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**Key inquiry:** Are we guided only by the expectations of others or is living about challenging our own aspirations and discovering through exploration?

*Brent Cameron*
2017 WAS A YEAR OF BREAKTHROUGHS AND CHALLENGES. It is an interesting conundrum to be focused with the “change you want to see in the world” and at the same time be a change agent in the current paradigm that is very slow to change.

Our SDGi is in the process of accreditation by the DEAC which is overseen by the Department of Education of the US Government.

We are committed to our process of holistic learning that is distinctly different than the industrial model of education. So it is a process of engagement and for us we are doing our best in what we know is the latest brain science along with the updated research on social emotional intelligence and learning that is all centered on the relationship of the learners-to themselves, to their mentors to their community. The integrity of this process is what we are modeling in every dimension of our unfoldment.

We embrace the organizing principal that we are a self-renewing learning community of care. And within that community we have SDGi faculty, an SDF Board, an SDGi Advisory Council, community of learners, an SDGi alumni org, as well as committee members, and project leads for SDF Certificate programs, SDF Personalized Learning Academy and our SDF Elder life-long learning programs.

SDGI provided personalized development programs to our sister organization in British Columbia, as a part of the SelfDesign Learning Community. This network of over 200 learning consultants who provide services to homeschooling families are a key component to the learning community model. Together we are discovering capacities that will help many other parents and teachers and administrators become advocates for the design of relationship based learning models.

After our SDGi Residency in 2017, we brought our stakeholders together to provide a quality of listening that invited full disclosure. Anne Adams facilitated this Vision event, and you will see her overview as part of this report. After being with our learners and witnessing the difference SDGI has provided for their learning journey we designed new pathways for collaboration. Although we are a distributed, virtual organization we are finding how to build relationships and take on opportunities for improvement and expansion through face to face conversations via our zoom platform. And everyone agreed that it is the Residency where we come together in person that deepens the possibility of relationship that carries on for the rest of the year using the zoom technology.

We held ceremony for 12 graduates from SDGI and we celebrated their steps as they are boldly prepared for being the positive change they imagined. In this report you will learn more about who they are and their contributions as they designed their degree with a sense of purpose.

You will see in this report, we are growing our community in ways that we hoped for but could not predict. Our graduates -each designed their learning, in ways that facilitated their thesis, and at the same time their livelihood for how to show up in the world. Imagine for a moment what that
means. With SDGI, you can design your life's path, by choosing your own mentors and get credit for it. And then be launched into a life that has meaning because you know fully who you are and what you want to do.

We continue to reach out to other change agents who want to join us.

You will see on our foundation website https://selfdesignfoundation.org/ the programs of Personalized Learning Academy and Selfdesigning My Elderhood. With these offerings, we are seeking to attract those individuals and organizations that are inclined to the idea of life long learning and how to design learning communities based on the context of relationship.

We are grateful for our Advisory Council and we are forever indebted to our founder Brent Cameron. His legacy is alive and well and growing in ways that would make him smile from ear to ear.

Thank you for reviewing our year of 2017, and feel free to drop us a line and perhaps join us either as a learner, faculty, advisor, supporter, and also a funder.

With gratitude,

Renee Beth Poindexter
Chair, SelfDesign Foundation

“Never doubt that a small group of citizens can change the world, indeed it is the only thing that ever has.”

—Margaret Mead
At SelfDesign, we believe that every child, youth, and adult brings a unique contribution to the world. We ensure the learning environment becomes the vehicle rather than the obstacle in making those contributions come to life.

**Learning is everywhere**
We believe that people learn everywhere and in every moment, not just in a classroom.

**Curiosity is the beginning**
We believe that when learning begins from our own curiosity it stays with us for a lifetime.

**The greatest gift of education is learning to learn**
We believe that by discovering how to lead our own learning we enrich our lives and future possibilities.

**There is more than one way to learn**
We believe that when we learn in ways unique to our talents and personalities we deepen our understanding, wisdom, and happiness.

**We live and grow through our relationships**
We believe that learning is enriched and amplified through our conversations with others.

**We must know ourselves to share our worth**
We believe in discovering who we are as individuals so that we can bring our best selves to the world.
THE SELFDESIGN LEARNING MODEL, emerging over the past three decades through the visionary work of founder Brent Cameron, had its humble origins in the tiny Wondertree Learning Centre in Vancouver, British Columbia. With a small cohort of young children, Brent created a program based in what he believed to be the elements of authentic human learning: curiosity, enthusiasm, conversation, and relationship. Supported by the SelfDesign Learning Foundation (SDLF) and engaging with an expanding group of gifted colleagues in BC and beyond, Brent co-created award-winning programs and projects until his passing in 2012. The book, SelfDesign: Unfolding Our Infinite Wisdom Within, written by Brent Cameron with River Meyer, documents both the philosophy and theory behind the praxis, as well as sharing stories of Brent’s early learners.

A present day program, the SelfDesign Learning Community serving several thousand children, youth, and families across BC as an online government-certified independent school since 2002, is a success story for the viability and transferability of the model. It is one of several practical instantiations demonstrating that all children, and in fact all people are passionate learners when placed in environments of acceptance, collaboration, and respect. Within such contexts, learning feels like an unfolding rather than an insertion and life becomes a journey of possibilities.

Brent’s beliefs about learning were not limited to children and youth. In the last year of his life he helped realize the dream held by a group of committed educators who, along with him, believed in the power of a self-authored learning journey for adults. The SelfDesign Graduate Institute, founded in 2011 and governed by the US-based SelfDesign Foundation (SDF), exemplifies the application of SelfDesign elements to lifelong learning at a Master of Arts level. As we begin 2017, SDGI learners experience authoring their own educational lives from a place of creativity, resourcefulness, and possibility. Creating community through their mentored coursework and projects, they find renewed understanding that all humans are designed as learners, growing in relationship and conversation as they unfold worlds together.

The experiment begun in 1983 has matured into a model for lifelong learning, and the vision of SelfDesign continues to evolve. We in the SelfDesign Foundation are excited to be a part of its continuation and future development, seeing the expanding need for a deep reconsideration of traditional education and knowing we are a part of the answer.

Relational Learning

Though there are plenty of trends in education today, “relational learning” is here to stay. Relational learning is when learners and educators co-create learning experiences and engage in dialogue to learn from each other—fostering social and emotional growth for all. The blog post “Relational learning . . . . say what?” by AERO (Alternative Education Resource Organization) features a white paper by the Carnegie Institute detailing how young people need these types of educational opportunities. Amongst its recommendations is the call for students to have easily available mentors and for teachers to be trusted role models—both of which are features of SelfDesign.

AERO adds to Carnegie’s suggestions with even more qualities of SelfDesign. For example, AERO and SelfDesign similarly believe that schools should be “real” communities: places where learners share the responsibility of educating themselves and each other and where opportunities for cooperation and the exchange of ideas and energy are frequent and inspired. Learning about relationships and inrelationship are at the heart of relational learning and SelfDesign. Everything we experience is shaped by the relationships that surround us. So it seems natural that our happiness and contribution to the world depend on our ability to learn and grow through these connections.
The SelfDesign Graduate Institute is governed by the Board of Directors of the SelfDesign Foundation, a 501(c)(3) nonprofit organization located in Bellingham, Washington. The Board hires and supervises the Institute’s President; the Board also determines the general policy of the Institute, manages its investments, and approves the budget for the expenditure of funds.

Anne Adams
Anne has worked with many Fortune 500 companies and educational institutions both nationally and internationally. She has designed and led transformation programs through seminars, courses and educational engagements for individuals, corporations, professional groups and educational institutions for more than 30 years. She has been a teacher, school director, university instructor, manager in an international educational corporation, and a business consultant to both large and small corporations. Anne has worked with senior leaders and their teams from companies as varied as IBM, Mars, Heinz, AT&T, Lucent Technologies, Procter & Gamble, The Rouse Company, EZ Communications, to government entities, e.g. the Pentagon, and non-profits, e.g. IONS, and schools throughout the United States and India.

Dr. Adams contributes her expertise to business and education transformation by integrating transformative practices, e.g. The World Café, a process in collaborative dialogue, Appreciative Inquiry, a framework for creating a learning organization, The Collaborative Way, integrating a company’s values, behaviors and culture, with Creating the Conditions for Individual, Cultural and Organizational Transformation, (ICOT) a systemic, integral approach for sustained transformation.

Linda Inlay
Linda began her teaching career at Our Lady of Sorrows School in Wahiawa, Hawaii, where her teaching was transformed by the Ho`āla Educational Philosophy, a combination of Adlerian principles and Carl Roger’s self-actualization theory. Ho`āla in Hawaiian means, “awakening of the self,” and the philosophy emphasizes the core values of responsibility, respect, resourcefulness, and responsiveness to awaken consciousness and transform school cultures. After fifteen years in Hawaii, Linda entered the California public school system and served for eighteen years as principal of River School in Napa, California, where she introduced Ho`āla as the implicit curriculum of the school’s culture. During her tenure, River School received two California Distinguished School Awards, the Promising Practices Award and National School of Character Award, and the California School Board Association’s Golden Bell Award. Today, Ho`āla has been renamed Awakening Wisdom, a way to “Empower learners. Create community. Free minds.”

Brandy McCray, Secretary
Brandy is a small business owner, a visionary, a researcher, a speaker, a landscape painter, a parent, a writer, and an educator. Brandy grew up outside of Memphis to a family of entrepreneurs. As a teenager during summer and winter breaks, she floated between businesses working and saving for travel around the country and eventually the world. She majored in English
and Fine Art during college, and assisted the curator for the art museum on campus. She thought her next step would be in the direction of galleries or museums, but a unique opportunity arose in the field of education. She began to work as a governess to a family with 9 children. While researching holistic education models, she found SelfDesign and the SelfDesign Graduate Institute. She started her journey with SDGI and it has changed how she relates to her children, her students, and how she tries to draw forth a student’s inner wisdom and sense of who they are while learning. During her master's thesis process, she brought the knowledge she gained during her time with SelfDesign into a public high school art classroom in Mississippi through an action research program. This action research process lead to the development of Personally Relevant Curriculum, a developmentally aware and open curricular model that can be used with a variety of subject matter to enhance the teacher's ability to understand students and tie together student interests with standard curriculum. She is in conversations currently with advocates of the arts and education in Mississippi to bring the knowledge and curriculum into classrooms across the state. Her passions for art, education, and business are beginning to synthesize into an offering she can bring to schools, teachers, and students. She hopes to continue to bring many of the transformative ideas she has learned to explore the world and collaborating with many different people into her local communities.

Jon Ouellette

Jon Ouellette is a senior executive with more than 30 years’ experience in leading vibrant organizations, including the largest Canadian-owned insurance brokerage, and has experience in financial services, oil and gas engineering, and real estate sectors. His philosophy and methodology focus on increasing bottom line performance through exceptional employee engagement. He has a rare ability to create and lead teams to embrace change and powerfully deliver on a vision. Jon’s leadership style is to assist progressive companies through developing superior management teams and engaging employees with appropriate systems performance based compensation, collective creation of a vision and specialized communication protocols which fuel accountability, entrepreneurialism and productivity. He is known for his strategic insight that facilitates the highest and best contributions from the team members he works with both in the for profit and non-profit sectors. Jon is currently on the Board for Enterprise For Good, a self-funding Social Enterprise, supporting children with Autism Spectrum Disorder, and lives in Calgary, Alberta.

Renee Beth Poindexter, Chair

Renee Beth Poindexter is the founder of Living the Potential Network, a collaborative of social entrepreneurs interested in mentoring for authentic learning environments. She is a former high school English teacher who discovered the significance of learning in the world of business—over 25 years in a variety of industries—including technology, healthcare, financial services, construction, advertising and public relations, executive search, coaching, and consulting. An accomplished trainer, facilitator, success coach, and organizational consultant, Renee Beth has worked with non-profit organizations, schools, and businesses to facilitate the positive changes needed to fulfill the organizational vision. Her background in continuous improvement has assisted her in designing programs to inspire people
to lead with their heads and hearts connected. Renee Beth is Chair of the SelfDesign Foundation in the United States. She serves as an Advisory Board member with Univera, Inc. and also with Village Home Education Resource Center and Salmonberry School. She is the author of a book soon to be released, *Living the Potential: Engaging the Wisdom of Our Youth to Save the world.*

**David Marshak (ex officio)**  
Co-founder of an alternative high school; public school teacher; developer of religious education curriculum for the Unitarian Universalist denomination; Assistant Superintendent in a small public high school district in Vermont; Professor in the College of Education at Seattle University, Adjunct Instructor at Western Washington University and Fairhaven College; Board Chair of Explorations Academy and founder of Explorations Academy Online; Founding President of the SelfDesign Graduate Institute.

**James Terrance (Terry) Cochran (ex officio), Vice-President, Finance**  
Terry brings a variety of IT and business skills to SelfDesign. As a website designer, his sites include one of the earliest and longest-lasting ones on the World Wide Web. A life-long learner, he enjoys mastering new technology capabilities and helping his clients make the best use of them. After earning a B.A. at the University of Michigan and an M.B.A. at Eastern Michigan University, Terry worked for many years as a financial executive with a large nonprofit health care data research firm. He has also been a small business owner, a financial consultant, and a sales rep. In addition, he has served on the board of directors or advisory board of three different alternative schools over the years. He learned recently, in fact, that one of them is still using the business systems that he implemented 25 years ago. He hopes to help SelfDesign build both a web presence and back-office systems that are used for 25 years into the future.
The President is the chief administrative officer and is responsible for all activities and functions of the Institute. Other key administrative officers include the Academic Dean, the Registrar, and the Vice-President for Finance.

David Marshak, Ed.D., President (CEO)

The President is the chief executive officer of the SelfDesign Graduate Institute and provides leadership to the academic departments in consultation with the Dean and subject to the direction and control of the Board of Directors. By the authority vested in him/her by the Board of Directors, the President confirms faculty appointments as recommended by faculty selection committees. As CEO, the President is responsible for the presentation of all Institute policies and recommendations to the Board. In the execution of her/his duties, the President consults with, and delegates to, the Dean, faculty, and administrative staff. The President also coordinates Library Services.

Dr. Marshak has put forth his notice to retire at the end of 2017. The SDF Board initiated a search for his replacement, and Paul Freedman who will begin his term in July 2018.

James Terrence (Terry) Cochran, M.B.A., Vice-President for Finance

The Vice-President for 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 for Finance works with the President and the Dean, faculty, and administrative staff to initiate and execute strategic operations.

David Marshak, Ed.D., Interim Academic Dean

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. Initially the Dean’s responsibilities will be...
enacted by the President.

Laurel Tien, M.A., Assistant Dean and Registrar

The Assistant Dean supports the Academic Dean in all his responsibilities. The Registrar is responsible for supervising student applications and admission, creation and maintenance of student academic records, transcript services, course registration, course scheduling, tuition and fee assessment and refunds, graduation applications and ceremonies, and the student information system. The Registrar also collaborates with the Dean to oversee Student Services.

Laurel will be assuming the Dean Designate position in 2018 as part of the succession plan with

**SELFDESIGN**

- Encourages a focus not on content, but on process—the process of noticing how we learn.
- Is all about furthering the ecology of living on this planet with balance and harmony.
- Offers unique insights into the systems and patterns of our living so that we can understand ourselves in new ways that confound conventional thinking offering fresh perspectives on what we think we already know; new paradigms emerge from these insights.

Brent Cameron
The most rewarding dance of life combines the art of creating a plan while simultaneously responding to spontaneity in present time. Living life as a design process allows us to continually re-evaluate how we live and the choices we make along the way.

Brent Cameron
From the SDGI President

David Marshak

SelfDesign Professional/Personal Learning Program Report

I want to acknowledge Darrell Letourneau for his excellent leadership in creating, leading, and evaluating this program and Clarissa Tufts and Laurel Tien for their significant contributions to the program’s development and operation.

The Sessions

Annie Smith—Performing Truth and Reconciliation
Learners in this course explore 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.

Paul Freedman—Holistic Education: Pedagogy for a Postmodern Consciousness
Contemporary education is firmly rooted in a “modern” worldview based on reductionist, mechanistic and objectivist assumptions about human nature and human learning. It should come as no surprise that such a system of mass education has created a populace that is racing towards its own destruction. What would it mean to instead create a pedagogy based on a paradigm of wholeness, connection and relationship? And what outcomes would we expect from a holistic conceptualization of pedagogy?

River Meyer—Fostering Human Connection in the Digital Age
How does meaningful human connection begin, and what do we need to know about ourselves to begin it? We start the process when we bring our human qualities, our vulnerability and knowledge of that vulnerability, to the table. How do we move that kind of knowingness into our interactions with others, and especially with others in a virtual world? Is it possible to have the depth of connection we desire when we may never be with one another in person? Let’s talk about what we each believe, what we do with our beliefs, and how we might shift some of them.

94 LEARNING SESSIONS
(1.5 or 2 hours each) were provided to SDLF/SDLC contractors by SDGI faculty mentors.

55 CONTRACTORS
participated in the program.
From the SDGI President

toward true connection within our digital world. I’d value a conversation where we each learn more about ourselves and one another in the sharing....... virtually.

Peter Berg—*The Way to Well-Being in the 21st Century: Integrated Health*
Your well-being is the most important aspect of life; without it nothing else matters. In today's world, there are many obstacles to health and well-being and many distractions that make it easy to forgo self-care. These sessions will focus on strategies that will address common self-care needs through a holistic, integrated approach to health and wellness. Sessions will be conversational style and will draw from various disciplines and practices.

Ba Luvmour—*Development of the Whole Child, including Application in Emotional Intelligence, Social Justice, and Academic Excellence*
I love, and work best, when we dialogue as we learn. So, all material will be presented as an invitation to inquire, explore, and apply to our current needs and interests. Session one focuses on whole child development from birth to age 23. We delve deeply into how children organize their world at different ages of their lives. With that as our foundation, Session Two centers on critical insights and practices to bring forth optimal well-being in emotional intelligence, social justice, academic excellence, and to heal dysfunction. To insure adequate time from meaningful dialogue,

Michael Maser—*Learning Your Way*
New insights into the human brain in the past 20-30 years presage a new and different conceptualization of human 'being' than in previous generations. The implications arising from new research into neuroplasticity, brain development and health, and brain-based learning are especially exciting for educators and caregivers to consider. In these sessions, we will explore leading-edge insights from this research and converse about potential considerations and professional applications of

Josette Luvmour—*Grow Together: How We Access Well-Being and Wisdom with Children*
We change with the children we care for. Our discussion will focus on how nurturing development in our children can promote well-being in us; and the kinds of relationships that increase our access to wisdom.

*Session One*
Who we are is what we teach. Let’s begin with a discussion about what we bring to our relationships with the children in our lives. Questions we will approach are:

- What is being-to-being learning in children?
- How does conscientious relationship with a child’s developmental needs influence our growth?

*Session Two*
Who is the child we are engaging? Family is the context of emergence. Our conversation will engage the role of empathy in emotional development and relationship. Questions we will approach are:
What are key pivotal moments in adult development and how can we engage them?
Emergence of Wisdom: what aspects of wisdom are we talking about and how can we engage them?

Mali Burgess—Creative Awareness, Creative Healing
These sessions explore creative awareness and creative healing processes that enliven healing potential, honor the wisdom of the body, alleviate suffering, and deepen awareness. These processes can help release tension and chronic pain, develop physiological awareness, transform habitual patterns, facilitate family and generational reconciliation, transmute energy, and enhance dream lucidity. They can also further nonordinary guidance, develop the subtle senses, elucidate personal dynamics, explore the remedial the use of food, illuminate the subtle bodies, increase communication and cooperation with nature, redress imbalances, utilize geometric dynamics, and expand awareness.

The effectiveness of healing processes varies with circumstances and stages of life. Healing may involve self-permission, affirming the improbable, or allowing the impossible. Whether aided by a process, facilitated by a professional, informed by contemporaries, inspired by self-motivation, supported by guidance, assisted by the subtle world, or precipitated by grace, self-healing is ultimately universal healing. Exploring approaches and processes of creative awareness and creative healing can be liberating. At the heart of experience lies the numinous quiescence of pure awareness embodied in the creative potential of life.

Liz Simpson—Individualized Holistic Approaches to Serving Learners with Special Needs
Special Education is a very broad topic, but when you approach it from a holistic individualized learner-driven perspective, it all comes together. When you look through a holistic lens, the labels (LD, ADD, Autism, etc.) become less part of the child’s / teen’s identity and more like markers that indicate a developmental challenge to be addressed. Once learners have agency over those challenges, they become empowered to take a larger role in their own development.

In this session we will look holistically at learners in terms of how to help them meet their physical, emotional, cognitive, social, and spiritual developmental challenges so they can meet their life goals and aspirations. This will be a very interactive session. Please bring questions and challenges. We will discuss each identified need as time allows and provide each participant with feedback and support going forwa

Program Evaluation
36 learners responded to the evaluation survey.
On a 1-5 point scale:
• 18 learners rated their session(s) as 5 (50%)
• 10 rated their session(s) as 4 (28%)
74% of the respondents said they would attend a future session; 25% said “maybe, depends on circumstances)

Examples of Comments

- The session(s) were very well organized. I shared my knowledge etc. with another co-worker.

- I really valued being able to come together as an online community and have conversations about the things we're most passionate about. I really liked the shared format...although I've shied away from this sort of thing in the past...I found it a safe and encouraging space to be. Thank you so much for extending this to the SD community at large.

- I loved attending Josettes's classes. I learned a great deal about developmental nourishments in children and adults. I want to learn more!

- Participating in a small group was really valuable as it gave us the opportunity to have rich conversation. Thank you for these opportunities to continue learning together.

- It would be nice if they were spread out more - like one session each month or something like that for those of us that would love to take more than one session. All the ones I was interested in all came to my inbox within days of each other. I asked a few people if they'd be offering their sessions again and some said no and others said yes.

- Thank you for this opportunity! I really value this experience! I came away from both sessions feeling incredibly inspired and wanting to learn more. I find myself constantly coming back to what I learned in these sessions and how they can apply to my own family and the families I work with in SelfDesign.
Below you will find a list of all courses and directed studies engaged in and completed for credit in 2016-17 academic year at the Institute. Courses are listed first for each semester, followed by directed studies. For each study, you will see the learner’s name first, then the mentor’s name, and finally the title of the study.

**SDGI Fall Semester 2016**

**SD 501:** Modes of Inquiry—David Marshak

**SD 532:** SelfDesigning: Creating and Realizing the Field of Infinite Possibilities—Darrell Letourneau

**SD 540:** Adult Development and Accessing Wisdom with Children—Josette Luvmour

**SD 504:**
- David Russell-Loewen—Zach Oliver
  - Developing a Reflective Practice
- Jessica Nichol and Melissa Rumianowski—Beth Sutton
  - Enki Storytelling and Kindergarten Life Program Workshop
- Sara Wilson—Peter Berg
  - Author Your Own Joy
- Vanessa Cabrales—Anne Adams
  - Transforming Organizational Behavior through the application of Integral Theory and Appreciative Inquiry

**SD 508:**
- Steve Rathwell—Jonathan Taylor and David Marshak
  - Truth and Reconciliation through Indigenous Education

**SD 512:**
- Melissa Rumianowski—Beth Sutton
  - Ecosystems of Education

**SD 535:**
- Ann Lo and Tracy Pajamaki—Jonathan Taylor
  - Design with Nature
Report from the Academic Dean

SDGI Winter Semester 2017

S 502: Epistemological Foundations of Learning—Pille Bunnell
SD 531: The Hermeneutics of Humour—Elaine Decker

SD 504/505: Jill Candlish and Jenny Freeman—Anna Soter
Language, Poetry and Presence: Using Language to Create a Change in Consciousness
SD 506: Sabine Maiberger—Michael Maser
Finding Languaging within Yourself as a Guidance for Self-Empowerment

SDGI Summer Semester 2017

SD 540: Adult Development and Accessing Wisdom with Children —Josette Luvmour

SD 504: Bettina Egert—Hilary Leighton
Integrative Yoga Therapy
SD 504: Darcy Kaltio—Jonathan Taylor
Surrender, Grief, Permaculture and Prayer: An Exploration of My Place in the Family of Things
SD 504: Susan Worrall—Elaine Decker
What Do I Wonder About?
SD 504 & 505: Lynn Hayes and Jeremy Hayes—Pille Bunnell
Theatre and Community Conversations
SD 505: Vanessa Cabrales—David Marshak
Embracing Personal Originality and Purpose as Means to Explore Emergent Leadership
SD 508: Steve Rathwell—Sol Marie Doran
Nature Awareness Mentoring Journey: The Hermeneutics of Deep Nature Connection

SDGI Residency 2016

SD 500: SelfDesign-Principles and Praxis—Darrell Letourneau, Renee Poindexter, Laurel Tien
SD 503: Living in a Learning Community—David Marshak
Degrees Awarded

Master of Arts in SelfDesign awarded to:

- Elan Bailey
- Bethany Beaudry
- Wendy Bell
- Michael Carberry
- Colin Fox
- Tracey Huguley
- Deb Martens
- Brandy Moorman McCray
- Tracy Pajamaki
- Laurel Tien
- Abbie Wellington
- Erin Woodford

Certificate in SelfDesign awarded to:

- Laura Stuart
SDGI Faculty Report

The SelfDesign Graduate Institute has 32 faculty members whose experiences and expertise include SelfDesign, Post Modern and Integral Education and Designing Learning Communities. This group resides in three countries, Canada, Australia and the United States, and represents a unique assembly of people committed to the individual’s innate desire and ability to “self” design.

SDGI began as an idea years ago and in 2017, we enrolled our seventh cohort, expanding our collective awareness to a new paradigm of learning, one that honors the whole person, the self-authority and directedness of the learner, and an open, emergent and collaborative approach to education. This translates to learning that is passionate, relevant and owned by the learner. Knowledge acquisition is naturally woven into the individual’s time, space, location, circumstances and interests. The result of this quality of relationship between the faculty and the students and the learners with one another is one in which projects, processes and programs are imbued with real personal energy and immediate relevancy to life right now.

These educators who engage with SDGI students bring an ability to relate to each learner as the creative, inquisitive and responsible human beings they are. They are innovators and evolutionaries who are grounded in the philosophy and practices of self design “in the field” and they offer learning opportunities rare in education today. They have each experienced a void in our current educational paradigm that has outlived its usefulness and demands an immediate, powerful reinvention. Their contribution to this reinvention is co-creating a new paradigm of learning with the amazing, courageous, insightful, and inventive students of SDGI.

2017 Faculty of the SDGI

Anne Adams, Ph.D.
Peter Berg, Ed.D.
Marcia Braundy, Ph.D.
Pille Bunnell, Ph.D.
Mali Burgess, Ph.D.
Sam Crowell, Ed.D.
Elaine Decker, Ph.D.
Kathleen Forsythe, B.A.
Paul Freedman, M.A.
Jeanne Marie Iorio, Ed.D.
Daniel Kirkpatrick, M.A.
Darrell Letourneau, M.Ed.
Geoffrey "Ba" Luvmour, M.A.
Josette Luvmour, Ph.D.
David Marshak, Ed.D.
Michael Maser, M.A.
Chris Mercogliano
River Meyer, M.A.
Chunghea Jennie Oliver, Ed.D.
Zachary Oliver, Ed.D.
Lucilla T. Rudge, Ph.D.
Elizabeth Simpson, Ph.D.
Prapanna Smith, Ed.D.
Anna Soter, Ph.D.
Beth Sutton, M.Ed.
Fleurette Sweeney, Ph.D.
Jonathan Taylor, Ph.D.
Teresita-Salve R. Tubianosa, Ph.D.
Hillary Leighton, Ph.D.
Margo MacLeod, Ph.D.
Renee Beth Poindexter M.A.
Annie Smith, Ph.D.
Faculty Publications/Presentations


**Earth Charter Pedagogy 2.0 : New Understandings of Emergence Applied to ESD Kindle Edition by Sam Crowell**

In this essay Sam focuses more on pedagogical approaches to ESD that are informed by new understandings from complexity science, neuroscience, and the values of the Earth Charter. Sam believes ESD and the Earth Charter need to be central to any education for the future. Also introduced are various integrative models and programs that make ESD more integrative and accessible to educators in any setting.

**Podcast: Meetings with Remarkable Educators.**

Ba Luvmour and Paul Freedman, SDGI faculty, will be together on Ba’s podcast *Meetings with Remarkable Educators*. This podcast, just started, features educators to be on the highest quality and full of great insights.


**David Marshak’s latest book Evolutionary Parenting**

Radio Interview: [https://kboo.fm/media/63247-evolutionary-parenting](https://kboo.fm/media/63247-evolutionary-parenting)

**Anne Adams, PhD**

[http://integrality.co/](http://integrality.co/)
October 8, 4-5 PM PDT Josette Luvmour

How Adults Grow Together with Children

Relationships with children bring change in their parents. We will discuss the kinds of relationships that bring forth positive changes in adults as parents and as educators.

Josette’s presentation will draw on her new book, Grow Together: Parenting as a Path to Well-Being, Wisdom, and Joy (https://luvmourconsulting.com/new-page/).

What is required from adults? How do children invite us to challenge our perspectives and self-knowledge? Learn about the kinds of relationships that bring forth well-being. Participants will be invited to contribute to the conversation on this topic while entertaining new perspectives.

Josette Luvmour, Ph.D. is an educator in human development and a developmental consultant specializing in child development, adult development, adult transformational learning, and sustainable family relationships. Her writing has been published in ENCOUNTHER: Education for Meaning and Social Justice, Paths of Learning, Journal of Adult Development, Journal of Humanistic Psychology, Parenting Matters, Family Post, Holistic Education Review, Mothering Magazine, and Naturopathic Doctor News. She is also the author of five books that focus on building positive relationships with children, including Natural Learning Rhythms: Discovering How and When Your Child Learns and Everyone Wins!: Cooperative Games and Activities (both with Ba Luvmour). Josette is a member of our faculty.

October 15, 4-5 PM PDT David Marshak

Evolutionary Parenting

Judith Blackstone writes: “Basically we are each the vessel and the vehicle of the essential motion of evolution.” Each human being literally embodies the evolutionary potential of the species. So every parent who knows this knows that her/his parenting can make a contribution to the evolution of humanity.

In this webinar David will explore the concept of evolutionary parenting, in particular how the consciousness that parents bring to their parenting can enhance the evolution of consciousness in their children as their children grow through childhood and adolescence. You will hear stories from parents about their lives, their challenges and struggles and their accomplishments and satisfactions, their hardships and their joys. You’ll also hear some stories from their young adult children who have been nurtured by the inspiration of evolutionary parenting.

David is the founding president of the SelfDesign Graduate Institute and the author of Evolutionary Parenting.

October 22, 4-5 PM PDT Michael Carberry

Whole Life Learning

The Whole Life Learning Center is education outside the box. Now in its 7th year, the Center serves more than 100 families in Austin, Texas. Michael will describe the Center’s model of Whole Life Learning.
“Life is interconnected, dynamic, and evolving. Though we ensure our learners can engage the constructs of living in a complex world (it takes reading, math and writing to do that), our curriculum also blends emergence: we meet each learner right where they are and develop a holistic Learning Plan, based on their inspirations, recognizing the whole child – body, mind, heart and spirit. Inherent in our philosophy is a trust that children, and humans in general, are natural learners, especially when inspiration is nurtured, when core genius is tapped. This is a surprisingly common sense, yet radically revolutionary educational model: Whole Life Learning.”

Michael is the co-founder and co-director of the Whole Life Learning Center. He earned his Master of Arts in SelfDesign degree in August.

October 29, 4-5 PM PDT Laurel Tien
Illuminating Transformational Learning through a Transdisciplinary Methodology

Modernist/empirical approaches to teaching and learning provide one lens into a transformational learning experience. How can a transdisciplinary world view illuminate a transformational approach to teaching and learning that acknowledges contemporary threads of transpersonal, integral, holistic, contemplative, spiritual and evolutionary approaches? In this webinar, Laurel will share her inquiry into this question.

Laurel is a Ph.D. student in the Transformative Studies program at California Institute of Integral Studies. She is on Faculty at Kwantlen Polytechnic University, a teaching and learning focused post-secondary institution located south of Vancouver, BC, Canada. She is the Assistant Dean at Self-Design Graduate Institute in Washington State. She earned her Master of Arts in SelfDesign degree in August. One of her research interests continues to be supporting learners in entering a transformational/soulful/holistic/integral learning space.

November 12 , 4-5 PM PST Tracey Huguley
Oppression and Integral Consciousness: One Way to Move Beyond Polarization and Towards that Which is Beautiful, True, and Good!

How might we share intercultural spaces with one another as allies and utilize integral consciousness as a tool for evolving consciously in these spaces?

The shackles of oppression potentially keep many of us stuck. This webinar will expand our awareness of oppression and illuminate where we might be acting in ways that are oppressive. We will also discuss ways we can act as allies with one other in these interesting times we are living in. What is oppression? And, as Paulo Freire might ask, how can we identify the oppressor within each of us? Also, we will look at integral consciousness as one way to move beyond our differences and mature individually while assisting our culture(s) in maturing collectively. In addition, we will look at ways we can loosen oppressive practices by utilizing the principles of integral consciousness and evolutionary spirituality to better our worlds by creating and experiencing that which is beautiful, true, and good.
Tracey Huguley M.A. earned her Master Arts in SelfDesign degree in August. She is the mother of three SelfDesign learners, a Master sign language interpreter, and an educator. She comes from, and has had direct experience with, communities that are oppressed. She is the adult child of Deaf adults, and her family is multi-cultural/multi-racial. Her Master’s thesis entitled “A Heroine’s Journey As A Path Of Inquiry: The Reconciliation Of A Life Lived In An Intercultural Space Between The Deaf And The Hearing Communities” is a documentation of her personal journey of creating and experiencing that which is beautiful, good, and true and, in the end, freeing herself from some of the shackles of oppression that were keeping her stuck in the pain of her experiences. Ultimately, this journey has brought more freedom into her life and work. She enjoys sharing this process with others in hopes that we all might dwell in intercultural spaces in love and peace, while evolving consciously.

**November 19, 4-5 PM PST Elaine Decker**

**Making Sense with the Sense of Humour**

Philosopher Martin Heidegger says we are “thrown” into the world, and then left to our own devices to make sense of that world and our place in it. This challenging hermeneutic endeavour is no joke – or is it? The word “hermeneutics” is derived from the Greek god Hermes – the messenger – hence the concern in hermeneutic philosophy for language, context, meaning and action. Hermes was also a trickster, ancestor to a long line of fools and jesters who see things otherwise. Practicing this way of seeing helps us to be wise to the other, open to another way, more comfortable with ambiguity, less fretted by surprise. Borrowing the joker’s topsy-turvy perspective, we strengthen the funny bone, embrace the contraries themselves, strengthen the imagination, consider alternatives, look again and askance, and keep a humble and hopeful stance. We grow into this peculiar form of wisdom by locating and developing our natural capacities for flexibility, imagination, and courage.

Elaine Decker has been a teacher and teacher-educator for 40 years, exploring and practicing ways to expand horizons and loosen boundaries. She teaches courses on play, comic pedagogy, and leadership as a “funny business,” and she is a member of our faculty.
Faculty Colloquium

FRIDAY DECEMBER 9

10:15-11:15 AM    Annie Smith, **Embodying Reconciliation: how do we build relationship in our practice as Educators?**

1:15-2:15 PM    David Marshak, **Evolutionary Parenting**

2:30-3:30 PM    Sam Crowell, **Earth Charter**

SATURDAY DECEMBER 10

9-10 AM    Anne Adams, **Integral Intelligence: A 21 Century Necessity**

10:15-11:15 AM    Beth Sutton, **Jelly Fish Awareness: Multidirectional Awareness in the Fostering of an Ecosystem**

11:30 -12:30 PM    Jonathan Taylor, **Emergent Wisdom vs the Power of a New Story**

1:00-2:00 PM    Michael Maser, **Personalized Learning Academy**

2:15-3:15 PM    Hilary Leighton, **A Field Guide to Your Wild Side: An Introduction to Ecopsychology**

3:30-4:30 PM    **Open Conversation.** David Marshak and other faculty discuss the progress of the Institute at the end of 5 years of operation

Faculty Café Connections

All of these sessions were held in the Winter 2018 on zoom for an hour with SDGI Faculty and as we invited people to pull up a chair, grab a cup of coffee or tea and then join in with the inspiring topics for connecting and learning.

January 20

10 AM    **Oral Based Literacy (From Sound to Symbol Praxis), Fleurette Sweeney**

A song is sung words. Singing a song engages our using both oral language and music. During this session we will explore a sequence of symbols that are multi-sensory, aural/oral and written. These symbols also serve as context for holding the formal written symbols of language literacy and music notation.

January 21

11 AM    **Contemplative Activism—Emergent Wisdom, Jonathan Taylor**

What happens when we synthesize contemplation with activism? What is the wisdom that can emerge from this experience?
4 PM  **Seeing the Invisible: Living Wholes, Speaking Chunks, Pille Bunnell**

We can see evidence of learning, but we cannot see learning itself. Even when we are not looking for predetermined outcomes, as in observing for learning, we may find ourselves attending to specific behaviors simply due to the nature of how we conceive of and name them. Language chunks experience into nameable bits. What goes in the chunks? What falls between them? Regardless, we are not limited to language; we have the ability to flow with more than what we speak about.

This set of three sessions is a forum for discussing how we can expand our awareness and expertise for acting with the invisible and unnamable relationships that contribute to learning. The discussion will be initiated through a couple of short Youtube presentations to be viewed prior to each session.

5:15 PM  **Personalizing Learning: Considering the Means and the End, Michael Maser**

There is a lot of talk about ‘personalized learning’ in public school circles these days both in the US and in Canada. But what does ‘personalized learning’ really mean? When is personalization authentic and meaningful?

January 27

10 AM  **The Family as a Learning Community, Fleurette Sweeney**

We will explore the integenerational richness in playing folk song-games as a family. During our conversation we will examine how the aesthetic is evoked when play encompasses these multi-dimentional experiences.

11:15 AM  **The Lived Experience of SelfDesigning as an Adult, Laurel Tien**

How is selfdesigning experienced as an adult? How do people find themselves here? What skills/thoughts/processes/beliefs lend themselves to entering this place of chaos and transformation? How do individuals/groups/communities engage with transrational moments and embrace this part of the learning process? What is the place of intersubjective knowing/dialogue in this space? For blended/online modalities? Starting with a brief review of the literature in selfdesign, we will discuss common themes of the experience of learning at the SelfDesign Graduate Institute.

January 28

11 AM  **Adolescent Health, Empowerment, & Happiness, Peter Berg**

Explore a holistic view of adolescent health and how it leads to empowerment and lasting change. Delve into Western and Non-Western philosophies of health and medicine as they relate to adolescent health, happiness, and empowerment. The emphasis will be on techniques to empower adolescents to take charge of their health and happiness.
Faculty Café Connections

4 PM   Seeing the Invisible: Sensing “Betweens” in Behaviour, Pille Bunnell
       See description on January 21.

7 PM   Mentoring for Social Change, Renee Beth Poindexter
       What is mentoring? And how can we mentor in ways that promote social change?

February 3

10 AM  Biomimicry: Nature as Designer, Jonathan Taylor
       Explore the concept and uses of biomimicry, the imitation of the models, systems, and
       elements of nature for the purpose of solving complex human problems.

1 PM   Appreciative Inquiry: A Tool for Transformation, Karen Leckie
       What is Appreciative Inquiry? And how can we use its tools in our lives to nurture
       relationships and organizations?

February 4

11 AM  Best Practices in Integral Distance Education, Laurel Tien
       SelfDesign Graduate Institute creates spaces for learners to engage in self-authoring in
       community, supporting connection between individuals from across the globe. Starting
       with a brief review of the literature in creating virtual/distance communities, we will
       discuss the quality of relationship needed with interactions with others in a virtual
       world/at a distance. Is it possible to have connection when we may never be present
       with one another in person?

4 PM   Seeing the Invisible: Conversation with Glimmers of Learning, Pille Bunnell
       See description on January 21.

February 10

10 AM  From Babbling to Orality, Fleurette Sweeney
       We will explore parallels between the two processes of learning to speak, and learning
       to sing a song. Our conversation will include considerations of the similarities in both
       the acoustic and social qualities of these processes. My particular point of reference will
       be playing folk song-games.

4 PM   Conscious Parenting from Soul to Soul, David Marshak
       What is the experience of parents who apprehend their child(ren) in ways that transcend
       the realms of sight and hearing?
Faculty Café Connections

February 11

11 AM  Integrated Leadership for a Just and Sustainable World, Peter Berg
Examine paths to holistic, integrated, and authentic leadership and experience techniques for holistic and authentic leadership that integrate several philosophies, including authentic, contextual, holistic, and values-based leadership with your authentic self.

4 PM  Is Death a Friend?, Jonathan Taylor
What do we know about death? What do we believe about death?

February 17

10 AM  Designing Economy of Place, Fleurette Sweeney
When I first learned that one of the root meanings of the word ‘economics’ was “caring for ... or stewarding ... the household ...” I became very interested in ‘economy of place’. My understanding of ‘household’ has grown to include the local bioregion. During this session my hope is to engage in conversation with others about the type of care our current ‘household’ is needing us to design for the sake of the children under our care.

11:15  Children’s Perception of Death, Ba Luvmour
How do children’s perceptions of death change over time? At what age does death become ‘real’ for children and what impact does this new reality have on children’s psyche?

February 18

11 AM  Parenting as an Evolutionary Act, David Marshak
When parents orient their parenting to tuning in to the soul of the child, as expressed through her/his will, they participate in the evolution of consciousness in our species. So what do we do with the child’s will as parents?

4 PM  Using Spiral Dynamics to Make Sense of Our Complex Times, David Marshak
Why is there so much violent conflict on the planet today? Spiral Dynamics is a research-based developmental model that explains why people see reality in such radically different ways.

10 AM  The Lived Experience of SelfDesigning as an Adult, Laurel Tien
How is selfdesigning experienced as an adult? How do people find themselves here? What skills/thoughts/ processes/beliefs lend themselves to entering this place of chaos
and transformation? How do individuals/groups/communities engage with transrational moments and embrace this part of the learning process? What is the place of intersubjective knowing/dialogue in this space? For blended/online modalities? Starting with a brief review of the literature in SelfDesign, we will discuss common themes of the experience of learning at the SelfDesign Graduate Institute.

February 25

11 AM  Paradox as a Door into Integral Consciousness, David Marshak
What happens when we experience paradox? How can an assertion be both true and false at the same time? Paradox is an opening into a more complex perception of reality.

4 PM  SelfDesigning Your Elderhood, David Marshak
The concept of elders is being revived as Boomers experience old age. What happens when we use the tools of SelfDesign to nurture folks as they evolve into elderhood?

March 3

10 AM  Partnership in Education...Faculty-Learner(Alumni), Anne Adams and Clarissa Tufts
A truly integral window (360 degree)/ (panoramic view) into the Self Design Graduate Institute. A Faculty Member, Board Member, Cohort Member -Learner, Alumni and Learning Consultant bring to life the dynamic dimensions (perspectives) of SelfDesigned Learning

11:15 AM  The Creativity of Enki Education, Beth Sutton
What is Enki Education? What can it offer to your family?

March 4

11 AM  Prescription for a Healthy Learning Environment, Peter Berg
This conversation will focus on the aspects of a school or learning environment that are often overlooked but are vital to the health of a school or learning environment. We tend to focus heavily on pedagogy and miss the other areas that have a profound impact learning. In these, you will learn practical techniques to evaluate and implement changes to your school or learning environment to make it as healthy as possible.

4 PM  Listening for Possibility Thinking, Renee Beth Poindexter
‘Possibility Thinking’ means being open to the emergent, the creative, the unknown...yet. How do we learn to listen for Possibility Thinking rather than be caught up in old and familiar patterns?
2017 Highlights

NEW ADDITION TO OUR SDF/SDGI TEAM

Deb Martens, SDGI Advancement Coordinator

As an alumna of SDGI, Deb brings understanding and passion to getting our message into the world (primarily on a virtual platform). She spent the first couple of months getting grounded with re-igniting some of our social media accounts and creating new ones. Her learning edge included meeting with the advancement team to discover where they were with promoting SDGI and to hear what engagement took place in the past.

Deb’s growth edge continues as she works to stay current with the newest trends on social media, as well as identifying how our alumni network can best share about our masters degree and certificate programs. These are ongoing conversations and initiatives.

Deb facilitated getting the series of fall webinars posted and seen on social media. This followed the pattern of past years. Attendance was low so she helped design a new and different format called Café Conversations. The goal was to provide a platform for more personal conversations with the mentors and attendees about the subject presented with a question and answer time allotted. We realized that this more casual format would be better received after we’ve had a warm connection with potential new learners through other associations. As our community continues to build, these relationships could be another series of Café Conversations in 2018-19.

Deb discovers the pulse of key content through her participation with the advancement and messaging teams on a monthly basis. It is here where she listens and hears through discussion the current and future projects; always refining the most impacting way to promote SDGI. These groups are comprised of administrative staff and faculty mentors. Deb has remarked that it is this working together that promotes creativity and accountability to the tasks we set forth.

One of the future goals is to assist alumni in having IRL (in real life) meet-ups in their local areas. These will be grounded in building community and discussing powerful questions. Deb sums up the intention: “We honor that the most authentic and impacting way to promote SDGI is through building personal relationships.” Deb is a key stakeholder in creating the resources for alumni as they foster building these community connections.
2017 Highlights

Faculty Spotlight: Darrell Letorneau

WHEN SDGI CREATED A NEW POSITION called Certificate Director for the SelfDesign Foundation, it was a perfect fit for Darrell. And, he is also the liaison between the SelfDesign Foundation in the U. S. A. and the SelfDesign Learning Foundation in Canada.

More About Darrell

Darrell is both a parent and an educator immersed in the movement of alternative education for over 3 decades. Rather than a traditional school setting, Darrell’s four children have always learned at home as homeschoolers, unschoolers, original SelfDesign learners and pioneering online learners. As a young teacher working outside the main stream, Darrell had most enriching experience learning about learning during four years in an alternative modeled on the original Summerhill school since then he has advanced the cause of alternative learning as an educator and learning consultant from kindergarten through college.

A member of the founding group of the groundbreaking SelfDesign Learning Community in British Columbia, he is also a cofounder of the SelfDesign Graduate Institute.

He has a B.Ed and a Master’s Degree as well as two Certificates in Early Childhood Education. He has a a deep interest in human development and consciousness, creativity and has him twice seconded by the British Columbia Ministry to develop curricula for learners.

Darrell has earned several national awards for creating and engaging online curricula and is a Google Certified Educator. Darrell brings a deeply sense of presencing to his work.

In addition to serving on the SDGI faculty, Darrell Letorneau facilitates SD 500 welcoming each new cohort to their first course every year at the Residency held at Western Washington University each August. He is also the Chair of the Academic Programs Committee.
Self Design Foundation Program Updates

Certificate Program

Under the leadership of Darrell Letourneau the SDF Certificate Program spent 2017 preparing for launching May/June, 2018 and will offer three certificates:

1. Approaches to Holistic Special Education with mentor Liz Simpson
2. Personalized Learning with mentor Michael Maser
3. Building Productive Teacher/Student Relationships in Alternative Schools with mentor Liz Simpson

Two to three more certificates are in process for release in the winter, 2019 semester.

In 2017 the Certificate in SelfDesign was awarded to: Laura Stuart

Lifelong Learning and Elderhood

In pre-modern societies, elders drew on the insights and wisdom they had gained from their life experience to offer guidance and leadership to their communities—and particularly to the younger members.

While the notion of elderhood retreated in the 20th century as ‘retirement’ became the norm for old age, many ‘elders’ today are committed to restoring and reinventing the concept of elderhood for their own lives and their own communities.

⇒ What does it mean to be an ELDER in this society?

⇒ Am I called to become an ELDER...and if so, how do I become an ELDER?

In this program we will gather for conversation to inquire into what becoming and being an elder means to each of us. We will explore the idea of elderhood and focus on the specifics of each participant’s enactment of being an elder.

SelfDesigning My Elderhood is an online program that invites you to engage with these questions and explore your own meaning-making and insights.
Self Design Foundation Program Updates

The program includes five (5) 90 minute online conversations with a facilitator and 4-6 other participants, each of whom is motivated to explore these same questions in their own lives.

One participant in the program noted, “I loved the way that we could talk with each other openly, with trust and mutual respect. I felt cared for, heard, and appreciated.”

Another said, “I really value the opportunity to explore what being an elder means for me—and to hear what perspectives, insights, experiences, and questions other people had about elderhood.”

A third commented, “By the end of the fifth session, I had articulated several ideas to myself for what I wanted to do next in my community to serve as an elder and really feel into what this means for my heart and soul.”

Personalized Learning Academy is Forming

Are you tired of a “one size fits all” learning approach?

There is a lot of talk about ‘personalized learning’ in public school circles these days both in the US and in Canada. But what does ‘personalized learning’ really mean? When is personalization authentic and meaningful? Personalizing Learning is a hallmark of educational change throughout North America, characterized by different forms and approaches and various uses of technology. Discover what personalized learning really is! Deepen your understanding in how to apply personalized learning (PL). Reflect on seeking out where PL is most vibrant and ‘alive’, personally and professionally.

Whether you are an educator, facilitator, parent, or learner, join in this moving conversation about this trending topic of personalized learning. Be inspired to ask questions about your own learning. Be encouraged to look beyond the “status quo” for learning environments and outcomes.

Facilitator for this program is Michael Maser, an innovative educator for 25+ years. He is a co-founder of both SelfDesign Learning Community (2002) and Virtual High Learning Community (1993). In 2007 Michael launched Surpass leadership program for teens. He is a passionate advocate and pioneer in the field of holistic, personalized learning and he has worked with, and continues to work with learners of all ages. Michael's book, Learn Your Way! SelfDesigning the Life You Really Want, Starting Now (2011) is a recommended health and career planning text in BC schools. In 2006 he received a Prime Minister’s award from the Canadian federal government. In 2015 Michael also launched Choose News, a national advocacy project to reduce violent content of TV and radio news. Michael has long been a professional writer and journalist, and he is a former geologist. Michael lives in Gibsons, British Columbia, Canada.
Stakeholder Collaboration at the 2017 Residency

Vision Conference
By Anne Adams, SDF
Board Member and SDGI Faculty member

SelfDesign 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.

The SelfDesign Foundation, https://selfdesignfoundation.org/, is one of its central organizations that oversees the SelfDesign Graduate Institute (SDGI). We comprise a unique learning community. Learners, faculty staff and board members 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 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.
Highlights From 2017 Residency

With this foundation in mind, the August 2017 SDGI learner gathering, (held on the campus of Western Washington University) was expanded to include SDGI staff, an expanded group of SDGI faculty and SDF board members, as well as SDGI Advisory Council members both working and advisory, as well as representation from the SelfDesign Learning Foundation. (SDLF) from Canada.

Together we explored what it means to be the quality of community, (diverse as it is) which serves as the foundation for these commitments. Our aim is that these commitments are realized across the world in which SelfDesign currently exists.

Our work on relatedness and communication throughout our time together in August, 2017, resulted in some exciting outcomes:

1) A future vision was co-created, and members from the diverse constituents assumed responsibility for many of the 2017-2018 goals. These include
   a) Sustainability teams, e.g. faculty, learners, alumni, and board members;
   b) Partnering with likeminded organizations;
   c) Messaging;
   d) Expanded website development;
   e) Podcast development;
   f) Creating a string partnership between the SelfDesign organizations


3) Adding a course in Education as a Living System, which is representative of the essence of SDGI and relevant at this time; (Advisory Council member Milt Markewitz)

4) Continued development of The Personalized Learning Academy, Self Designing my Elderhood and Certificate Programs

Our combined experience together in 2017 was powerful. It has had a rippling influence on all of us. We are committed to continue connecting on a regular basis...we know that our community creation is the modeling for our larger community.
Feedback from SDGI Programs

Clarissa Tufts...Over the last two years, I've had the opportunity to integrate my experience of completing an SDGI Master of Arts degree in SelfDesigning. Starting the graduate degree process in the first cohort of SDGI offered a particularly unique vantage point of being able to be part of the growth and maturation of SDGI as a graduate program. Learning from and with a variety of highly skilled, remarkable people enriched my educational experience to the point that I continue to glean valuable learning from my three-year program. I am still in contact with faculty mentors who continue to influence my journey. I also sense the continued evolution of ideas as well as the application of learning in my current contract with SelfDesign Learning Community. Rather than a goal-oriented product of a Master's degree, I truly feel that the outcome I was encouraged to foster through SDGI was a my goal of re-education, a deepening of my own learning process so that I continue to be on this journey of self-understanding and professional development. I highly recommend to anyone who is curious about the process of making SelfDesign philosophy and praxis-related models come alive to explore options of graduate studies with SDGI.

Steve Rathwell...I've greatly enjoyed my experience in the SDGI MA program; the variety of courses, the attention and caring each of the faculty brings to their area of interest; the integrity and connection between classmates and the unconditional support offered to help each other grow push our growth edge. I particularly value some of the work I've been able to do through my directed studies, completing a book start to finish and especially the attention and suggestions from my faculty mentor that helped inform the writing process. After having the ability to not only choose but design my own post-graduate work, I have a hard time ever imagining myself exploring "conventional" post-graduate work again. Thanks, SDGI!

Abbie Wellington ...My learning experiences with the SelfDesign Graduate Institute have given me the opportunity both to further develop my understanding of SelfDesigning with the core courses and also to pursue an interest suited to my own nature. As a result, I'm continuing to further engage in a 'living inquiry,' with focus and delight, around my thesis topic. With gratitude, Abbie

Colin Fox...The M.A. program provided a spring board to explore the learning I wished for. I felt supported to pursue business opportunities that were once but a dream. Underlying the process was an academic framework steeped in global consciousness.

And I continue to feel connected to the program, my peers and the faculty, after graduation.

Wendy Bell...Completing the M.A. Program with SelfDesign Graduate Institute was a profound, life-changing journey and an exciting adventure. Each step of the journey touched my life in a unique way, engendering new insights, deep inquiry, and personal growth. At the heart of this journey was the loving community of SDGI learners and faculty. It was an honour and a delight to be held in such good hands.

As an LC, I found it fascinating learning how to SelfDesign my own life and observe my own learning alongside my many learners. I feel that this lived experience deepened my zest for learning as well as my understanding and trust in the SelfDesign path.
Learning through self authority becomes a joyful, challenging adventure.

Brent Cameron
EACH OF THESE LEARNERS CELEBRATED THEIR ACCOMPLISHMENT with a graduation ceremony at the Residency in August 2017. Although each have earned their Master Of Arts degree, most have decided they want really don’t want to a! They are committed to staying connected to SDGI. We are grateful for them as they join in to build the SDGI Alumni organization. Together we are committed to designing a community for lifelong learning!!

Abbie Wellington  
A Seeing of Oneself: Agent of Evolution in Education

Erin Woodford  
An Indigenous-Inspired Leadership Journey: A Path Towards Resiliency and Possibility

Brandy McCray  
What’s Love Got to Do With It? A Participatory Study Engaging Teacher-Student Relationships with Personally Relevant Curriculum.

Deb Martens  
Embracing Joy in the Midst of Life: What Are the Elements of Building the Capacity of Noticing and Embracing Joy through Trauma?

Wendy Bell  
Exploring the Symbolism of the Circle: Its Use in Creating an Individual and Shared Sense of Unity

Laurel Tien  
The Parallel Experiences of a Learner/Educator Bringing Holistic and Integral Perspectives to the Transformation of Blended Teaching And Learning

Tracey Huguley  
A Heroine’s Journey as a Path of Inquiry: The Reconciliation of a Life Lived in an Intercultural Space between the Deaf and Hearing Communities
SDGI Graduates

Tracy Pajamaki  
Spiritual Development, Creativity, Evolution of Consciousness and Authenticity: A Study of Emergence

Colin Fox  
Re-Envisioning Spencer Creek

Bethany Beaudry  
Building A Shared Vision at Inspired Explorations Learning Community

Michael Carberry  
Whole Life Learning: Holistic Education for the 21st Century

Elan Bailey  
The Integral Imperative: Liberating the Next Stage of Our Human and Organizational Potential Toward a Prosperous and Sustainable Future
MY PERSONAL SELFDESIGN JOURNEY led directly to where I am today, the CEO and Co-founder of WonderTree Global Education Group, a kindergarten that utilizes many SelfDesign principles. Our very name is an homage to SelfDesign founder Brent Cameron’s learning center; and we hope to reinvigorate this concept. Like Socrates, we believe that “wisdom starts in wonder;” instead of traditional teaching, we give children the tools to master their own lives and the imagination to envision what they want to be. Our entire I.N.S.P.I.R.E.D. Learning Approach is about self-mastery, imagination, self-growth and supporting children seeking their own paths, while our slogan, “a way of life,” is about transforming education from a subject into a lifestyle.

Also integral to our concept is our community of co-learners (students, teachers, parents, and the environment), who guide each other in their personal development. This is like the network at SelfDesign, where we find mutual support and can spread its ideals throughout the world. SelfDesign awakened my potential; it inspired and empowered me to stick to my values and ideals and gave me the confidence to achieve my goals. I’m so honored to be part of the SelfDesign community.

I AM VERY EXCITED WITH EVERYTHING that I have encountered at SDGI until now. It had been a long time since I had started looking for a master’s degree... It seems like I’ve finally found my place!!!!

I’ve just started my first module so using different languages (other than the written) and designing my own processes of learning are still a challenge to me. Every class we meet, every book I read, every conversation I have open new and wonderful questions for me, so I am having a hard time picking one theme to dig deeper. For my last class assignment I decided to work on a piece of work that would connect everything I’ve been learning
with the work I do at school here in Brazil. It seems that this is a promising piece! It might be the thing that I will pursue for the continuation of my course as far as self designing my own learning is concerned. I am really looking forward to finding a way of sharing my knowledge, experiences and even failures with the world in a meaningful, transformative way!!

**Fionn Wright  | Shanghai, China**

I’m currently back in Shanghai and have been able to use SelfDesign and use the Directed Study I’m doing with Jonathan Taylor to develop a location independent income through Coaching Executive and Entrepreneurs to leverage China’s growth to live a life they love.

I’m running a workshop tomorrow called “Your China Dream” to help people design, create a strategy for and implement their China Dreams to bring their unique value and passion out into the world where a serious impact can be made on a global scale.

I’m also filming a video series which will be released later this year named the “Your China Dream Virtual Summit” in which I am interviewing successful foreign entrepreneurs in China to decode, demystify and distill the key elements for success in the China Market. I’ve signed up a lot of China’s most famous foreigners so it’s lining up to be a super impactful event.

“Be conscious that every challenge is an opportunity to evolve, and so is every other moment.”

**Ann Lo  | Hsinchu City, Taiwan**

My current location is in Hsinchu City, Taiwan. I took a job at a local daycare centre to feel and observe how the early childhood education was like. There were many aspects that I was not fully agree and thought there could be a better way. However, changing and adjusting could take a long time and a great work; I am still in the process.

With SelfDesign, I took my daily life and work experiences into my learning reflection.

SelfDesign learning community works as a wonderful friend to walk along the journey; SelfDesign is also like
a Shepherd dog when I am feeling lost in my learning. Many times when I faced difficulty at my job in Taiwan, SelfDesign co-learners and mentors gave me the strength to pull though the sticky situations. Love and relationships support me to continue my job with courage and hope.

Recently, I have re-designed and negotiated my contract with the daycare centre to release more of my time and save my energy to start my thesis project. I hope to take my learning experience into my local community.

Marina Scartezini | Sao Paolo, Brazil

I AM DESIGNING MY LEARNING by applying the principles of self design in my daily work with children and parents by empowering them in their knowledge about their children and helping them create an authentic parenting style.
The Brent Cameron Memorial Scholarship ($3,500)
Aimed toward those with a particular interest in advancing emergent thinking and practice around whole-person learning.

The Fleurette Sweeney Scholarship ($3,500)
Aimed toward those with a particular interest in the interrelationships of self, community, and learning in a variety of real and virtual contexts.

The Bay & Paul Foundation Visionary Leaders Scholarship ($4,000)
Aimed toward learners with a vision for creating educational environments for children and/or teens that engage the whole person and evoke each learner’s creativity and capacities.

The Renee Beth Poindexter Scholarship ($3,500)
Aimed toward learners with a particular interest in bringing forth their innate capacity to the design of their highest and best contribution that is aligned with their core values.
Questions #1-3 required by Distance Education Accrediting Council

N = 28

Question #1—Did you achieve, or will you have achieved upon completing your studies, the goals you had when you started the program?

28—yes

Question #2—Would you recommend these studies to a friend?

28—yes

Question #3—All things considered, are you satisfied with your studies with us?

28—yes

Question #4—Comments (open-ended request)

• My experience has been amazing. Full of challenging and inspiring information and experiences.

• I think the above 3 questions should be on a scale, with the ability to comment beneath each. Overall my experience has been great. I have some hang-ups with the program, though I don't know whether it's the program itself or me, to be honest. Some of the stuff I've done has felt pretty mickey mouse, certainly not the level I would expect at a grad level course. Other stuff has been amazing. Like most experiences, it is what you make it, and I fear at times--due to a variety of factors--I haven't made the most of the opportunity. That being said, overall I'm pleased that I've done it, I do believe I've grown considerably as a human and educator from my participation in SDGI, and I'm looking forward to finishing up. As to whether I'd recommend to a friend or not, it would depend on a variety of circumstances beyond the program itself, so I can't really answer question in any sense that I believe you'd find it illuminating.

• The course I have taken so far has been enjoyable, and very important to my work!

• SDGI has opened the doors for me to practice heart-centric learning in community.

• An enriching and personal experience with learning that provided both a growth edge and my own living inquiry as an educator and woman!

• I create whatever I want with the course that I choose to take. I like how I co-create my course
with the faculty person & that whatever we are studying is directly applicable to helping me evolve & refine personally & professionally. The connections I make with my mentor are deeper & expansive because in conversation we discover & uncover what the key areas to focus are in the moment & move forward together. I am able to apply my learning to my role as a consultant while working with SelfDesign. My only wish is that I have more time to commit to reading, writing & discussing with my mentor & others.

- SDGI is a dream come true. I don’t believe English can articulate how truly sublime it is to be a learner of SelfDesign. For anyone thinking of applying, I champion you! Hoist the anchor and set sail, feel the wind in your face as you dance your dreams alive. You will be transformed, there is no doubt to that. Only you can emerge into your new state of being, and SelfDesign is ready to help you blossom into your divine potential.

- I have never been so successful in post-secondary education. I also have never grown so much as a person. The observing being as important as the learning is the way to change the world. Show the people the power of reflection! Amazing

- I am overjoyed with the SDGI Masters program. I had no idea what the courses were, and just found myself drawn to the program intuitively through my work at SelfDesign. As it turns out, I am gaining so much from the course material and from my connections with my cohort of learners. I am fully engaged and interested in what I’m learning, and I feel absolutely supported by the Profs. I love that we are often encouraged to hand in our assignments in any form we choose (poetry, art, dance, sculpture, song, written, film, photography, etc.), as long as it reflects our engagement and comprehension of the content being studied. This is so liberating for me and has allowed me to discover new and deeper ways of expressing myself. I also truly appreciate the ‘grading’ system whereby we are not ‘marked’ but we are listed as having ‘completed’ the course, or not. This is a radical shift from my previous schooling, and I have felt much more motivated and less anxious while completing assignments. I continue to be stimulated by the required courses and also by my self-directed studies. For a long time I have realized that I am most fulfilled as a lifelong learner; this program is enriching this experience for me.

- The SelfDesign Graduate Institute has provided rich, stimulating, and meaningful opportunities for me to further my learning in both personal and professional development. I have really valued the flexibility of the program, and greatly appreciated the skill and experience of course mentors.
What Our New SDGI Learners Are Saying

• Awesome! The experiences changed my life. I learned to "live" a better life. The contents of my studies were life- and work-related to enhance my knowledge and understanding about myself, others and the world around me.

• From all that I have seen, SelfDesign and especially the graduate institute are the best choice in alternative education. I am getting so much deep information, clarity and supportive community through being in the program. From my perspective, I think that SDGI can be used in so many different ways, as a basis for a different kind of living and thinking about the world. Instead of providing one path for all, or a certain kind of methodology, the SelfDesign approach is open to all kinds of different paths; it has helped me a lot to open up to ways in which I can do things with what I have got where I am at instead of all the time wanting to be elsewhere or further along the path. Absolutely the best foundation for living and the best experience I have ever had in education (I think there should be a different name for what SelfDesign is, but maybe it is just real education) Thoughtful, kind and deeply knowledgeable faculty and students. A truly transformative experience.

• Engaging in graduate studies with SDGI has been incredibly rich and fulfilling. I experience my own personal and professional growth surrounded by diverse learners and faculty. Each course I engage in is directly applicable to my life, my relationships and my work.

• The SDGI program is the learning you can apply and connect in life.

• My involvement in the SDGI program has been one of the best learning experiences of my lifetime. The program is rich in variety and depth of content. Each course that I have taken has been expertly prepared, thoughtfully executed, academically sound and mentally stimulating. I have felt supported as a learner as my understanding and knowledge of the ideas and course content provided have developed. The SDGI program combines an appreciation for my life experiences and personal wisdom with opportunities for challenging study and growth. The instructors that I have met so far are truly masterful teachers inspiring lifelong learning.

• I joyfully completed my thesis and graduated this academic year. I appreciated how it evolved from my life experiences and a culmination of my studies through SDGI. I felt supported by my faculty mentor and other committee members.

• The residency and first year classes are very well designed to bring the learners into an immersive learning experience together.

• SDGI entered my life in a series of random connections and perfect timing. I’ve grown in many ways through this program. Observing for learning (o4l) has changed the way I see the world - rather than mistakes or failure I’m seeing "learning how not to!" The knowledgeable and caring faculty have offered me real-life examples of the "more beautiful world my heart knows is possible," and I am eternally grateful for their presence in the world. I hope that the program catches on, and many more people have the opportunity to experience the personalized learning SDGI has to offer.
What Our New SDGI Learners Are Saying

- My experiences with the SDGI program have exceeded my expectations by far. My participation in last year’s courses was transforming for me in many ways, and I feel I have grown significantly as a person and professional. The support, engagement and enthusiasm received from faculty members was absolutely fantastic. The courses were extremely relevant for me in regard to content and I felt encouraged to expand my learning in a meaningful way. The Learning Community provided a rich and intriguing learning experience. The Directed Study allowed me to explore and extend my individual professional growth and opened many new avenues for future learning. The support from my study mentor is amazing. I never imagined that working on a Master’s Degree could be so fulfilling! I am very thankful to all the wonderful people who make SDGI happen!!

- Just three courses in, but it has been rewarding for my own professional development as an educator and also many opportunities for personal growth and development as well.

- My Mother has also enrolled in the course after hearing me rave about the insights garnered from the Self Design exploration. As an offshoot benefit, our relationship has soared to new heights. Our new-found knowledge has led to shared perspective that unites our efforts in a simple process of co-creation. This level of integration of our passions would never have been possible without the lessons learned in this course of study. This education has significantly and measurably increased my quality of life.

- The SDGI program provides a learning environment that allows me to entertain several intelligences - bodily and physically, emotionally, mentally, and spiritually. Previous learning experiences in academia only allowed for mental stimulation. As I am able to discern the importance of the information offered by all these intelligences, I am able to make decisions that maintain the health and well-being of myself, my relationships, and community. The SDGI environment — how mentors guide classes and how learners participate — helps me tap into my strengths and talents and thus make goals — learning goals, career goals, academic goals — that require rigor but are done with enthusiasm and integrity.

- I have had a very positive experience throughout the duration of my graduate studies at SDGI. The faculty mentors, the course offerings, and the overall structure of the graduate program have enabled me to discover and pursue my interests and passions at a very profound level.

- It helps if you have goals in mind. And although there are aspects of my learning that I wish I had been able to include as part of my SDGI program (specifically guiding and first aid certification, which I have been doing on top of my academic requirements) I am pleased with the projects I have begun and continue to explore in conjunction with SDGI.

- My experience at SDGI is something that is life changing. My studies, though challenging, are providing an excellent foundation for growth through learning and self-understanding. SDGI provides an opportunity for making sense of the larger context of society and the smaller context of self; connects those through the kinds of knowing, and allows the expression of self and ideas through various mediums. SDGI focuses on providing me opportunities to create life-long learning communities of care that are interesting, challenging, and inspiring.
SDGI Graduates Want to Stay and Grow!

WE HAVE A NEW POLICY THAT INVITES SDGI GRADUATES to enroll and participate in courses after graduation—as ongoing members of our learning community. Lisa Housden was our first graduate to enroll and participate in a course after graduation. The alumnae suggested a fee of $500 US or CDN for this—and we accepted this proposal. Here is Lisa’s reflection on her experience.

**SelfDesigning through SDGI: Reflections from a Graduate—Lisa Housden**

After completing a master’s degree through the SelfDesign Graduate Institute in August of 2015, I took some time to sit with this accomplishment, savouring the educational experience of rich academic inquiry in course work, dedicated thesis research and expression. The degree took three and a half years to complete, and, once finished, the intention was to continue to explore my thesis topic on aesthetic engagement, those personal and shared moments of beauty that infuse experience (individually and collectively) and have the potential to transform the human condition. This topic still captures my interest, and holds significant potential for expansion.

The SelfDesign Graduate Institute’s guiding mission statement describes the program as a “self-renewing community of care”. As a member of this community, I am both compelled and supported to participate in our continued growth and health, co-created in conversations, inquiry, research and expression. Being part of a community invites active participation and continued engagement through collaborative learning experiences. Traveling with others on a learning journey, in the context of love, respect and mutuality, honours our fundamental human nature. With this understanding, and inspired by my husband and daughter who are both currently expanding their own personal learning paths, I enrolled in another course, PM535, this past September along with 5 current SDGI learners and Sam Crowell as our course mentor.

This course covered a variety of themes including emergent teaching and learning, holistic education, and education to promote justice, sustainability and peace. In taking this course I hoped to explore how these themes connected to some key questions I had formulated regarding personal agency and aesthetic engagement in the context of education. Unanticipated was the wisdom that unfolded in this intimate cohort of learners, and the truly emergent learning process through rich, inspiring conversations. Over the course of 14 weeks, we meandered a synergistic learning path, the description of which cannot be captured in words alone. Suffice it to say that it proved to be a Fall highlight, directly informing my SelfDesign learning consultant work. During this course I harvested learning through new perspectives, ideas, resources, and inspiring articles. In conversation, I engaged with my colleagues in re-framing topics, fine tuning our language to deepen our discourse around the central themes of the course content, and sharing relevant connections in our lives and work.

Through SDGI, I have consistently experienced the richness of being supported as a learner through SelfDesigning principles and praxis, confirming my commitment to and passion for holistic and personalized learning. Stepping into the role of learner again has further illuminated the importance of each unique learning relationship that is the foundation upon which our organization has been built and continues to thrive.
SDGI Learners In the World
EDUCATORS
SOCIAL ACTIVISTS
SOCIAL ENTREPRENEURS
CIVIC LEADERS
CONSCIOUS BUSINESS

LIVE AND LEAD THE BETTER WORLD!

SDGI Graduates...

Found and lead new learning communities and programs for children and teens

⇒ Michael Carberry founded and leads the Whole Life Learning Center in Austin, Texas.
⇒ Bethany Beaudry founded and leads the Inspired Explorations Learning Community in Winnipeg, Manitoba.
⇒ Sabine Maiberger leads the development of play-centered kindergartens in Beijing.
⇒ Colin Fox founded and leads the WeExpeditions, taking groups of pre-teens with supportive adults into the wilderness for 5-7 day canoe and ski adventures.

Create a new business

⇒ Doree Blake has created a new personal training business: Unique Fitness Solutions for Empaths, Caregivers and Sensitive Peeps.
⇒ Elan Bailey has developed a new app that provides the user with deep and detailed insight into her/his leadership style, strengths, and needs for growth.

Found and lead campaigns for community improvement

⇒ Colin Fox leads a campaign to reclaim a stream in his hometown for habitat, recreation, commerce, and civic pride.
⇒ Jeremy Hayes created a memorial garden in honor of a spouse who passed away and is developing a charity to nurture the garden and create educational programs that honor his spouse’s memory.

Gain employment in other higher education programs...

⇒ Erin Woodford gained credentials and knowledge base to teach in undergraduate and graduate programs in several Canadian universities.
Employ the M.A. degree to gain access to doctoral programs

⇒ Laurel Tien applied and was admitted to the Ph.D. program at the California Institute for Integral Studies.

Publish their writing

⇒ Deb Martens wrote a Master’s Thesis, *Embracing Joy in the Midst of Life: What are the Elements of Building the Capacity of Noticing and Embracing Joy Through Trauma*, that will soon be published.

SDGI graduates have also used their M.A. program for profound personal exploration...

⇒ Tracy Pajamaki embarked on a 100-day journey into her own being and unconscious, cataloging and reflecting on this journey in her Masters thesis.

⇒ Abbie Wellington went on a journey that her to Auroville and the Sri Aurobindo Ashram in southeast India twice.

Letters from Alumni

From Clarissa Tufts

Being a graduate of the SDGI is meaningful for me on many levels - personally and professionally. My experience during the MA program brought me connections to other professionals, educators and learners that I value still today. I was supported in developing capacities that I had desired to grow for many years as a professional educator. Because I have a family, focusing on my own learning through dedicated practice and class time, I was able to finally make the connections, build understanding and develop skills that continue to inform the way I live my life as well as work with learners, families and peers. Being a part of the SDGI Alumni association allows me to stay connected to my mentors and peers and understand the current needs and desires of learners as
well as the wider educational and societal forces which SDGI is growing out of and meeting in such a unique way. As a recipient of a scholarship myself, I remember feeling very grateful and relieved that my learning experience was valued by others enough that I was supported financially. While engaged in my learning program, doing my best and integrating my learning was a way that I could show my appreciation for the support I received. Now, my hope is that by developing the SDGI alumni association, the graduates can be a resource to interested and new learners in SDGI. Providing support to the current community of learners is a way for me to continue my own learning as well as a way to contribute to the blossoming of a learning community dedicated to a sustainable and integral approach.

From Brandy McCray
I came to SelfDesign through Brent Cameron's book, SelfDesign and stumbled onto the SDGI website while doing a google search. I had been looking for a graduate program that fit with my curiosity in alternative education. When I came to the residency and connected to the faculty and other cohort members, I felt completely at home even though I had not been a part of the SelfDesign world before then. It was an amazing experience to be in community with so many people who shared the same educational values. Experiencing such a close connection at the residency really provided a sense of ease for the online classes. So much of what I have learned has impacted my personal relationships, my professional outlook and abilities, and given me a deeper understanding of who I am. I truly had the experience of allowing my own curiosity to guide my learning and the continual support and expertise of the faculty to help aid and bring it to fruition. The program poured so much into me during the last several years. During my thesis project, I feel as if I have begun to share with the world how transformative these ideas can be in education and in our daily lives. I cannot imagine my life without having been a part of SDGI. It's provided a strong foundation for me professionally and helped me to honor the curiosities that drive my own personal evolution.

From Julia Jongkind
When I chose to undertake the SDGI Master's program, I had been looking into traditional Master programs, but none had appealed to me as the format was not open to me exploring my interests and deepening my own work that I had been recently engaging with in SelfDesign both as a parent and as a Learning Consultant. The opportunity to begin to delve deeper into what makes learning happen, how learning is ubiquitous, and how to see the learning as it emerges was enticing. As I engaged with the course materials, I noticed that all topics had immediate relevance in my work and in my life. In being able to see and apply my learning immediately, I gained a deeper connection to my family members, neighbors and learners. I also gained a number of deep and diverse friendships that have sustained me and supported me in some trying life transitions. Many times, the course was an enriching part of developing a more profound connection with the instructor and fellow colleagues, demonstrating how learning is enhanced with healthy, mutually respectful, and caring relationships.

As I have had such a rich experience here, I do encourage others who are searching for deeper learning and a more whole understanding of relationships and connection to seriously investigate the courses offered.

Growing the scholarship fund will help others who are not able to pay the full cost be part of the program, opening up our demographics and welcome a wider, more diverse, demographic from which to build our own understanding and connect with 'the other' in meaningful dialogues and experiences.
A new paradigm is born when we allow education to be an opportunity rather than an expectation.

Brent Cameron
For full biographical data on the SDGI Advisory Council members, please make note of the websites. Due to space, several have been abbreviated.

**Dr. Robert C. Gilman, Ph.D.** ([http://www.context.org/](http://www.context.org/)) is the President of Context Institute, Founding Editor of IN CONTEXT, A Quarterly of Humane Sustainable Culture. Robert’s bachelor’s degree is in astronomy from the University of California at Berkeley in 1967 and his Ph.D. in astrophysics from Princeton University in 1969. He taught and did research at the University of Minnesota, the Harvard Smithsonian Astrophysical Observatory and served as a Research Associate at NASA’s Institute for Space Studies. In 1979, he founded the Context Institute with his late wife, Diane, one of the earliest NGOs to focus directly on sustainability, dealing with the many dimensions of community development (human, built, economic, etc.) in the context of major global trends (population, resource use, technological change, etc.). Robert has worked with American Institute of Architects at a national level on environmental and sustainability issues, and has served on the Board of Northwest EcoBuilding Guild, served as faculty in Antioch University’s Environment and Community Master’s program and facilitated the Findhorn Community in Scotland to develop a community constitution and establish its own self-governance. Robert is a keynote speaker and has made presentations at the Village Building Convergence (Portland), the National Co-Housing conference (Seattle), and the Global Eco village Network GEN-10 conference (Findhorn). Robert’s on-going work draws on all the phases of his life as he works toward a humane and sustainable future in the emerging Planetary Era. Today, his primary focus is the Foundation Stones project, whose results are available here on this website.

**Dr. Hal Morse** ([http://www.health-healingnetwork.com/bios.html](http://www.health-healingnetwork.com/bios.html)) is the chairman and CEO of The Health and Healing Network, an integrative medicine electronic platform and chairman and CEO of HMORSE INC., a management consulting company. He is the former president, CEO and co-founder of OVATION, a television network dedicated exclusively to the arts. He was the driving force behind the idea to bring an all-arts network to television in the 1990s, much as he was in bringing an all-education cable network, The Learning Channel (TLC), to the marketplace in the 1980s. Dr. Morse founded TLC and served as its chairman and CEO, and under his leadership, it became one of the nation’s fastest growing cable networks. He also served as president and CEO of the American Community Service Network. Dr. Morse was a founding board member of Cable in the Classroom, a cable industry initiative designed to provide cable programming to the nation’s schools.

He received the Cable Industry’s highest award, The Vanguard Award for his leadership in successfully developing The Learning Channel. Dr. Morse began his career in education, teaching in public schools. As a Washington fellow during the Johnson administration, he helped create and implement the Developing Institutions Program for assisting black colleges and universities. As director of education for the Appalachian Regional Commission, he was responsible for building hundreds of vocational technical schools, university facilities, and teacher training projects throughout Appalachia. A graduate of the State University of New York at Oswego, where he received his bachelor and master’s degrees as well as an honorary doctorate of humane letters degree. Dr. Morse also was awarded a Ph.D. degree from the University of Washington in Seattle and received its Distinguished Graduate Award.
Robert Manzer, PhD, is Provost at American InterContinental University (https://www.linkedin.com/in/robertmanzer) Robert has extensive experience as a senior executive with an expertise in leading growing, complex organizations, strategic planning, and change management. Focused on improving market position with a proven track record of increasing sales/enrollment, developing innovative new revenue streams, refining organizational structures and staff development. He excels in dynamic and challenging environments with a disciplined, entrepreneurial approach. Prior to his current role, Robert was Regional VP for Synergis Education, Inc. where he was responsible for managing three university partners, focusing on enhancing their business models by increasing high-quality revenue streams and improving programs and support systems. Earlier, Robert was COO of Texas Association of Nonprofit Organizations; COO/VP for Academic Affairs for St. Edward’s University, in Austin TX; Dean, Getty College of Arts and Sciences at Ohio Northern University, in Ada OH ;Associate VP for Academic Affairs for Nebraska Wesleyan University; Associate Dean of Constantin College, University of Dallas. Robert was a former Board Member for College Forward, award-winning organization focused on increasing college access and persistence.

Stephanie Pace Marshall (http://www.stephaniepacemarshall.com/) is the Founding President and President Emerita of the Illinois Mathematics and Science Academy®--the nation's first three year public residential institution for high school age students academically talented in science, mathematics and technology. She was the founding president of the National Consortium for Specialized Secondary Schools in Mathematics, Science and Technology, and a president of the Association of Supervision and Curriculum Development (ASCD). She is internationally recognized as a pioneer and innovative leader and teacher and an inspiring speaker and writer on leadership, learning and schooling, STEM education and talent development, innovation, and the design of generative and life-affirming learning environments and institutions that ignite and nurture the goodness and genius within each child. Dr. Marshall has worked in leadership roles in every level of education: superintendent of schools, district curriculum administrator, a graduate school faculty member, and an elementary and middle school teacher. She earned a B.A. from Queens College (New York), M.A. from the University of Chicago, and a Ph.D. from Loyola University of Chicago, and she received four honorary doctorates in science and in arts and letters. She is the author of over 40 published journal articles, an author for the Drucker Foundation’s series Organizations of the Future, an editor and author of Scientific Literacy for the 21st Century, and a contributor to the National Research Council’s publication, Learning and Understanding: Improving Advanced Study of Mathematics and Science in U. S. High Schools. She is featured in the book, Leaders Who Dare: Pushing the Boundaries and is the inspiration behind the novel, Smart Alex, a story of an adolescent girl talented in mathematics. Her book, The Power to Transform: Leadership that Brings Learning and Schooling to Life, received the 2007 Educator’s Award from The Delta Kappa Gamma Society International STEM academies. She is a founding trustee of Ubiquity University, a Trustee of the Society for Science and the Public, a founding advisor of the Massive Change Network (a global initiative of internationally recognized designer, Bruce Mau) an educational advisor to WIGUP (When I Grow UP) Canada’s first interactive educational Web 2.0 learning channel, and an advisor to the Epic Challenge Institute, She continues to consult with national and international institutions, foundations, policy leaders and practitioners as an advisor, and strategic
partner—helping others to create conditions that require a re-design of their institutions and programs by moving possibilities to practice.

Milt Markewitz (http://www.natureslanguage.com/contact-us/1-milt-markewitz). Milt’s life-work is to be a contribution to Local/State/Global Sustainability Efforts. His career began with IBM as a computer programmer in Palo Alto, California, and he subsequently worked abroad—Europe, South America, and the Far East. His responsibilities included—creation, design, implementation and management, and included programming systems, product design, and organizational improvements. His achievements include: Working on a team that developed and installed IBM’s first centralized order processing system, Leading a team that designed & installed a common plant system in Japan & S.A. managing extraordinarily successful System Engineering and sales teams. Milt went back to school, after retiring in 1991, at Portland State University (PSU). During this time, Milt lead a task force to design an ‘Excellent K-12 Public Education System’ for Oregon’s Department of Education. He designed the system around purpose, principles, and best education practices—linking public education to the long-range quality of life, civility, and interests of the students and their communities. Milt co-founded a non-profit whose mission was to bring learning organization concepts and principles to elementary and secondary education. Milt partnered in a Sustainable Agriculture/Horticulture start-up company whose mission was to provide a ‘Garden Pod’ from which a family could harvest a sufficient amount of nourishing food each day. After returning to Graduate school to study Living Systems, Milt developed curricula for Contexts for Sustainability, Living Systems, and a Curve of Hope which he will teach whenever asked. Other achievements while in retirement include: Founding a local dialogue group to explore the spiritual facets of sustainability, co-designing and facilitating with the Director of Indigenous Studies at PSU an Indigenous Pedagogy Symposium, certification in Appreciative Inquiry by Case Western Reserve, authoring an internet workbook, “Appreciative Sustainability: Co-Creating our Ethical Compass,” serving on several Boards—past President of both a Jewish Renewal Congregation and Portland’s Earth & Spirit Council. Milt most recently co-authored a book, Language of Life: Answers to Modern Crises in an Ancient Way of Speaking, which concludes that cultures that speak such languages have developed an intuition for all that is necessary to create and sustain life.

Dana Pearlman (http://artofhosting.ning.com/profile/DanaPearlman. Dana designs and facilitates action learning experiences that incorporates whole person development, mission driven entrepreneurship with systems thinking, being and doing for social innovation. Her academic background is in clinical psychology and strategic leadership towards sustainability. Her intent is to steward a world that is more whole, interconnected and in alignment with our true selves for wiser and conscious impact. Her sweet spot is at the intersection of authentic leadership, tapping into other ways of knowing (beyond cognition) the world, collective healing and cultivating communities of practice in order to accelerate the profound transformation that is needed in our world. Dana has facilitated sessions for National Bioneers Conference, GlobeMed’s Leadership Institute, Dalai Lama Fellows, Novamaya, NextGen at IONS, Sonoma County Sustainability and Energy Department, The Hub Bay Area, Stanford Leadership Experiment, Sustainability Learning Centre, Blekinge Institute of Technology in Sweden: Masters in Strategic Leadership towards Sustainability program, Fukushima Response Group, Co-Fluir and Daily Acts. Dana is co-leading and designing Mycelium’s summer learning journey 2014. She designed and delivered the
inaugural Bold Academy. She is a practitioner and co-host for intensives in The Art of Hosting and Harvesting Conversations that Matter. She leads workshops in Authentic Leadership that stems from her co-created research. She co-authored and published: *The Lotus: A Practice Guide for Authentic Leadership towards Sustainability*. Dana is also co-creating a start up, the Global Leadership Lab, to bring people together to catalyze and accelerate the world-changing leadership necessary to meet the profound challenges of the 21st century.

**Stephanie Sarantos** ([http://clearwaterschool.com/?page_id=640](http://clearwaterschool.com/?page_id=640))
Stephanie has always had a passionate interest in human development and education that led her to pursue eclectic careers working with children—as an oncology nurse, improvisational dance instructor and a parent. She has a Ph.D. in Educational Psychology with specializations in child temperament, cognitive and social development and statistical analysis. Her interest in the Sudbury model was inspired in equal parts through her studies of education and through watching three-year-old children play imaginary games for hours, days and weeks on end. She was involved with the original Clearwater School founding group and has worked at the school ever since. Stephanie’s official duties include many tasks: administration, book keeping, communications, bandaging wounds, enrolling new students, educating and supporting parents and sometimes teaching classes. The pursuit of something brand new profoundly informs her work at Clearwater. Through her own learning curve, she discovers first hand, the value of failures and plateaus in the process of seeking mastery.
Introduction
My journey to involvement in SelfDesign began shortly after I retired from IBM in 1991. I'd returned to Portland State University for System Science PhD studies and I had Dr. Peter Senge’s, *The Fifth Discipline: The Art and Practice of the Learning Organization* as a text for one of my classes. I was totally moved by the book in part because I'm a ‘Systems Thinker’, and more so because the ‘Learning Organization’ seemed like the model for education. Through some fortuitous happenings I worked with a group of business and education folks to bring Dr. Senge and some of his educator protégés to Portland for a Service Learning day; formed a non-profit to bring Learning Organizations to Oregon’s K-12 schools; headed up a committee to define Oregon’s Excellent Public Education System; and met Renee Beth Poindexter who subsequently asked me to join the SelfDesign Graduate Institute Advisory Council.

My Past
There isn’t much in my past that directly prepared me for doing this education work. Like almost everyone, I’d been exposed to some incredibly good and some fairly mediocre education experiences, but education was very present in my home. My father taught *Comparative Religions*, my mother was the lead administrative assistant at a private girls’ high school, and both my siblings became teachers with my brother retiring as an administrator from Department of Defense schools. For me, my Jewish upbringing was all about ethics and inquiry –*seek the underlying ‘truths’*. And my IBM experience was shaped by the ability to synthesize ‘big picture’ ideas into an architecture that worked, and to appreciate diverse views – particularly culturally oriented views that were shaped by language, religion, virtues and values.

The Interim
Renee Beth and I continued to cross paths as our *Learning Organization* work was overwhelmed by *No Child Left Behind* and Oregon’s *Standards Based Education*. I became involved in developing *Garden Pods* in which we would be committing to customers that they could harvest enough nutritional food daily to feed their family. Knowing that I couldn’t make such a commitment without better understanding living systems and the consciousness of the garden, I returned to school at Antioch University in Seattle for an MBA in *Whole Systems Design* where almost all my learning was grounded in living systems. A small Design Team co-taught with Dr. Fritjof Capra *Living Systems* to the Antioch cohort, and in addition to learning that all living systems are continually recomposing themselves by cleansing, healing and restructuring in order to flourish, we are also all endowed with common life processes. I also studied ancient languages, mysticism, and became certified in *Appreciative Inquiry* (AI). My term project for both Antioch and AI was to work with a small town in Oregon to define their desired future around six (6) facets of sustainable – ecological integrity and social harmony -- living. In that process, I discovered that the theory that underlies sustainability is *Living Systems*. In parallel with that work, I also discovered that the only cultures that consistently resonated with me when they spoke about sustainability were the Indigenous and Eastern cultures.
My SelfDesign Work

My SelfDesign focus is to bring both an understanding of Learning as a Living Process and curricula that helps all our learners understand the attributes, characteristics, and mystery displayed by all living systems. The learning will be centered around the learners’ life stories and life that they wish to create for themselves and their surrounding communities. We will look at the impact of language, human dynamics, and cultural norms – much of the learning will be experiential, collaborative, and conversational. We expect this approach to be unique in the education world, and attractive to global learners who will choose to enroll in our SelfDesign Foundation programs.

“By starting with our own dream and desires and then including others within the context of our goals, we create an inclusive way of being. If we begin by exploring things that feel relevant to our own lives, we are much more likely to learn what is meaningful and possible than if topics are only imposed by others. Learning through self-authority becomes a joyful, challenging adventure.”

Brent Cameron
Engagement Committee (Formerly the Marketing Committee)

(David Marshak, Deb Martens, Laurel Tien, Renee Beth Poindexter, Julia Gilmore (consultant)) was very active in 2017. The main mission was focused on strategies and tools to get the word out about the SelfDesign Graduate Institute and attract the potential candidates for our Master Degree programs.

On our website, www.selfdesigninstitute.org, we launched our SDGI newsletter to highlight our learners and our faculty as well as reach out to the people who are looking for us. http://eepurl.com/cAAsx9. We have added short interviews of our SDGI learners who share why they chose SDGI to pursue their Master’s Degree and what they like best about their journey so far: https://www.youtube.com/user/SelfDesignInst. Our Promotional video that tells the story of who we are in just over 4 minutes. You can watch it on YouTube, https://www.youtube.com/watch?v=KwgtNR_74F0

The Faculty pages were updated to highlight each member’s interests and published work. People are encouraged to sign up for updates, so they can learn more about the life of the Institute. Also, the Learners and Faculty who would like to tell us more about their own work, we are happy to publish 300-800 word blog entries from any or all on our blog. Deb Martens is our social media guru and has posted many blog entries on the happenings of the Institute and then increasing tracking interest via the channels of Facebook, Pinterest and Twitter. She has headed up the Direct Response Mail program overseeing MailChimp to evaluate the activity of our various campaigns. She has also facilitated SDGI Connect—a place where people within the community can connect and comment.

Additional Items of note:

- SDGI faculty presented at two conferences in 2017, the AERO Conference, and the Holistic Teaching and Learning Conference.

- The AERO organization has a newsletter in which we continue to advertise and help promote.

Social Enterprise /Fundraising Committee

(Renee Beth Poindexter and Jon Ouellette) Our following continues to grow which increases our list of advocates. Increasing our donations is possible now via our website, and as we grow our Board, we are grateful for their contributions each year in terms of time, talent and financial gifts. We are developing relationships with purpose driven companies and organizations that align with our purpose such that their financial support of our projects furthers the difference they want to make in the world at large.

Governance Committee

(Renee Beth Poindexter and Linda Inlay) We designed and led a process for developing the Purpose, Mission and Vision statements as well as an Evaluation Process for Board Members and Staff. We are currently developing a Governance Manual with all of the documents and processes that as we continue to evolve, we will grow.

Anne Adams along with Renee are fine-tuning the process for Board recruitment and development.
SDF Board Committee Reports

We have been developing a system for self-renewing community of care. This process accelerated at the Residency with our Visioning Conversation. This is a quality approach for clarity regarding roles and responsibilities, and to assist in developing simple systems for growing the Foundation as well as to integrate our governance and strategic planning process.

Over the next 5 years, we will be expanding our programs, broadening our outreach, and accessing support to enable the Board to move beyond operational role to focus more on advice, oversight and long-term planning. We are committed to engaging our learning community to designing a long-term vision for a self-renewing learning community of care.

Alumni Committee

Facilitated by Laurel Tien, this group is activating plans to share and grow our learning community in ways that expands our reach.

The purpose of the Alumni Association is to bring SDGI to the World. Alumni organizes benefits, stories, contributions, and efforts for a self-supporting and sustainable SDGI. Leadership opportunities naturally occur as they share themselves as continuing self-designer. They INSPIRE others considering the Masters and Certificate programs. Their enthusiasm energies guide special projects that attract contributions. As members, they receive discounts for courses and “free pass” for the Residency program (excluding food, room, and board). Invitations to offer courses, directed studies, and webinars to engage their core competencies continuing to evolve their life-long learning, SDGI.

The main focus of this year was to offer outreach sessions for learners and to plan the Homecoming event taking place before the Residency in Aug 2018.

Members include Abbie Wellington, Bethany Beaudry, Brandy Moorman, Clarissa Tufts, Colin Fox, Deb Martens, Doree Blake, elan Bailey, Erin Woodford, Isla Patterson, Julia Jongkind, Kristina Leidums, Laura Stuart, Laurel Tien, Lisa Housden, Michael Carberry, Tracey Huguley, Tracy Pajamaki, Wendy Bell, with a welcome to our ‘almost-Alumni’ Julie Robbins, Steven Rathwell, Vanessa Cabrales, Sherri Pepin, Brett Sillers, and Sabine Maiberger.

Academic Programs Committee

The Academic Programs Committee (APC) represents the faculty in the governance of the Institute and includes six members who serve a three-year term and the Academic Dean. The APC acts jointly with the administration on issues including, but not limited to, the following:

- Establishment of policies and procedures for faculty appointment
- Academic programs development, review, and initiation
- Learner conduct
- Other policies concerning the general academic welfare of the Institute

The APC meets twice each semester. In the fall semester, we addressed the following issues: publishing theses, faculty development activities, best practices in integral distance education,
structure of course offerings, approval of new Personalized Learning course from Michael Maser, program assessment report (accreditation), and personal/professional SDGI learning program activities for contractors.

Every two months, we hold online Zoom meetings, and in 2018 meetings were held on February 8 and 22 & and March 21. Hilary Leighton & Darrell Letourneau hosted the last two meetings and used the principled practice of *The Way of Council* as a meeting structure. Due to its inclusive manner of deepening conversations, this may become our ongoing meeting format.

“SelfDesign is about living in enthusiasm.”

Brent Cameron
Program Assessment Committee
(Jennie Oliver, Annie Smith, Chris Mercogliano, Laurel Tien, David Marshak)

Residency and Fall Semester 2017

SD 500—SelfDesign: Principles and Praxis
Mentors: Darrell Letourneau, Laurel Tien, Renee Poindexter

Course Description

SD 500, SelfDesign Principles and Praxis, is one of four foundation courses for the three concentrations within the MA degree (SelfDesign, Post Modern Schools and Integral Learning and Designing Learning Communities). Learners in this course explore the three intellectual traditions that have informed the development of SelfDesign: holistic education, developmental and humanistic psychology, and systems theory related to autopoiesis. They investigate humans’ capacities for directing their own unfoldment at every age from birth on, that is, our capacity for designing self. Then they are introduced to the SelfDesigning praxis and tools and begin to develop understanding and skills that will empower them to employ these tools.

Objectives

Learners will read, engage with, discuss and be able to express their understanding of the following foundational SelfDesign concepts in the book “SelfDesign; Unfolding Our Infinite Wisdom Within” by Brent Cameron and the online course “SelfDesign Praxis: Essential Elements”:

- Being Present: A Journey to our Authentic Selves
- Natural World Design and Patterns (including Human Design Strategies)
- Natural and Holistic Learning
- Ecology of Family (including system dynamics)
- Languaging (including Intentional Languaging Practice)
- Learners’ Rights to SelfDesign
- Relationality (including insights from Greenspan and Maturana)
- Mentoring
- Synergistic Community (including system dynamics)
- Global Ecology

Learners will explore and be able to share their understanding of 5 schematic SelfDesign models:

1. Mandala
2. LifePhases
3. Learning Paragon
4. LifeSpiral
5. SDGI Learning Plan (including the Learning Plan Compass)
Learners will be able to express their understanding of foundational SelfDesign materials in personal/creative ways through conversation, journaling, poetry, art, and drama.

Learners will be able to use course knowledge to begin the journey of envisioning, creating and designing their personal path through the MA degree in SelfDesign.

**SD 503: Modes of Inquiry**

Mentor: David Marshak

**Course Description**

Learners in this course will each have an opportunity to facilitate the learning of the cohort and faculty by engaging the community in topics and activities chosen by the learner. In this way each learner will share some of her/his learning from the first year of the program and will have an opportunity to engage colleagues in the trajectory of his/her M.A. program. The faculty will also share their own learning edges in the same manner.

Prior to the Residency learners will read two books listed below and engage in one other selfdesigned learning activity. Learners will reflect on this reading and experience and share their reflections with colleagues.

**Objectives**

- Learners will select some important content and/or experience that they want to share with the members of the Residency learning community. This content and/or experience will be some topic or material that they have explored during the previous year.

- Learners will design and facilitate a learning experience for their colleagues relating to the content and/or experience they have selected.

- Learners will participate actively in the sessions led by their colleagues.

- Learners will gain new insight into the qualities of a learning community in which all participants are both learners and mentors.

- Learners will gain an understanding of the history of the evolution of human consciousness over the past 200 years.

- Learners will gain new insights into why ancient wisdom matters in the modern world.

**SD 501: Modes of Inquiry**

Mentor: David Marshak

**Course Description**

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 our selves and the world more accurately and more fully.

Knowing how we know matters because our knowing often guides our behavior. And our knowing is often informed by our inquiry.

In this course we will explore four modes of inquiry through which we can know:

1. the evolution of human consciousness as a species and its relationship to the evolution of the consciousness of each human from birth to adulthood
2. the qualities and dynamics of story as an epistemological vehicle
3. the four quadrant model of knowledge developed by Ken Wilber: including the Individual Interior, the Collective Interior, the Individual Exterior, and the Collective Exterior.
4. the heart as a vehicle for knowing

Contemporary modernist society claims that knowledge derived from empirical science is either the only or the most valid form of knowledge available to humans. From an integral perspective, we know that this knowledge claim is false and that it is an artifact of modernist scientism.

Different realms of human experience offer different kinds of knowledge, each of which can hold validity in its own realm of human experience.

It is essential that people working within the field of SelfDesign and post-modern education understand these distinctions, so they can combat the influence of modernist reductionist knowledge claims, assess a variety of knowledge claims effectively, and inquire and develop knowledge in ways that are appropriate for the realm in which they are inquiring.

Objectives

• Learners will develop at least an initial competence in understanding and consciously employing all of the four modes of inquiry explored in this course: Spiral Dynamics, story, Wilber’s 4-quadrant model, and the heart.
• Learners will gain greater access to their own capacity to perceive from witness consciousness.
• Learners will gain an interest in and engagement with epistemology as an element in their professional and personal lives.

SD 531: The Hermeneutics of Humor

Mentor: Elaine Decker

Course Description

The course is based on a broadly hermeneutic approach to education and its teleology. We will explore the links between how we interpret human experience and context, and act in consequence, particularly in our work of “composing a life” (Mary Catherine Bateson). This is an
appropriate turn since the word “hermeneutics” is derived from the Greek god Hermes – the messenger – hence the concern in hermeneutic philosophy for language and meaning. Hermes was also a **trickster**!

Our unending work as humans (and educators) is to understand, even if for a moment. This calls on us to challenge the certainties, the givens, the “answers”—a task that has historically been the formal work of the clown, the fool, the trickster. Borrowing their topsy-turvy perspective, we can strengthen the funny bone, embrace the contraries themselves, strengthen the imagination, consider alternatives, look again and askance, and keep a humble and hopeful stance.

With games, puzzles, readings, videos and conversation we will work to emulate the **comic hero**.

> “Comic heroes … are exemplars of a special human freedom and flexibility – which, after all, is the real genius of the race. … We are endowed with a brain that – along with the capacity for imagining all sorts of paradises and utopias for ourselves, and an equal number of holocausts and hells for our enemies – is capable of an endless variety of alternative modes of being, believing, and doing. We are not locked into an unvarying set of biologically imprinted behavioural patterns. Instead, we have developed an unending variety of cultural substitute-forms. While these substitute-forms can in turn become as rigid as a biological imprint, and thus violate the very freedom that gave them birth, it has been the task of clowns and fools and comic heroes to remind us of our intrinsic freedom and flexibility.” (Hyers, *The Comic Vision and the Christian Faith*, 1981, p. 122)

**Objectives**

During this course, learners will:

- Renew their relationship with their individual trickster/fool archetypes.
- Develop an appreciation of humor as the result of interpretation, influenced by traditions, prejudices, preferences and circumstances.
- Deconstruct and use different comic structures as forms of inquiry - satire, jokes, cartoons, parodies, Rube Goldberg machines, paper engineering, stand-up, theatre sports, sketch performance, physical comedy, parkour, gags, repartee.
- Examine the role of both serious and comic clowns, and the historic tradition of the fool/trickster in analyzing and influencing social practice.
- Demonstrate **flexibility, imagination** and **courage** in exploring life's challenges, taking up the trickster's perspective.

**PM 535: Holistic Education and Sustainable Well-being: Transformative Paradigms for Learning and Being**

Mentor: Sam Crowell

**Course Description**
This course will address the holistic, embodied nature of the learning process and the importance of constructing meaning from one’s subjective encounter within experience as well as a community participating in co-constructing a narrative with shared values with emergent purposes.

Conversations will explore teaching the whole person, new understandings of process, project-based learning, transformative learning, the use of story and narrative, and building community in learning environments. Each of us will confront our own commitments and responsibility to work toward a more just, sustainable, and peaceful future.

**Objectives**

- Learners will explore and refine understandings of holistic education as it relates to the field of education, to their work, and to the concept of self-design.
- Learners will relate the content and values of the Earth Charter to sustainability in general, to their lives, and to their work as educators and community participants.
- Learners will engage in self-exploration around the questions of their personal journeys and their commitments to creating a better world.
- Learners will creatively express understandings of essential patterns and symbols that can be applied to personal, social, and educational contexts.
- Learners will be able to articulate and design learning environments that are value-based and elicit meaning and purpose for learners.
- Learners will be familiar with foundational research from neuroscience that supports their efforts to articulate a holistic vision of education.
- Learners will be able to position post-modernism and trans-modernism within an intellectual framework and articulate how the values of the Earth Charter and the development of holism inform and are informed by these paradigms.

**Directed Studies**

**SD 505: The Writer’s Life: An Unfolding Adventure**

**Mentor:** David Marshak

**Study Description**

Sara experimented with multiple writing mediums, including poetry, short story, journaling, and ultimately began writing a fantasy novel. She also read books focused on the writing craft (both fiction and nonfiction), took notes for character sketches, outlined plots, and mind-mapped the story arcs. Through writing, reading, listening, asking questions of herself and her tribe, Sara followed an authentic line of inquiry: what does it mean to create true art?

**Objectives**
• I will learn about how to write a novel.
• I will learn more about the nuances of narrative structure and about the development of characters in fiction.
• I will learn more about storytelling, creating emotional imagery, and balancing the amount of descriptive prose.
• I will learn about my creative biorhythms and the well-being I require in order to create beautiful art.
• I will learn about the importance of struggle, of stretching an emotional arc, of twisting the thorn and taming my hand that wishes to resolve conflict before its time has ripened and come.
• I will learn more about the value of focus and awareness, the merits of dedication and diligence, the flow of ease and effort, the importance of delicately cultivating confidence and competence (enjoying good humor in both beginner's mind and mastery), and above all the mindfulness to realize the permeable balance of these many paths.

SD 505: Joy in Learning as Means to Intentional SelfDesign
Mentor: Pille Bunnell

Study Description
In this study, the learner reflects on natural curiosities and the legitimacy of ideas. She addresses challenges, “aha” moments, learnings, and the psychic and emotional spaciousness and presence required to allow insights to arise into awareness. began with... the learner reflects on the role of being a guide/teacher through her varying teaching environments: work at Creative Action, as a piano teacher, yoga teacher, and her designed course Originality is Your Sovereignty. In this reflection she addresses challenges, “aha” moments, learnings, and the psychic and emotional spaciousness and presence required to allow insights to arise into awareness.

She demonstrates the results of this deep listening with work that emerges - intentional group tea sits, generation of art/photographs, designing of emerging course, creating online avenues to share with community long-term; all of which are aspects of her intentional design process.

Objectives
• The learner will examine the learning process, with a focus on the role of love.
• Based on this, the learner will strengthen her personal ethos and philosophy

SD 505: Nature Immersion
Mentor: Darrell Letourneau

Study Description
SD 505 will follow the structure of SD 532, combining course content with nature immersion experiences and reflections throughout the semester.
SD 532 Course Description

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? Starting with no-thing at the center of the SelfDesign Mandala, learners explore SelfDesign's unique ontology and epistemology and learn how to create and open the field of infinite possibilities, both within themselves and in the context of their own communities.

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 SelfDesign's unique embodiment of sensing, presencing, and realizing through conversation, multimedia expression, SelfDesign models, 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.

Objectives

• I will make connections with the following course readings to help understand how my connection to nature influences my being in the world:
  * Powerful questions (“Community: The Structure of Belonging” by Peter Block)
  * 13 chapters of core understandings in the online course “SD 532: SelfDesigning: Creating & Realizing the Field of Infinite Possibilities”

SD 532 Breath Mandala

• In partnership with my mentor Darrell, I will keep notes of our discussions throughout the fall semester, a place for us both to reflect on both synchronous and asynchronous conversations as they emerge from week to week.

• I will be able to be myself, to bring myself fully to my community in general and to the new Coworking Community that I am founding in my hometown in particular.

• I will deepen my sense of self and be more conscious of my rootedness in nature - through which I will gain a more secure grounding from which to be in the world.

• In consultation with my mentor Darrell, I will create a field of possibilities to manifest an emergent assignment of meaning related to the Coworking group that I am starting in
October. This assignment will produce an artifact of reference both for me and for the Coworking -- a mini-biography case study of my coworking community detailing how this will be realized.

- I will use course techniques to continue the journey of envisioning, creating and designing my personal path through the MA degree in SelfDesign.
## Balance Sheet, Dec. 31

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<td><strong>2,341</strong></td>
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<td><strong>40,755</strong></td>
<td><strong>22,862</strong></td>
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<td><strong>Equity</strong></td>
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<td>Beginning Equity</td>
<td>0</td>
<td>(5,216)</td>
<td>17,459</td>
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<td>(31,077)</td>
<td>11,526</td>
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<tr>
<td>Current Year Earnings</td>
<td>(5,216)</td>
<td>22,675</td>
<td>(19,334)</td>
<td>3,920</td>
<td>(33,122)</td>
<td>42,603</td>
<td>23,012</td>
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<tr>
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<td><strong>14,584</strong></td>
<td><strong>33,365</strong></td>
<td><strong>9,678</strong></td>
<td><strong>34,388</strong></td>
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## Income Statement

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<td><strong>Revenues</strong></td>
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<td>Tuition Revenue</td>
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<td>1,775</td>
<td>1,750</td>
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<td><strong>117,355</strong></td>
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<td><strong>Total Expenses</strong></td>
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<td><strong>113,529</strong></td>
</tr>
<tr>
<td><strong>NET REVENUE (EXPENSE)</strong></td>
<td>(5,216)</td>
<td>22,675</td>
<td>(19,334)</td>
<td>3,920</td>
<td>(33,122)</td>
<td>42,603</td>
<td>23,012</td>
</tr>
</tbody>
</table>
Course Registrations

Tuition ($ in 000's)