropriate courses are available to learners, taught by suitably qualified faculty. The Dean ensures that applicants receive adequate advising about admissions, transfer, course and program planning, and graduation requirements. The Dean communicates with learners on an ongoing basis in matters related to academic programming and career preparation.

The Dean provides administrative and academic leadership to the faculty, consulting with faculty regularly, building consensus, removing obstacles to the achievement of the Institute's mission, supporting innovation and excellence in teaching, encouraging critical reflection and adaptability. The Dean works with the faculty search committee to recruit and select new faculty, and makes the necessary recommendations to the President. The Dean reports to the President.

Director of Student Services Student services are directed by the Academic Dean.

Library Director Library services are coordinated by the Academic Dean and the Academic Librarians at Questia.com, a digital academic library service

Assistant Dean and Registrar

The Registrar is responsible for the creation and maintenance of student academic records, transcript services, course registration, tuition and fee assessment and refunds, and the student information system. Currently, Registrar services are managed by the Academic Dean. The Assistant Dean also supports the Academic Dean in all of their activities.

Teaching Staff: Faculty (All faculty are part-time)

Anne Adams, California Institute of Integral Studies, Ph.D. 2005.

Peter Berg, Walden University, Ed.D. 2013.

Marcia Braundy, University of British Columbia, Ph.D. 2005.

Pille Bunnell, University of California, Berkeley, Ph.D. 1973.

Mali Burgess, The Union Institute and University, Ph.D. 2004.

Sam Crowell, University of Virginia, Ed.D. 1992.

Elaine Decker University of British Columbia, Ph.D. 2004.

Jeanne Marie Iorio, Columbia University, Ed.D. 2007.

Hilary Leighton, University of Victoria, Ph.D. 2014.

Josette Luvmour, Fielding Graduate University, 2008. Ph.D.

David Marshak, Harvard University, Ed.D. 1985.

Chunghea Jennie Oliver, Argosy University, Hawaii, Ed.D. 2012.

Zachary Oliver, Argosy University, Ed.D. 2009.

Lucila T. Rudge, Ohio State University, Ph.D. 2008.

Elizabeth Simpson, Auburn University, Ph.D. 2000.

Annie Smith, University of British Columbia, Ph.D. 2007.

Prapanna Smith, University of California, San Diego and California State University, San Marcos, Ed.D. 2010.

Anna Soter, University of Illinois. Ph.D. 1985.

Fleurette Sweeney, University of British Columbia, Ph.D. 2002.

Jonathan Taylor, Rutgers University, Ph.D. 1970.

Teresita-Salve R. Tubianosa, University of British Columbia, Ph.D. 2000.

Teaching Staff: Instructors (All instructors are part-time)

Kathleen Forsythe, Open University (U K), B.A. 1974. Open University ABD, 1980.

Paul Freedman, Goddard College, M.Ed. 2007.

Daniel Kirkpatrick, Antioch University Seattle, M.A. 1990.

Darrell Letourneau, University of Victoria, M.Ed. 1999.

Geoffrey “Ba” Luvmour, Sonoma State University, 1984. M.A.

Michael Maser, Simon Fraser University, M.A. 1997.

Chris Mercogliano, Graduate Institute for Transformative Learning, M.A. (hc), 2018.

River Meyer, University of Northern Colorado, M.A. 1976.

Renee Beth Poindexter, Graduate Institute for Transformative Learning, M.A. (hc), 2017.

Beth Sutton, Antioch University, New England, M.Ed. 1990.

Laurel Tien, MA (University of BC), MA (SelfDesign Graduate Institute), PhD (c), California Institute of Integral Studies

Appendix – Course Catalog

Core Courses

TL 500 Principles and Praxis (3 credits) *1st Year Fall with Residency*

Significant paradigm shifts require deep shifts in perspective - in philosophical assumptions. Self-authoring begins with epistemological shifts in thinking about who and what we are as human beings. Based in experience and rediscovery, learners will explore unique models and maps of neurological territory for their implications for new understandings about human learning and lifelong maturation. Beginning with an exploration of the three core intellectual traditions that have informed the development of the MA in Transformative Learning: holistic education, developmental and humanistic psychology, and systems theory related to autopoiesis. Through combination of discussion, experiential art, forest walks, improvisational drama and reflective journaling, participants explore our human capacities for directing our own unfoldment at every age from birth onward. Learners begin a portfolio of work.

TL 501 Modes of Inquiry (3 credits) *First Year Winter Semester*

We know in our heads, our hearts, our bellies, our dreams; through emotions and ideas and insights and intuitions and premonitions and visions and body sensations. With each of these aspects of our being, we inquire, both consciously and unconsciously. Epistemology is the investigation of knowing how we know. When we explore how we know, we stand in meta-position to our own knowing, that is, as a witness to our knowing. This witness stance offers a location of consciousness from which we can observe both ourselves and the world more accurately and more fully.

TL 502 Epistemological Foundations of Learning (3 credits) *First Year Summer Semester*

Learning involves developing adequate conduct in any domain of knowledge. Learning also evokes an expansion of intelligence and wisdom. To nurture deep, self-perpetuating learning, this course explores both *epistemology* (how we know what we know: understanding the origin, nature and limits of knowledge) and *ontology* (the nature of human existence, and as part of that, the nature of learning.) Learners examine the biological roots of life, cognition, language, and emotions, and they investigate how these are conserved and altered in evolutionary and cultural lineages. The course entails explanations, exercises, and conversations as well as individual reflections, all coherent with an epistemological framework that is recursive in explaining itself as well as explaining other related frameworks.

TL 503 Living in a Learning Community (3 credits) *Second Year Fall with Residency (may be completed in person or virtually)*

Each learner in this course facilitates the learning of the entire cohort and faculty by engaging the community in topics and activities chosen by the learner. In this way each learner shares her/his learning from the first year of the program and has an opportunity to engage colleagues in the trajectory of his/her M.A. program. The faculty mentors also share their own learning edges in the same manner.

Directed Studies

Learners design each Directed Study, with the supervision of a faculty member, and then conduct the study in dialogue with the same faculty member. The faculty member and the learner both will assess the process and completion of the study.

- TL 504 Directed Studies (I)** (three credits)
- TL 505 Directed Studies (II)** (three credits)
- TL 506 Directed Studies (III)** (three credits)
- TL 507 Directed Studies (IV)** (three credits)
- TL 508 Directed Studies (V)** (three credits)
- TL 509 Directed Studies (VI)** (three credits)

Thesis Courses

TL 600 Master's Thesis or Project in Self Design (3 credits)

The Master's Thesis involves significant original research and a substantial written thesis. The project option requires a significant project and a substantial documentation of the project.

TL 601 is the second part of a 6-credit thesis or project (3 credits)

Electives

TL 510 Evolutionary Aesthetics: Education, Imagination and Social Transformation (3 credits) (**Burgess**)

Learners in this course explore evolutionary aesthetics: education as a living process, creativity as a learning process, and social transformation as an evolutionary process. They inquire into and consider the importance of creativity in education, of education in social transformation, and of aesthetic beauty in life, nature, the arts and sciences, health and healing, creativity, culture, and evolution.

TL 511 The Art and Architecture of Consciousness (3 credits) (**Burgess**)

Learners in this course explore the patterns and dynamics of relationship reflected in the foundational processes of life and the deep structures of consciousness. They investigate and reflect on the ways these dynamics embody the essence and beauty that simultaneously describe the most basic and most complex of living systems, from fundamental patterns embodied by the natural world to social networks, sacred structures, psyche and soma, the subtle body, and processes of consciousness.

TL 512 Ecosystems of Education (3 credits) (**Sutton**)

Education, like all other aspects of life, functions as an ecosystem with each aspect impacting all others. This is true whether we attend to it or not; the only issue is whether we work consciously with it so the child's whole experience is in service of our educational goals and we all have a sustainable and healthy experience.

In this course learners explore the Enki Education Web, the underlying structure of the Enki ecosystem, as a tool to look at educational ecosystems in general. Each week students engage in short exercises at home that give them a personal experience of the particular "web thread" or principle in focus as well as specific reading on the topic. These "web threads" or principles include environment; rhythms; unity and diversity; body, heart, and mind; developmental mirror; activity of learning; teacher health; adult models; essential energy; family and community; and wisdom and vitality. In class we debrief this "field application" and reflect on the web principle from the vantage point of direct experience. In this way, the learners each have their own personal experience of each of the principles, which they then

bring together in a collaboratively designed final project.

TL 513 Neurobiology and Learning (3 credits) (Maser)

How does learning actually occur in humans? The growing knowledge from the neuro- and cognitive sciences provides a rich and universal framework to better understand the needs of our children and teens, including cognitive development as well as emotional and motivational systems of the brain. The goal of this course is to provide a foundation in the basic functions (anatomy, physiology and pharmacology) of the brain as they relate to human development and the neurobiology of learning. With this knowledge educators will have universal frameworks and developmental guidelines to understand the principles of learning as they apply to all children and youth. The final project will focus on learners' personal research interests about learning and the brain.

TL 514 The Psychology of the Evolution of Consciousness (3 credits) (Marshak)

Learners in this course explore the Spiral Dynamics model in depth, with a focus on the work of Graves, Beck, Wilber, Gebser, McIntosh, and Houston. They then apply this model to enhancing their understanding of several phenomena at issue in the work of post-modern and integral education, including the development or unfoldment of children and teens, the structure and culture of learning environments, and the power relations between learners and adults in post-modern and integral learning environments. Learners also explore Mead's conceptual framework in terms of post-figurative, co-figurative, and pre-figurative cultures, and they will consider the implications of this framework for post-modern education.

TL 515 Holistic Education and Its Historical Antecedents (3 credits) (Marshak)

Learners in this course explore the historical antecedents of holistic education. The course considers the Nineteenth century transcendentalists (Emerson, Alcott), the early twentieth century spiritual evolutionists (Aurobindo, Steiner, Inayat Khan, Krishnamurti, and later, Montessori), and the "free school" movement from A. S. Neill to Sudbury Valley. Learners examine each of these prior paradigms of human development/unfoldment and will explore their similarities and dissimilarities.

TL 518 Languageing for Self-Empowerment (3 credits) (Maser)

Learners in this course gain an understanding of and initial skills in basic NLP insights and techniques, and others (e.g. Cognitive Behavioral Therapy [CBT]), with a focus on using languageing skills in goal-setting, self-assessment and creating rapport with others. The course focuses on practical applications—theory, example, practice, and discussion of each technique—and on how languageing skills may be used to support self-empowerment in the service of personal and professional goals, as well as parenting and other relation-building activities.

TL 519 A SelfDesign® Path (3 credits) (Meyer)

Using a 13-part multimedia online workshop designed for parents and other adults, learners in this course explore key elements of SelfDesign®, focusing on how the elements weave together to create a unique environment supporting learning through loving interaction. Exploration of personal beliefs, values, and family and cultural norms will engage the learners in articulating and clarifying their current values, beliefs, and practices about learning. Personal reflection through journaling will be combined with facilitated group interaction and discussion of the basic SelfDesign® elements, leading to each participant's discovery or

confirmation of authentic, present- focused life position. The course is offered as foundational for consulting work using the SelfDesign® philosophy and methodology for learning and living.

TL 520 Being Real in a Virtual World (3 credits) (Meyer)

Communication is a key factor for successful navigation and outcomes for the internet-based educator. How can we effectively communicate with people we may see only intermittently, or may never meet, and whose response to our communications cannot be measured through our traditional auditory or visual methods? Learners in this course explore the use of languaging techniques that override the efficient or distant tone virtual connection often creates, moving instead toward communication that develops, deepens, and enriches the relational qualities of our professional work. The course emphasizes both key concepts and regular practice of new and enhanced communication skills.

TL 521 The Art of Deep Listening: Creating Meaningful Relationship as a Consultant (3 credits) (Meyer)

Successful consulting occurs through the creation of some form of relationship, primarily unidirectional but including elements of inter-personal connection. A key to excellence lies in developing our ability to listen deeply to the other, putting aside our assumptions or pre-conceived conclusions and continually finding a space of openness and curiosity. Our skills as authentic listeners are magnified when we hone our ability to listen beyond the spoken words of the other to find the essence of the message. Learners in this course will explore techniques that take us ‘beyond words’ and assist us in bringing forth the core needs and desires of those with whom we consult in a respectful, whole-hearted manner.

TL 522 Spirituality and the Developing Child: Recognizing and Nourishing the Spiritual Capacities of Children (3 credits) (B. Luvmour)

Children of all ages have natural spiritual capacities. Critical issues that every adult faces are: 1) how to recognize the spiritual capacities of children as they grow and 2) how to support optimal development of children’s spirituality. When these natural capacities are nourished, children’s spiritual awareness unfolds naturally and in harmony with their social and physical environment.

Learners explore these issues, including the spiritual capacities of each stage in children’s development and how these capacities can be nourished by adults, and how children perceive love, truth, and the unknown. This course deepens learners’ appreciation of spirituality, and stimulates new ideas for optimal well-being in children and families.

TL 523 Children and Social Justice (3 credits) (B. Luvmour)

Social justice and sustainable relationships provide the cornerstone of respect, integrity, connection, and relationship. Through the whole-child developmental approach of Natural Learning Relationships, we insure the healthy personal and communal development of our children and teens. There is no more important and powerful way to create social justice in our communities than by helping our children and teens to become healthy, engaged, compassionate, and fulfilled adults. Learners in this course explore the following topics as they relate to individual development and social justice: developing rightful place in which everything and everyone belongs; grasping of the connection between boundaries and personal strength; emotional development—trust in self, people, nature, and their mutual, reciprocal relatedness; interpersonal relationships—ecology, justice, and fairness; teen

development—self directed choice essential to democracy; ideals and social mores; power, freedom/responsibility, and the right to choose; and the development of reason—meaning and social justice, interconnection and well-being, systems creation, discernment, and intentionality.

TL 524 Positive Development in Children: Applications for Academic Excellence; Resolving Conflict, and Promoting Social Justice (3 credits) (J. and B. Luvmour)

Learners delve deeply into how children organize their world at different ages of their lives. Based on the principle that capacities are innate and development occurs in relationship, learners examine evidence-based practices to understand the kinds of relationships that bring forth optimal well-being in children. These relationships create powerful opportunities to heal dysfunction, support academic excellence, and improve social relationships. Learners will give specific attention to the following topics: successful character development; supporting well-being in the child, especially within the school setting; optimal communication with children in each stage of development; descriptions of the special qualities, nature, and characteristics of each stage of development; identification of developmental malnourishments; identification of difficult times for the child and how to remedy these in various social settings; and the development of meaning within each stage of development.

TL 525 Rites of Passage in Our Times: Understanding and Applying Rites of Passage in Education (3 credits) (J. and B. Luvmour)

Rites of passage have historically been prominent in most cultures. In our times, many people feel there are only vestiges left that are more a celebration than a true passage (i.e., confirmations, Bar Mitzvahs, graduations). This loss is a catastrophe for humanity. When carefully and correctly executed, rites of passage can be a response to the lack of meaning and purpose that pervades the post-modern world. Done well, rites of passage create opportunity to touch the very depths of human possibility, including the emergence of greater self-knowledge. To reintroduce rites of passage into contemporary life, practitioners and researchers have turned to anthropological studies, direct contact with traditional cultures, distillations of transpersonal psychology, and their own common sense and intuition.

Learners in this course explore the purpose and meaning of rites of passage; the relevance of rites of passage for children, education, families, social justice, and community and social well-being; the nature of liminal experience, why it is important, and how to create it; the relationship between rites of passage and child and adolescent development; the reciprocal growth and development of each person involved in rites of passage, including teachers, family members, and elders; and how to structure and lead rites of passage.

TL 526 Adult Development (3 credits) (J. Luvmour)

Adult development involves systematic, qualitative changes in consciousness, human abilities, and behaviors as a result of interactions between internal and external environments. Learners in this course examine constancy and change in ways of knowing self and the world (social, cognitive, emotional, and physical development across ages and stages). Learners will explore the literature on developmentally related change in perspective-taking, meaning-making, self-knowledge, action theory, and transformational learning.

Learners focus on the following questions:

- What is the relationship between development and learning style? Are personalities

- learned or inborn?
- How does learning occur in the context of the family and the community?
- How can our families and communities collaborate with our schools to support learning?
- What form transforms in learning?

TL 527 Mutual Development between Parent and Child (3 credits) (**J. Luvmour**)

Humans develop in relationship, and children bring change. Everyone accepts that the adult influences the child, but few realize how much the child influences change in the parent. Learners in this course focus on how nurturing development in the child can lead to the emergence of new meaning, self-knowledge, and wisdom in the parent. This course focuses on the dynamics of multi-directional development in transactions between the parents and their children and draws upon original research conducted by the faculty mentor.

TL 528: Our Learning Ecology (3 credits) (**Maser**)

Each person has a unique way of constructing their worldview as they grow, reflecting relational dynamics among diverse genetic, cultural and epigenetic influences. This can be considered akin to a learning ecology. In this course learners explore new concepts of brain development, intelligence and competency and how new insights of who we "really are," fundamentally, can apply to ourselves and others. Perspectives for consideration will be personal as well as educational and also that of parent or caregiver to children and youth. Learners in this course also develop new understandings of learning and nurturing learning in others with the help of specific applications, including Brain Gain, Think Up!, Multiple Intelligences (Neurodiversity), insights from energy psychology, biology, HeartMath, spirituality, gaming, play and play therapy!

TL 529: Intersubjectivity and the Participatory paradigm (3 credits) (**L.Tien**)

Several theorists discuss the process of entering the dialogic or intersubjective space: for example Bohm; De Quincy; Gunnlagson; Senge, Scharmer, Jaworski, & Flowers, (2004), Varela (2000). Participatory education calls for collaborative relationships, "opening new communicative spaces in which dialogue and development can flourish" (Reason & Bradbury, 2008, p. 3). Ultimately, this experience aims for a grounded participation in the world, to "join with knower in a participative relationship" (Reason & Bradbury, 2008, p 9). How does this give direction and meaning to our practice, beginning with a deeper understanding about how we learn, know, and make sense of the world around us – as individuals and in groups, as we harvest collective wisdom? Learners will play with dialogic formats for communities of practice (e.g. Art of Hosting, World Cafe, Open Space Technology, the Circle Way, Work that Reconnects, U.lab).

TL 530 Child and Adolescent Development (3 credits) (**J. Luvmour**)

An overview of developmental theories including underlying paradigm assumptions, history, context, comparison of theories, differences between approaches (e.g., pathology vs well-being), and the antecedents to the holistic view of development.

Development in relationship: emergent systems, contextual influences, developmental contextualism. How does perception (of self and world) change throughout childhood? What is optimal well-being for the child in each stage of childhood? How do children organize their world at different ages of their lives? Based on the principle that capacities are innate but

development occurs in relationship, this section examines the kinds of relationships that bring forth optimal well-being in children. Using a *Natural Learning Relationships* whole-child developmental model we will explore how humans are dynamic systems with a biological unfolding in a constant feedback loop with the environment.

TL 531 The Hermeneutics of Humor (3 credits) (Decker)

Learners use comic tools to explore the links between how we interpret human experience, understand that experience and act in consequence. This is only appropriate since the word “hermeneutics” is derived from the Greek god Hermes, the messenger (hence the concern for language and meaning) – and the trickster. Our first step is to challenge the certainties, the givens, the “answers” – a task that has historically been the work of clowns, fools and tricksters.

Borrowing their topsy-turvy perspective we can strengthen the funny bone and release the comic spirit, readying ourselves to face contraries with courage instead of certainty, becoming *comic heroes*.

“Comic heroes ... are thus exemplars of a special human freedom and flexibility – which, after all, is the real genius of the race. ... it has been the task of clowns and fools and comic heroes to remind us of our intrinsic freedom and flexibility.” (Hyers, 1981, p. 122)

TL 532 Creating and Realizing the Field of Infinite Possibilities (3 credits) (Letourneau)

We are in nature and nature is in us. We are neurologically programmed to learn together and from each other and to exist, connect, and thrive in human communities. How can we know ourselves deeply and connect and contribute to our communities in meaningful ways? Building on cognitive science U Theory by Senge and Scharmer, Varela's gestures in enhancing awareness, and Block's structure of belonging in communities, learners explore unique embodiment of sensing, presencing, and realizing through conversation, multimedia expression, improvisation, and art. Using powerful questions and finding their personal call-to-service in their own communities, learners examine themselves and their communities as living systems and explore how we can re-imagine and transform fragmented communities, including virtual communities, into powerful and harmonious sources of ongoing connection.

TL 533: Scholarly Inquiry and Research (3 credits) (Staff)

This course explores what constitutes contemporary scholarly inquiry as well as various non-traditional forms, styles and intentions. As an inquiring self-renewing community of care, we will investigate inquiry methods that support questions of interest to you, as well as experiment with and investigate the effectiveness of new or innovative approaches to inquiry. Learners will participate in group/partner inquiry activities and practice scholarly writing related to plans for their own thesis.

TL 534: Catalytic Memes: The Transformative Power of the ‘New Story.’ (3 credits) (Taylor)

Our shared belief in a consensual reality is in fact created by a collective ‘story’ that gives common meaning to experience. Humans are story-makers, and we are responsible for the stories we create. This is good news! In this course learners examine several case studies to assess the impact and implications of a specific meme on its supporting culture. The ‘new story’ becomes the next ‘old story,’ and yet we are accountable for the enduring unintended

consequences of our actions. What happens when stories contradict each other? What is the role of belief and certitude? Does the interjection of a non-linear possibility, a ‘new story,’ require direct experience? Possible case studies for exploration in the course are: Big Bang, Consciousness, and Evolution; The Calculus of Sustainability, Impermanence, Intra-dependant Origination; System Overload, Anthropogenic Climate Change, Ecocide, Cultural Violence, Social Injustice, Ebola, Mutually Assured Destruction, Armageddon and The End of Progress and Growth.

TL 535: Design with Nature (3 credits) (Taylor)

Nature-based design is an approach to innovation that seeks sustainable solutions to human challenges by emulating nature’s time-tested patterns and strategies. The goal is to create products, processes, and policies—new ways of living—that are well-adapted to life on earth over the long haul. The core idea is that nature has already solved many of the problems we are grappling with. Animals, plants, and microbes are the consummate engineers. After billions of years of research and development, failures are fossils, and what surrounds us is the secret to survival. Learners in this course explore nature-based design through an investigation of the following: biomimicry; biophilia; reconnecting—healing the body/mind split; natural learning; buildings and processes; terra-forming and geo-engineering; landscape restoration vs. the human-made landscape; and artificial life.

TL 536: Towards a New Story of Eldership, Dying, and Death (3 credits) (Taylor)

We all will die eventually. What are the human stories, thoughts, and personal beliefs regarding the unavoidable outcome of living? What does contextual culture, spiritual practice, and post-modern science have to say about dying and death? Can we be ‘OK’ with our personal relationship to spirituality, dying, and death itself? Learners in this course explore the following: Ways of Experience: what do we know for sure; Preparing: the Expected Unknown; The Life Spiral—Who am I, when did I become ‘me’ and what is it that dies; Completion and the ‘Good Death;’ The Art of Losing: Grief, Praise, Mourning and Letting Go; Ancestors and the Departed; What Dreams May Come: the Life Between Lives; and Cultural Cross-currents and the Variety of Human Experience.

TL 537: Explorations in Collective Intelligence: Learning Communities and Creative Non-linear Possibility (3 credits) (Taylor)

Learners in this course will engage, with the faculty mentor, in an experientially based research exploration into the role of collective intelligence in the ‘self-designed’ learning community. As a community of practice, learners will first survey the literature on learning cohorts, organizations, and collective intelligence in order to create a synoptic overview of current practice and experience. At the same time each learner will make individual observations from within our community of practice. The specifics of this process will be self-designed collectively by the class. Learners and the mentor will explore this question: how does the group’s collective intelligence best support the class to become self-observant while collectively exploring these issues in light of a desired outcome that depends on every member to creatively participate and grow in the context of a mutually agreed upon joint conclusion?

TL 538: Explorations in Awareness through the Body (3 credits) (Staff)

Learners explore fundamentals of Integral Bodywork through reading, personal experience, and bringing what has been learned into a setting beyond the classroom. Personal explorations

of basic components of Integral Bodywork take place initially through directed activities during scheduled class times. Learners deepen and extend these initial explorations through continued personal practice, reflection on that practice, and, for most, teaching, using, leading, and/or sharing Integral Bodywork activities with children or adults and reporting on the results of that sharing. In lieu of using Integral Bodywork with children or adults, learners may choose to write a research paper, create a video, or do some other creative project on some aspect of Integral Bodywork.

By the conclusion of the course learners understand the goal and principles of Integral Bodywork, have gained a sense of what makes an activity or exploration helpful towards fulfilling the goals of Integral Bodywork, and have a feeling for how Integral Bodywork serves a personal or professional purpose.

TL 539: Appreciative Inquiry Foundations Course (3 credits) (Leckie)

Appreciative Inquiry (AI) is recognized worldwide as a revolutionary process for high engagement positive change. In this course, learners will discover how AI has been successfully used for organizational culture change, strategic planning, and community development. Learners will explore the theory and principles of AI as well as its research base. Learners will gain a deep and thorough grounding in AI practices and engage in an initial experience of conducting an appreciative inquiry, including crafting and conducting appreciative interviews, making meaning of narrative data, envisioning and enacting positive futures, drafting provocative propositions, and supporting innovation teams. By the end of the course, learners will have a focused plan for using AI to create positive change in their organization or community.

TL 540: Adult Development and Accessing Wisdom with Children (3 credits) (J. Luvmour) Humans develop in relationship and children bring change. Everyone accepts that the adult influences the child but few realize how much the child influences change in the adult.

This course is a focus on how nurturing development in the child leads to the emergence of new meaning and self-knowledge in the adult. A concentration in the dynamics of bi-directional development in transactions between the adult and child, we explore how adults resolve difficult developmental tasks from their own childhoods as a result of actively supplying the developmental imperatives of the child.

This course delves deeply into the difference between change and transformation (epistemological change). Based on the principle that capacities are innate and development occurs in relationship, we will examine the kinds of relationships that bring forth optimal well-being in children and transformation in adults.

TL 541: Mindscapes and Landscapes: Integral Systems and Change Processes as Viewed Through an Ecopsychological Lens (3 credits) (Leighton)

A central goal of this course is to explore the field of ecopsychology and the ideas of integral systems theory with specific attention to its application to individual and collective biophysical and social systems in terms of change – especially as these relate to issues of personal, community, social, and environmental well-being and health. This study will be a dynamic combination of lectures and online discussions, personal explorations and reflective

assignments, a final short essay and arts-based inquiry and presentation, with a mandatory field component of time spent in nature each week.

TL 542 History of Schooling through Analysis of Consciousness and the Qualities of Post- Modern Schools (3 credits) (Marshak)

Learners explore pre-modern, modern, and post-modern forms of education and how each of these forms corresponds with a particular kind of consciousness, as described by the Spiral Dynamics model (Clare Graves, Don Beck et al) and by Jean Gebser. They examine the dominant elements in the modernist school paradigm and consider how these elements control public education in the United States and Canada today. Then learners investigate the paradigm of post- modern education in terms of its consciousness and qualities and will explore its various forms, including Montessori, Waldorf, Sudbury-Valley/free/democratic schools, Enki, progressive, and others. They also explore a holistic curriculum, including intuition, the mind- body system, subject and community connections, and earth and soul connections.

TL 543 Envisioning and Founding a Post-Modern School (3 credits) (Freedman)

Learners in this course explore post-modern consciousness and values and consider how these can be expressed through the structure and culture of a post-modern school. They articulate their own personal vision of post-modern schooling and develop key documents that will help to define their school-to-be: mission statement, statement of philosophy re the process of human development, the process of learning, and the role of curriculum, pedagogy, teachers, and so on.

Learners then explore the elements required to found a post-modern school: the nature of its ownership and governance; the role of its leadership; facilities and resources; legal requirements in the state of operation; recruitment of families and learners; hiring of staff; and start-up of operations and likely initial challenges.

TL 544 Leading and Sustaining a Successful Post-Modern School (3 credits) (Freedman)

Learners in this course explore the predictable challenges likely in leading and sustaining a post- modern school. The course focuses on issues of school administration and management; the school's identity in its community; professional development of adults working in the school; recruitment of families and learners; tuition and fundraising issues; engagement of community partners and allies; parental engagement in the life of the school; and crisis management.

TL 545 Starting and Sustaining a Democratic School (3 credits) (Mercogliano)

In this course learners gain examine how to establish a democratic school and how to navigate inevitable rough patches as the school works to create a positive culture and a sustainable financial foundation. Part I of the course clarifies and deepens the learners' understanding of the democratic education model and helps the learners to craft a coherent vision of the school they wish to found. A key component is the learner's own development, both individually *and* in the context of others, because it is imperative that the leader of a school that truly fosters children's growth first fully embrace one's own growth. Part II addresses the nuts and bolts of starting a school: securing funding, finding the right location, recruiting students and staff, establishing core procedures, building partnerships with families and the surrounding community, etc. It also addresses issues of sustainability: fiscal stability, community

maintenance and conflict resolution, staff development and turnover, and the creation of school rituals and traditions.

TL 546: Post-Modern Independent School Start-Up (3 credits) (Smith)

Learners in this course explore the necessary steps to develop and implement a successful independent, post-modern school. The course begins with an exploration of school vision and then examine how the key components of educational start-ups—Vision, Community, Board, Team, Funding—interact to provide focus and means towards the creation of a new educational program. Learners also investigate the pertinent legal requirements: incorporating of a non-profit educational corporation, obtaining non-profit status from the IRS, and meeting state requirements for an independent school. Learners document their own vision, explore strategies for team-building, and learn about the inevitable challenges arising from school finance.

TL 547 Leading and Sustaining an Independent Post-Modern High School (3 credits) (Kirkpatrick)

Learners in this course explore the complex ecology of leadership and sustenance required to lead a creative, successful independent post-modern high school. Topics for exploration and consideration will include the following: faculty hiring, development, and supervision; board relationships; program structuring and curriculum development; program assessment; student recruitment and retention; fundraising; school facilities; and creating and leading a school culture and community that learns, evolves, and innovates.

TL 548 The Joys and Sorrows of Leading a Post-Modern School (3 credits) (Freedman)

Learners in this course explore many aspects of starting and sustaining a post-modern school through first-hand accounts. Learners read and reflect on school leaders' narratives regarding their experiences. They observe and speak with school leaders about their work. Particular emphasis will be placed on the visionary qualities of school leaders and the extreme highs and lows associated with the responsibilities and opportunities of leading a school community towards a unique post-modern vision.

TL 549 Integral Education: Theory and Practice (3 credits) (Smith)

In this course learners explore the theoretical framework and the practical components of an Integral Education program founded on the teachings of Sri Aurobindo. The course focuses on “the principles of true teaching” and “Free Progress education.” Learners consider the relationships between theory and practice, the teacher and the student, and teaching and learning. Learners investigate several examples of Integral Education schools and explore how to incorporate Integral Education concepts and methods into their own practice.

TL 550 Adolescence as an Evolutionary Stage for Humanity (3 credits) (Marshak)

Learners in this course explore the theory that adolescence is a radically new developmental stage that has emerged only in the past hundred years, even though *homo sapiens sapiens*, modern humans, first appeared nearly 200,000 years ago. Learners investigate the invention of the concept of adolescence, the social and cultural developments that allowed adolescence to emerge as a distinct stage of human development, and the developmental attributes of adolescent identity and experience as we know these today. They also study adolescent/youth culture as it has developed since 1910, the potential of adolescence in furthering the evolution of our species, and what might be the social and cultural values, norms, and forms that would

allow adolescents to truly flourish and to manifest their capacity for perception and conception as described by Margaret Mead in her notion of a prefigurative, evolutionary culture.

TL 551 Integrated Leadership for a Just and Sustainable World (3 credits) (Berg)

Leadership is more than a title. Opportunities abound for leadership in everyday life, in our occupations, and in our learning environments in ordinary and extraordinary situations. Often we are expected to act within a very limited spectrum that falls within the dominant society's definitions and beliefs about leadership. A different set of ideas and beliefs about leadership is possible and necessary for a just sustainable world: authentic leadership. In this course learners explore paths to holistic, integrated, and authentic leadership. Learners will experience techniques for holistic and authentic leadership that integrate several philosophies, including authentic, contextual, holistic and values-based leadership, with their authentic self. Learners will explore leadership examples and theories from cultures all over the world (i.e. aboriginal, Chinese Philosophy, First Nations, Taoist, transformational, and tribal) and their own lives. The course emphasizes exploration and practice of an integrated leadership model for learning environments and for a more just, sustainable world.

TL 552 Holistic Health for Adolescents—an Ecological View: Empowering Youth through Understanding (3 credits) (Berg)

The current health care and health crisis in many parts of the world has an immediate impact on adolescents. Often the targets of advertising that promotes unhealthy, unrealistic, and damaging views of health, adolescents have a right to be aware of how they are impacted by the societal and ecological systems in which they live. Introducing adolescents to a systems approach to their own health magnifies the power they have to understand and define their own well-being and that of the ecologies in which they live. In this course learners explore the dynamics of ecological systems and how an ecological view of adolescent health leads to empowerment and lasting change. Learners also explore Western and Non-Western philosophies of health (i.e. allopathic (Western) medicine, Ayurveda, Herbalism, Integrative Medicine, Naturopathic Medicine, and traditional Chinese Medicine) as these relate to an ecological view. The emphasis is on techniques and lessons to empower adolescents to take charge of their health and the health of the ecologies in which they live.

TL 553 Poetry Reading and Writing: The Reconnected Body, Heart, and Mind (3 credits) (Soter)

Learners in this course will engage in reading and writing poetry, understanding how poetry connects us through its kinesthetic qualities, and working with poetry in ways that move us to new spaces and places. Learners explore the ways that poetry acts as a wonderful resource for connecting with others as well as connecting self to life in all its forms.

TL 554 Language as a Field of Energy in Education, Media, and Medical Settings (3 credits) (Soter)

Learners explore language as an energy-field, as a vibrational field that reflects thought as well as influences it. Unexamined language use is like Dewey's unreflective thought, yet language can be changed to ultimately influence thought. Learners examine language as a resonant field with powerful implications for social, political, and personal transformation.

TL 556 Language as a Field of Energy for Self-Growth (3 credits) (Soter)

Learners explore language as an energy-field, as a vibrational field with implications for self-growth. Learners undertake self-study of personal linguistic habits and patterns as well as those within their families and social networks. Language patterns become habitual and inadvertently lead to assumptions that we are uttering absolute truths that remain unexamined via the language used to convey them. Learners examine their own linguistic habits as windows to mental and emotional habits and then use language to create new linguistic, mental, and emotional patterns of behavior for self-growth.

TL 557: Making Learning Visible: Documentation and the Infant, Toddler, and Preschool Municipality Schools in Reggio Emilia, Italy (3 credits) (Iorio)

Learners read and discuss the history and pedagogies of the infant, toddler, and preschool municipality schools in Reggio Emilia, Italy. This course focuses on the practice of documentation where teachers record theories, actions, conversations, memories, and experiences of children in order to build curriculum. Learners actively engage with documentation by practicing deep listening and observing of children, building documentation panels, and developing teacher responses.

TL 558: Child-Adult Conversations as Aesthetic Experiences (3 credits) (Iorio)

What happens when teachers consider their conversation with children as aesthetic experiences? The course examines a working theory where child-adult conversations are framed through aesthetic experience research. Learners study theories regarding aesthetic experience, consider the roles of power and relationships within these conversations, review conversation data, and further develop theories about child-adult conversations.

TL 559: Rethinking Early Childhood Education (3 credits) (Iorio)

Often early childhood is equated with traditional conceptions of practices like thematic units, circle time, and calendar, never trusting children as capable to think beyond simplistic concepts or consider complex theories. This course focuses on early childhood practices founded in social justice, furthering curiosity and empathy, engaging in advocacy and activism, and developing an awareness of the local and global communities.

TL 560: Educating the Whole Child (3 credits) (Rudge)

This course engages learners in examining the philosophical foundations of holistic education and the pedagogical practices of schools and individual teachers that follow a holistic orientation to education. Learners critically examine holistic pedagogical approaches, reflect upon competitive views of pedagogy, and explore curricular possibilities for implementing an educational approach to teaching the whole child.

TL 561: Mindful and Relational Teaching: Educating for a Culture of Peace (3 credits) (Rudge)

This course deepens learners' awareness of how they interact with others as well as expands their feelings of compassion, kindness, and love, so that they can comprehend human nature in an open and inclusive manner. Learners engage in contemplative and self-reflective practices as well as inquiry-based learning. Learners develop and carry out a compassionate action research project in which they will apply what they have learned in the course.

TL 562 Exploring The Deep Structure of Pedagogy (3 credits) (Simpson)

Learners in this course engage in an introspective journey of our understanding of the notion

of pedagogy and how pedagogy informs the teacher-student/learner relationship. Pedagogy is defined in various ways from the Greek origin of the word, which translates “to walk beside the child” to the more recent Webster’s definition, “the art of teaching.” Most of us come to this work as educators because we have a disposition to teach. But what do we mean by “teach” and how do we define ourselves as “teachers?” We examine the notion of pedagogy from the perspective of several foundational education pioneers, including Locke, Rousseau, Dewey, Kohlberg, Vygotsky, and Gagne. We identify our personal definition of pedagogy and how our understanding defines our relationship with our learners. We examine common archetypes of teachers as well as the spiritual component to teaching.

TL 563 Disability and Self-Determination (3 credits) (Simpson)

Learners in this course explore the construction of the concept of disability in relation to education in their own society, drawing from the literature which defines disability as being constructed personally, medically and/or socioculturally. For example, McDermott and Varenne explain that Learning Disability is not something we would recognize on our own; rather “it takes institutional collusion to validate our flaws against cultural norms.” We examine the research on the success of learning environments (home, school, community) that support self-determination and self-empowerment in contrast to learning environments that create learned helplessness. We examine the work of Agran, Wehmeyer, Deci and Ryan and others who have done extensive research in disability and self-determination to determine and identify best practices for learner autonomy and support for teachers and mentors working with students labeled as disabled.

TL 564 Emergent Teaching: Educating for Creativity, Significance & Transformation (3 credits) (Crowell)

Learners in this this course engage in a journey toward responsive learning, where knowledge becomes connected to who we are as human beings—not just intellectual capacities but our capacity for altruistic concern, selfless service, collaborative action, and creative wisdom.

The sciences of complexity, chaos, and cognitive constructive theory share some common assumptions that include an emphasis on holistic relationships, dynamical change, and emerging patterns of organization. These themes are particularly relevant to discussions that deal with teaching the whole person, new understandings of process, project-based learning, transformative learning, incorporating story and narrative, and building community in the classroom.

There is a resonance with wisdom traditions that have informed human history for millennia and remain with us as guides and reminders of our innate wisdom. Learners in this course explore some of the key foundational principles of emergent systems, with an emphasis on the importance of connectedness, relatedness, dynamic change and process in the context of teaching and learning. This is not merely a scientific or abstract study, but rather a narrative inquiry into creative emergence and transformation based on stories and experience. The course highlights how the development of community as an open, adaptive, self-organizing system can enhance learning. Our exploration expands the notion of context to include issues outside the classroom and inside the person. The course also addresses the holistic, embodied nature of the learning process and the importance of the arts in constructing meaning.

TL 565 Earth Charter Pedagogy: A Values-Based Approach to Sustainable Well-Being,

Ecological Integrity, and Social Justice (3 credits) (Crowell)

Learners in this course gain an introduction to the vision and substance of the Earth Charter (EC) and how it can be incorporated into schools and classrooms as a foundation for Education for Sustainable Development (ESD). The course focuses on content and pedagogy, as well as the creation of an EC culture where students experience the values and ethical dimensions of sustainability. The Earth Charter provides a transformative force and offers an essential foundation for sustainability. Perhaps the most inclusive international document in history, it was created "...to promote the transition to sustainable ways of living and a global society founded on a shared ethical framework that includes respect and care for the community of life, ecological integrity, universal human rights, respect for diversity, economic justice, democracy and a culture of peace."

This course is about more than sustainable development. We will look holistically at what it means for an individual or a community of learners to act from a place of understanding, compassion, and love; to understand nature from a perspective of biophilia, deep connection, and as one source of our identity; to work in local and global communities to create an inclusive society that is pluralistic and just; and to open up spaces for democratic participation based on non-violence and open-hearted peace. The assumptions of interconnection and universal responsibility are applied to multiple contexts and the flourishing and thriving of the human spirit are applied to an exploration of well-being, service, and spiritual wisdom.

TL 566 Holistic Education: An Integrative Paradigm for Learning, Knowing, and Being (3 credits) (Crowell)

In the field of holistic health there are six interactive elements identified that contribute to the well-being and health of an individual. They include the mental, emotional, social, physical, environmental, and spiritual conditions of life. These elements have been affirmed within the mainstream medical community even though they are not universally applied. If we explore the current research in the neurosciences, cognitive theory, social-psychology, and learning it is clear that these categories can be applied to education. Importantly, these holistic elements are not isolated but are continually interacting together to create an integrative view of a living organism.

This vision is part of a paradigmatic change leading not to just an alternative cultural narrative, but to a new way of living and being. Holistic Education represents not just another way of teaching, and it is not just an extension of progressive education models. It is a fundamentally alternative perception of the world and within that perception comes the challenge to think, act, and live differently. Learners in this course will explore this new mapping of reality from the implications of enactive and embodied processes of learning to new research methodologies to new understandings of curriculum, schooling, and organizations.

TL 567 Creating School Culture: Natural Learning Relationships, Whole-Child Development, School Culture, and Working with Parents (3 credits) (J. Luvmour)

The school culture is part of our student's learning experience. Creating a school culture of meaning and inspiration requires vision that unifies faculty, students and parents around a common mission. A cornerstone of success is a safe and caring environment, shared values and relational trust, a powerful pedagogy and curriculum, high student motivation and

engagement, a professional faculty culture, and effective partnerships with families and the community.

Trust and collaboration are mutually reinforcing. This course addresses compelling contemporary issues for today's educators and administration, with skills and training that will meaningfully enhance and add significant value to any educator's knowledge base. Students' achievement and character are shaped by the culture around them. The course includes the following foci:

Educational environment: creating your educational community that is inspired with meaning; relationship in education: the context of learning; classroom environments that inspire and promote meaning in each student; school environments that support well-being in the child; conflict resolution and responses that restore relationship.

Natural Learning Relationships: nurturing optimal well-being of the whole-child; academic excellence and child development in the classroom; how to support emotional intelligence at every age.

Teacher Development: collegial team building of common goals and common values; developing a culture of shared belief that we are a part of something great; respectful interactions that build trust and implement change; building culturally responsive school environments.

Parent-teacher relationships: parent-teacher relationships and communication for student success; effective collaboration with parents to support students' learning; parent education and building a bridge between home and school; guidelines for parent in-classroom participation.

TL 568: Personalized Learning (3 credit) (Maser)

Personalizing Learning is a hallmark of educational change throughout North America, characterized by different forms and approaches and various uses of technology. In this course learners will explore various applications of Personalized Learning (PL) in coaching and educational settings, and they will deepen their own experiences of PL from the perspective of learner, educator, and administrator. In praxis, they will work individually and collaboratively with course colleagues designing and reviewing applications of PL in a learning community setting, following from which they will reflect on their results as they seek to better understand where PL is most vibrant and 'alive', personally and professionally.

TL 569 Living Inquiry: Examining the Experience of Community (3 credits) (Staff)

Like fish unaware of the water, it is easy for us to allow our being-in-the-world to become a backdrop to our actions, an unexamined other, somehow separate from who we are and what we do. If, as educators, we are to welcome children into the experience of being in the world, being in a community, we need heighten our own awareness of being. Kohak proposes: "Look to experience with a fresh eye, taking as our datum whatever presents itself in experience, using the totality of the given as the starting point ..." (1984, p. 22).

This course is not teaching about inquiry. It constitutes a practice of inquiry. The horizons of inquiry are our everydayness and our immediate participation in daily life. We will use four existential themes common to all of us to initiate our study of daily life: place, language, time, and self/other. Curriculum will emerge from the shared investigations of the narratives, histories, and realities into which we were born, live and work.

TL 570 Intercultural Dimensions of Learning (3 credits) (Staff)

Living in multiethnic and multilingual societies we have become aware of differences between belief systems, values, perceptions, worldviews, cultural practices and assumptions. We have learned to acknowledge and understand these differences. Creating spaces of togetherness across differences however, continues to present challenges.

This course focuses on interculturalism (1) as a critique of multiculturalism and (2) as a proposal to engage in more open dialogue and active negotiation of meaning across assumed cultural differences in community formation. The course participants will have an opportunity to acquaint themselves with the diverse and complex theoretical landscape of interculturalism. This entails working through issues of power relationships in society, colonial histories, racism and other forms of discrimination. By acquiring adequate theoretical tools, learners will be better equipped to reflect critically on their own cultural embeddedness and locate themselves ideologically on the map of interculturalism.

The course inquiry is rooted in the lived ‘intercultural’ experiences of learners that can be shared with the learning community in a variety of ways.

TL 571 Alternatives in Scholarly Writing (3 credits) (Decker)

As a writing community, our objectives include:

- examining issues related to research and writing (e.g. voice, perspective, claims, genre, methodology)
- exploring alternative styles and forms of writing, creative expression, and the RE-presentation of ideas and experiences
- participating in group writing activities, critiques, and discussions
- practicing writing and editing

TL 572 Inclusivity and Marginality in Education (3 credits) (Staff)

The notion of ‘border’ has been the focus for scholars who explore the issues of ethnic, racial, gender identities and differences of those who occupy the margins – the “borderlands” of modern nations and communities. Border thinking is a form of knowledge construction among subaltern communities, coined by the cultural critic Walter Dignolo, in which the peripheral is brought to the center. Among the ways that the border is examined include ‘contact zones’, ‘in between’, ‘third space’, ‘creolization’, ‘métissage’, ‘hybridity’, ‘nepantla’, and others. In this course, learners will participate in a space of inquiry where different cultural narratives, discourses, languages, disciplinary experiences, life events and ways of knowing are engaged, confronted, renegotiated and transformed. The course employs the notion of ‘border’ not only as a challenging geopolitical construct and an analytical category but also as an emerging epistemology.

TL 573 Micro to Macro Living Communities (3 credits) (Staff)

Learners in this course confront the ecological reality that we humans are *not alone*, and will explore interrelated living communities from several perspectives – microbiology, deep ecology and eco- theology.

Microbes have existed since the beginning of life on earth. They evolved along with the most primitive organisms and established complex relationships of mutual survival. Today

we know that microbes interact intimately with us and that this interaction, while mostly benign, can be detrimental. In this course, learners will examine the presence of microbes and the conditions for their survival.

Using images of nature as the backdrop, learners reflect on the changes wrought by the Industrial Revolution and modernity. Some of these changes include: our sense of belonging and purpose, how we engage in research, how we might bring poetic dimensions to inquiry, how we understand educational technology, and how our immersion within the more-than-human world in inextricable dependency affects how we learn.

The unprecedented destruction of our Earth home, invites us to a spiritual awakening. The survival of both humans and other species is at stake. Learners consider the role that spirituality plays in our earthly community's thriving or diminishment?

TL 574 Ways of Sense-making (3 credits) (Sweeney, Decker)

Learners turn to musical and comic resources to reconsider the way we use our senses to “make sense” of our world and experiences. Taking a second look at the certainties and givens of communities, cultures and traditions, learners heed Hyers’ (1981) advice that “it has been the task of clowns and fools and comic heroes to remind us of our intrinsic freedom and flexibility.”

For this course, songs have been selected for the manner in which they hold intact the acoustic patterns and metrics of spoken English. The games constructed around these songs provide situations for enjoyable social interactions, for body knowing, for aesthetic and cultural interpretation, and for vocabulary and meaning of words to arise in context. Learners consider how to use music and play to explore communities as living expressions of “sense”.

TL 575 Observing for Learning (3 credits) (Forsythe)

The notion of Observing for Learning is based on the concept that "Everything is seen by the observer" [1]. We often act as if knowledge exists in the world outside us and that it must be structured into us if we are to learn. Modern thinking about learning suggests that knowledge is composed when we make sense of our experiences within our environment by ascribing meaning and significance to our interactions. We compose our meaning and develop our knowledge from acting and interacting with the concepts and ideas of each other through interactions known as conversations. The role of the observer, within such a conversational model is not that of the non-participating, "scientific" observer, but of the naturalistic inquirer - the participant researcher who works with qualitative information in a dynamic environment. The naturalistic inquirer who observes for learning is not the one who measures, but the one who relates and understands.

In this course, learners will be asked “What does learning look like? What conduct would we describe as adequate to say that learning is occurring, has occurred or that a learner ‘knows’ something?” Observing for learning is both an epistemological frame that departs from traditional notions of assessment and a methodology that radically transforms the relationship between learner and mentor as both come to delight and inquire in the construction of their own unique knowledge architecture. Learners will engage in their own Observing for Learning as a fundamental aspect of the course.

TL 576 Conversation Circles: Nurturing a Passion for Teaching (3credits) (Forsythe)

Learners explore the possibilities of teacher conversations, formal and/or informal, for sustaining personal and professional growth. The course examines how sharing teaching experiences may contribute to teachers in the process of becoming. Another focus is to gain an understanding of the influence of social interactions in improving the practice of individual teachers and how cultural nuances affect the interaction process. Learners will study the conversation theory of Gordon Pask and other scholars.

TL 577 Performative Inquiry: Dancing on the Edge of Chaos (3 credits) (Staff)

*Not walls of cement,
but...the melodies
of your temperature. —Barba, (1995)*

Performative inquiry is an arts-based research methodology that invites cross-disciplinary exploration through drama/theatre, visual arts, dance, writing, and/or music. Researcher and participants engage in artistic practices and creative activities in order to investigate a research question or inquiry. Theoretically located within the interstices of complexity theory, enactivism, and performance studies, performative inquiry calls attention to our everyday habits of engagement, our assumptions, and our practices—who we are in relationship to others and our environment. Performative inquiry investigates the emergent “stops” (Appelbaum, 1995)—*moments of risk, moments of opportunity*—that a performative lens brings to our inquiry and pedagogy. A stop is an interruption to our daily scripts, the roles we play or the roles created by others for us to perform. Performative inquiry requires of its practitioners embodied “wide-awakeness” (Greene, 1978) so that we might in turn ask the question of each other and ourselves in our multiple locations (e.g. social, political, physical, pedagogical, communal), “Who is performing who?”

TL 578 Creating Community in the Classroom through Participatory Learning (3 credits) (A. Smith)

This is a practical course for learners who are interested in using drama techniques to build community in their classrooms or groups that they lead. The strategy is to use drama activities to teach other subjects; the course is not about teaching drama and thus is accessible to everyone, not just drama aficionados. The course includes both theory and practice in participatory learning and performative inquiry through drama techniques, particularly role drama. Role dramas are multiple activity, integrative projects that can focus on one curriculum area or integrate multiple curricular areas. For example, a role drama that focuses on a social studies topic such as ancient Egypt could include learning activities in geometry, astronomy, social and religious structures, music, literature, archaeology, and/or geography/environmental science, from the imaginative stance of “what if”?

The work of Augusto Boal and other community educators and activists is explored through readings and discussion. Attention is paid to multiple intelligences, multi-literacies, and complexity theory. Learners develop and implement a role drama within their own teaching/community situation and share their discoveries with colleagues through discussion and an audiovisual presentation. Learners test out their ideas with their colleagues and faculty mentor before they implement their role drama, building on the ideas of the class.

TL 579 Performing Truth and Reconciliation (3 credits) (A. Smith)

In 2007, the United Nations adopted a Declaration of Indigenous Rights that was not ratified by either Canada or the US until 2010. This resistance to recognizing the rights of our own Indigenous peoples shows how deeply seated colonial attitudes of discrimination are in our countries' governments and cultures. In 2015, Canada's Truth and Reconciliation Commission (TRC) completed its work, having heard thousands of testimonies from Aboriginal people about the abuses they suffered in residential schools over three, sometimes four generations. The TRC has published documents that reveal important information that had been buried away from our collective consciousness. Now is the time to look at how our education of Indigenous children can redress the injustices of the past, to reach for truth and reconciliation. That many public school jurisdictions across Canada are now requiring teachers to include the history of residential schools makes this course a valuable resource for understanding the ramifications of the cultural genocide perpetrated on our Indigenous fellow citizens.

In this course we will study the findings of the Canadian Truth and Reconciliation Commission and other documents such as plays, poetry, stories, film, and novels from a variety of Indigenous cultures to understand the legacies of colonialism so that we can move forward in our work as educators to honour Indigenous peoples and to learn from them. This course is about both personal discovery and social justice in education.

Alphabetical Listing

Academic Calendar	26
Academic Dean	28
Academic Dishonesty	20
Academic Program	8
Academic Responsibilities and Standards of Academic Progress	24
Access to Records	19
Adding or Dropping a Course	11
Admission Requirements	9
Admissions	9
Advising	10
Advisory Council	27
Alphabetical Listing	49
Appeal	17
Appendix – Course Catalog	30
Application Process	9
Assessment and Grading	15
Assistant Dean and Registrar	28
Board of Directors	27
Cancelled Classes	12
Code of Conduct	20
Confidentiality and Privacy	21
Conversation about grades	16
Course Enrollment	11
Course Evaluation	16
Course Management/Program of Study	11
Credit/No Credit	14
Directed Studies	13
Directed Studies Syllabus Content	14
Director of Student Services	28
Disability Services.....	21
Disciplinary Procedures	20
English Language Proficiency Assessment	9
Extensions and Incompletes	17
Faculty	28
Grade Reports	16
Grading Process	14
Graduation	12
Graduation Procedures	13
Graduation Requirements	12

Initial Enrollment Fee	10
Institute Policies and Regulations	19
Leadership in Web-Mediated Distributed Learning	6
Learner Assessment by the Mentor	16
Learner Complaints	24
Learner Grievance Policy and Procedure	19
Learner Rights and Responsibilities	19
Learner’s Self-Assessment	15
Leave of Absence Policy	12
Library	24
Library Director	28
Low Residency Model	6
Master of Arts in Transformative Learning	8
Master’s Thesis/Project Procedure	17
Matriculation File	16
Mission, Vision, Program Objectives	6
Non-Discrimination Policy.....	22
Officers	27
Organization of the Institute.....	27
Placement Services and Employment Opportunities	21
President	27
Prohibited Activities	20
Refunds	10
Reporting and Recordkeeping	17
Respect	19
Responsibilities	20
Scholarships	9
Sexual Harassment Policy	22
Sexual Harassment Definitions	22
Sexual Harassment Complaint Procedures	23
Sexual Harassment Institute Statements	23
Transcripts	13
Transfer Credit	9
Transferability of Credits to Other Institutions	24
Tuition and Other Costs	10
Vice-President	27
Welcome from the President	5
Withdrawal from the Program	50