STUDENT HANDBOOK
2018-19

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SWC Organizational Chart
PART 1: INTRODUCTION

The Student Handbook covers regulations and procedures applicable to students enrolled at Southwestern College. Every student is responsible for reading the Student Handbook and the College Catalog for the year of their entry into the program.

College regulations and procedures are subject to revision at any time. Students are required to comply with the provisions of the most recently enacted Handbook posted in Populi and on the College’s website.

Southwestern College’s Statement of Diversity

We at Southwestern College/New Earth Institute strive to be aware of, understand promote, and celebrate diversity in its broadest sense.

We are a work in progress, still learning about other cultures and ways of looking at and moving through the world. We view this as an ongoing learning journey, never assuming we have quite arrived.

We invite students, staff and faculty of every background to become part of the Southwestern/New Earth community, with an expectation of a respectful and compassionate experience.

Discrimination on the basis of race, ethnicity, gender, sexual/affectional preference, physical abilities, age, socio-economic status, or religious/spiritual beliefs is inconsistent with our mission and our values.

We recognize that the active promotion of diversity often engenders a change process that includes conflict and strong emotions. Such a process is natural. Mutual respect, honest self-examination and ongoing, open-minded discussion are the keys to the resolution of those differences.

We invite you to grow with us.
Mission, Vision, Purpose, Goals, & Values

Join Us in Our Mission! The leadership, inspiration, dedication and commitment of all SWC community members is essential. Thank you!

Mission
To transform consciousness through education.

Vision
We see a kinder more compassionate world in which the core values of interconnectedness, heart-based collaboration, mutual respect and acceptance guide our work.

Purpose
Our purpose is to engage in transformational teaching, learning and service in order to activate innate human potential and creativity, increase conscious awareness, embrace the unique life path of each one, and enhance the synergy among all beings and the natural world.

Institutional Goals
1. To be a nationally-recognized school fostering personal growth and transformation through degree programs, certificates, workshops, classes, public lectures, and conferences, using on-site, web-based, and distance-learning environments.
2. To prepare and support service-oriented professionals who are reflective practitioners in their respective fields of study.
3. To promote transformational consciousness and institutional learning outcome goals through high-quality experiential graduate study and continuing education for service professionals, using on-site, web-based, and distant-learning formats.
4. To create and support mission-consistent programs, both traditional and online, through a process of collaboration and partnership among the academic, technology, financial, executive, and staff functions.
5. To serve our local and global community through our programs, by training students who spread our mission, vision, and values wherever their lives and careers take them.

Institutional Values
- Partnership – We welcome all voices in an atmosphere of inclusiveness; cooperation; and respect; we promote active engagement with and promotion of relationships that serve the whole.
- Empowerment – We support each one to be centered within and act from one’s own light and wisdom in relationship with outer circumstances or conditions.
- Mindfulness – We support deepening our awareness, so we can be fully present with all that is.
- Service – We offer our gifts, knowledge and energy to responsibly serve our communities with integrity, sensitivity and gratitude.
- Love – We seek to express love as unconditional peace, joy, compassion and gratitude.
History of Southwestern College

Phineas Quimby and New Thought
Southwestern College was founded as Quimby College, after Phineas Parkhurst Quimby, a visionary mental/spiritual healer in 19th century New England. His philosophy that people have the innate capacity to heal themselves and create lives of joy, abundance and spiritual connection inspired many related schools of thought and today can be found in the writings of people like Eckhart Tolle, Wayne Dyer, Deepak Chopra, Stephen Covey, Matthew Fox, Barbara Marx Hubbard, and Caroline Myss, as well as in the philosophical tenets of Positive Psychology and organizations such as Unity and the Center for Spiritual Living. Quimby is often referred to as “the Father of New Thought,” a movement that embraces and explores the philosophia perennis, or wisdom traditions, as re-articulated by every culture and era.

Neva Dell Hunter
Neva Dell Hunter was a student of Quimby’s teachings and a teacher of metaphysics from the 1940’s until her passing in 1978 in Alamogordo, New Mexico. She and a group of forward thinkers began the Quimby Center and the Quimby Metaphysical Library. Hunter also had a vision calling for the creation of a school of the future, wherein the teachings of history’s great thinkers, philosophers and spiritual luminaries would be taught. In this school, students would experience great personal growth and their contributions would help improve the world.

Robert Waterman
Dr. Robert Waterman, a student and protégé of Neva Dell Hunter, founded Quimby College, based significantly on Hunter’s vision and inspiration. He grounded the curriculum in the educational philosophies of Ralph Waldo Emerson, Rudolf Steiner, John Dewey, Carl Rogers, Carl Jung, Abraham Maslow and the perennial wisdom traditions of the East and West.

Early Years
Quimby College offered its first classes in Transformational Education and Counseling in Alamogordo in 1979. Among the twelve members of that first class was Katherine Ninos, the current Executive Vice President of Southwestern. The College moved to Santa Fe, New Mexico in 1981 and changed its name to Southwestern College. Under the leadership of the college’s second president, Dr. Marylou Butler, Southwestern College sought and obtained accreditation from the Higher Learning Commission in 1996 and the American Art Therapy Association in 1998. The College continues to retain both of those accreditations, and Dr. Waterman, the College’s first president from 1979-1996, still teaches here, and is the Founder Emeritus member of the Board of Trustees.

Southwestern College/New Earth Institute Today
Today, Southwestern College offers a rigorous and clinically-based curriculum in Counseling, Art Therapy/Counseling, Art Therapy for Clinical Professionals, as well as the following certificates:

- Addictions, Abuse & Recovery
- Applied Interpersonal Neurobiology
- Children’s Mental Health
Tierra Nueva Counseling Center of Southwestern College

In addition, Southwestern College operates Tierra Nueva Counseling Center of Southwestern College (TNCC), for training students in clinical programs, as well as offering services for Medicaid-eligible members of the community.

Our graduates hold many influential professional positions both within New Mexico and around the country. In addition to offering opportunities to learn powerful, widely-practiced modalities such as cognitive-behavioral, dialectical-behavioral, somatic and neurobiological-based therapies, Southwestern offers holistic approaches that include Jungian and transpersonal perspectives, positive psychology, soul-based art therapy, energy work and transformational eco-psychology, which includes indigenous, earth-based healing traditions.

Key People in Southwestern College’s History

Robert D. Waterman, Ed.D., LPCC, is the co-founder of the College and continues to teach Archetypal Psychology, as well as other workshops throughout the year. Robert holds the title President Emeritus and is a non-voting member of the Board of Trustees.

Katherine Ninos, M.A, LPCC was in the first graduating class of Quimby College. She began working for the College in 1980, became Administrative Vice-President in 1986, Vice President in 1996 and Executive Vice President in 2014. She developed and teaches the Psychology of Consciousness and Psychology of Altruism courses. She is an ex-officio member of the Board of Trustees, serving as Secretary. She is Director of the New Earth Institute of Southwestern College and creator of the annual Transformation and Healing Conference. Katherine continues to be a powerful spiritual leader and an influential teacher in the Santa Fe community.

Marylou Butler, Ph.D., was appointed Academic Vice President in 1986 and became the second President of the College in 1996. Marylou chaired the process that led to Southwestern College’s initial accreditation by the Higher Learning Commission.

James Michael Nolan, Ph.D., was Southwestern College’s third president from 2006-2018. His passion was to build and nurture a community that supports the college's mission of combining excellent clinical training with opportunities for deep personal growth and social change. Dr. Nolan's professional interests include Positive Psychology, Leadership, and the meeting grounds of Psychology, Spirituality and the Ancient Wisdom Traditions. His Ph.D. in Counseling Psychology is from Ohio State University in 1989. His graduate studies in English and Irish literature have always been a profound influence on his personal and professional vision.
Ann Filemyr, Ph.D., is Southwestern College’s Interim President. She is an educator, poet, teacher and mentor. Dr. Filemyr teaches courses in the Consciousness curriculum as well as Multicultural Awareness. She also serves as the Director of the Ecotherapy Certificate Program. Her own educational journey includes a Bachelor of Philosophy in the Creative & Performing Arts, A Master of Arts in Creative Writing/Poetry and a Doctor of Philosophy in Environmental Communications. Her educational path connects her passion for creative expression with a concern for healing ourselves and the Earth. She understands that we must be willing to change ourselves in order to change the world. Dr. Filemyr served as the Academic Dean at the Institute of American Indian Arts in Santa Fe and as Professor of Cultural & Interdisciplinary Studies, then Vice President of Antioch College in Yellow Springs, Ohio.

Dr. Filemyr was trained as a ceremonial leader and traditional healer by the late Keewaydinoquay Peschel and served as her graduate teaching and research assistant at the University of Wisconsin-Milwaukee and as her personal apprentice for twenty years. Kee was a culture carrier, storyteller and herbal medicine woman in the Midewiwin tradition of the northern Great Lakes. Dr. Filemyr continues to live and teach from this lineage.

Roots of Southwestern College’s Educational Philosophy

In addition to the work of Phineas Parkhurst Quimby, father of New Thought, Southwestern College has its roots in the philosophy of Ralph Waldo Emerson, the inspired work of Rudolf Steiner, the pedagogy of John Dewey, the meta-theory of Carl Jung and the psychology of Abraham Maslow.

Ralph Waldo Emerson

Emerson issued a challenge to the Phi Beta Kappa Society of Harvard University in an 1837 address entitled "The American Scholar." He reminded the assembled students that the collective wisdom of humanity and the source of all innovation resided within themselves. He observed that their creative abilities derived from their own inspiration. Emerson instructed his students to renew their intellectual development through probing the depth of their experience. He described the "American Experiment" as the creation of a nation based on the divine patterns within the souls of its people.

Rudolf Steiner

Rudolf Steiner founded the anthroposophical movement through which he encouraged methodical research of psychological and spiritual phenomena as a Spiritual Scientist. He discovered radically new holistic approaches in medicine, science, education (Steiner or Waldorf schools), agriculture (Bio-Dynamic method) and other fields. Steiner saw education as an art and believed that its true aim is to awaken real powers of perception and judgment in the student, who he considered inherently a spiritual being. To Steiner, education involved the development of intuitive ability as well as the artistic, disciplined application of spiritual sensitivity.

John Dewey

Transformational learning entered American public education almost a century later, when John Dewey challenged teachers to develop a "philosophy of experience" based on a natural relationship among information, experience and human development. Dewey defined education as a person-centered
endeavor. He articulated an educational method that supported healthy character development and intellectual freedom. Dewey established a tradition of educational innovation that promoted integrity and excellence in education.

**Carl Jung**

Transformational learning in the helping professions originated with the viewpoint of Carl Jung, who considered the transcendent self to be the source of human development. Through his psychological theories, he brought together the philosophical traditions of East and West. In Eastern philosophy, transformation is the result of a meditative awakening to a transcendent level of psychological functioning. In Western traditions, theorists look to reflection, choice and action as sources of change. Jung's psychological approach to development synthesized these perspectives in a form that complemented the educational theories of Emerson and Dewey. All three of these theorists defined education in terms of its Latin root, educare, meaning ‘to draw out.’ They described education as the integration of self-development and academic learning.

**Abraham Maslow**

Abraham Maslow's model of self-actualization is a humanistic corollary to the Eastern and Western views of self and soul. Maslow observed that seven fundamental human needs guide experience, inspire choice and motivate behavior. These needs are survival, safety, shelter, nurture, esteem, actualization and awareness. As individuals gain the ability to fulfill these needs, their lives progress from basic survival to self-actualization and the awakening of the transpersonal self. Humanistic and transpersonal approaches to psychology and education define personal development as soul work. These approaches form the foundation of the Southwestern College curriculum.

**Application of the Mission and Educational Philosophy**

**Transformational Learning**

Southwestern College's mission is *Transforming Consciousness through Education*. Increasing conscious awareness is key to transformational learning. Consciousness, as understood at Southwestern College, is in part the capacity and willingness to live life with intentionality and the highest possible level of awareness regarding our personal, social and spiritual reasons for being here. Thus consciousness becomes the powerful clinical and spiritual ground upon which our faculty and students build, develop and apply the extensive knowledge bases and skills that comprise the art and science of Counseling and Art Therapy. This focus on consciousness is foundational to informed, ethical and effective clinical work, and distinguishes Southwestern College from most other graduate schools of psychology, counseling or art therapy.

As mentioned in the section on “Roots and History”, some of the key influences in developing the educational philosophy and curriculum were Emerson, Steiner, Maslow, Rogers, Jung, Dewey and Quimby. Some of the primary themes they brought to the College were the following:

- Deep learning comes from the personal experience and relationship with the material being learned;
• Effective experiential learning will “awaken the teacher within” and allow each student to make their own personal meaning and develop their clinical models out of their direct experiences;
• Individual and social transformation occurs when deeply experiential learning is applied in a conscious, intentional manner in the world;
• One’s personal understanding of, and experience with, spirituality or the divine, whatever the lineage or tradition, are core components to effectively apply one’s education to transforming consciousness out in the world.

The vehicles for implementing Southwestern College’s mission are its Master’s Degree programs in Counseling and Art Therapy/Counseling, its New Earth Institute Certificate Program, and the Tierra Nueva Counseling Center. The College’s training model for these vehicles relates directly to the mission as well.

**Guiding Principles, Beliefs and Values**

- For counselors and art therapists to be able to facilitate transformation in others, they must first be able to cultivate a relationship with their own resources and demonstrate an ability to make use of them in their own lives.
- Helping professionals and conscious leaders must have an experiential understanding of transformation and the capacity to continually tend and nurture transformation in self and others.
- Intentionally offered, experiential education can provide the opportunity, framework and safe container for such transformational experiences.
- Self-reflective practitioners who value the cultivation of an evolving consciousness and who have an experiential understanding of transformation are best suited to teach and/or facilitate in such a learning environment.
- Spiritual awareness, development, and a personal practice, path or understanding is integral to the full development of an informed and effective holistic approach to counseling and art therapy.
- Combining the best practices and the evidence-based approaches of current mainstream counseling/psychology/art therapy with alternative healing methods and perennial wisdom traditions allows students to develop their own multicultural -informed model for understanding how to help transform people’s lives as a counselor or art therapist.
- An institutional “service orientation” toward our community is consistent with and integral to our mission.

**Institutional Learning Objectives (ILOs)**

Students will:

- Demonstrate the skills to facilitate transformation in self and others.
- Demonstrate the ability to examine implicit assumptions embedded in belief systems and how they influence conscious relating.
- Develop a lifelong commitment to multicultural awareness and competency.
- Demonstrate the skills and knowledge necessary to function as an ethical professional.
Commitments to Learning and Training

Southwestern College commits to supporting the Institutional Student Learning Objectives in the following ways:

- By providing both the challenge and support for students to avail themselves of the opportunity to do the deep self-reflection and learning needed for personal transformation.
- By providing students with a rigorous, challenging yet individualized academic environment which encourages the individual’s experience of self-discovery and expanded consciousness, which in turn informs the process of learning the art and science of counseling and art therapy.
- By providing intensive and diverse supervised experiences in clinical practice wherein the students can apply and hone the assessment, diagnostic and therapeutic skills needed to practice counseling and art therapy at a professional level.
- By providing and modeling a framework for maintaining self-awareness, personal/spiritual growth and self-care in an emotionally and mentally rigorous field.
- By teaching and modeling the ethical practice of counseling and art therapy and to encourage a lifelong commitment to examining new ethical issues as they arise in the field.
- By teaching and maintaining our collective awareness of multicultural considerations and competencies in this ever-diversifying world.
- By providing the education, training and support needed to pursue and achieve professional licensure and continuing education opportunities to continue the process of life-long learning as a licensed professional.
- By providing transformational learning opportunities and affordable therapeutic services to the community at large.

Introduction to the Transformational Learning Process

Introduction

At Southwestern College, Transformational Education is:

- **Person Centered.** It recognizes the student at the heart of the learning experience and it calls forth the potential for development and service from each person.

- **Holistic.** It facilitates intellectual, emotional and spiritual development. It fosters growth through an integrated, multi- and trans-theoretical approach to professional practice.

- **Experiential.** It teaches concepts through experience as it interweaves academic and applied learning. It promotes the development of knowledge and character.

- **Reflective.** It creates a conscious dialogue between theory and experience. It fosters self-awareness as a foundation for professional practice.
• **Somatic.** We introduce using the body as a learning and teaching tool through movement disciplines and awareness exercises.

The transformational, experiential approach to education at Southwestern College offers an opportunity for students to develop individually and professionally in order to contribute to the well-being of the larger collective and society.

Transformational education is not lecture-based; this does not imply a lack of academic rigor. Our expectation of students includes a responsibility to read ALL course assignments, attend every class and actively participate in the classroom. As members of classroom groups, students are considered equal to instructors as contributors to the learning process.

As members of classroom groups, (whether on-site or online), students are expected to be significant contributors to the overall learning process.

As a faculty member, you are asked to ‘draw out’ (educare) not only knowledge and inspiration that already lies within the student but also the talent and creativity of all group members.

Because ours is a transformational education, personal growth issues commonly arise. In the classroom, this can manifest as a student’s desire to process their personal issues. Classroom time is not a substitute for personal therapy. For this and other reasons, students are required to undertake their own personal therapy in order to expand the capacity for self-reflective functioning and to recognize areas of strength as well as areas that need further work.

The curriculum at Southwestern College calls for the development of certain skills and attitudes in students and faculty, including the following:

1. The ability to work with a personal psycho-spiritual process of transformation in a variety of ways that involve self-disclosure and constructive class participation. This ability provides a solid foundation for working in a professional capacity with others.

2. The ability to distinguish between educational and therapeutic settings (e.g., the classroom and the psychotherapy office) and to know when and how to utilize both of these settings for personal transformation.

3. The ability to recognize transference when it occurs, especially between teacher and student or between students, and to identify the issues which may have triggered the transference. Transference is the displacement onto another of feelings, attitudes or impulses that were part of a previous experience such as the parent-child relationship. The student may react to the instructor with positive or negative transference and it can be direct or indirect. Counter-transference, in this context, is a reaction of the instructor to the transference of a student. The ability to reflect on the possible basis for the transference and to stay engaged with the instructor and the class in which it occurred in the mutual exploration and eventual resolutions of those
“transference moments” is important. The larger goal is for students to be responsible for their actions in all relationships.

4. The ability to be at the same time vulnerable and contained, open and yet responsible for one's own inner process, self-disclosing and also aware of the importance of sharing time with others.

5. The ability to develop an observer self who can track one’s own inner process while responding to the transformational opportunities provided in each class throughout the curriculum.

6. The ability to provide service and guidance for others in need of a transformative therapeutic process.

The Educational Encounter

Southwestern College students report awakenings and transformations in consciousness unheard-of in modern educational settings. For this reason, teaching at Southwestern College is a distinctive and deeply fulfilling experience. Teaching may also be a remarkably liberating experience for instructors as the curriculum empowers teachers as well as students to engage the whole self, not merely the mental function.

At the same time, the teacher-student encounter at Southwestern is in many ways more demanding than at most colleges. It asks of both student and teacher that they bring themselves fully to the experience, and that they demonstrate conscious awareness and attention to the learning process itself. Indeed, a primary requirement of this curriculum is the capacity to give oneself to a transformational process, the ability to be affected. As with the therapeutic process, both teacher and student must have openness for this to occur.

The College recognizes that students and teachers arrive with varying levels of readiness for this encounter. Most people enter the College with a reference point of modern educational experiences which prize the mental function and focus on one’s relationship to external authority (whether conformity or rebellion). Education in these settings typically involves the erection and deconstruction of arguments in order to obtain the most agreement and approval from agreed-upon authority figures (teachers, publishers, others).

People trained in this educational system have learned to give up their lived experience in favor of particular beliefs and agreements based on other people’s experience. The progressive disconnection with a core sense of self that this promotes can sometimes lead to a defensive identification with particular reality systems or patterns, and an unwillingness to enter the relative unknown of one’s own experience and consciousness. Given years of indoctrination, many teachers and students need to unlearn the habit of avoiding their own experience, and of avoiding an open encounter with others which threatens to make one’s experience known.


**Teaching at Southwestern College**

Southwestern College faculty members are “reflective practitioners” – practicing professionals, healers or therapists who hear and respond to the calling to teach. We recognize teaching as a sacred vocation that is not decided so much as recognized, and that faculty members are drawn to participate in the College as a part of their own destiny pattern and that of the College. Like our students, our faculty members come from a variety of cosmologies, lineages, and theoretical perspectives. What they share in common is a modeling of the healing values and mission of the College, a calling to teach, and professional competence and expertise in their fields of healing or practice. Southwestern College maintains a faculty that subscribes to high standards of professional knowledge in the appropriate fields.

**Teaching Philosophy**

The model for teaching and learning at the College is depicted in the unfolding rose at the heart of our logo and is expressed in the Old Latin word at the root of education: “Educare”, to bring forth what is within. Drawing from the pedagogic lineages of Phineas Parkhurst Quimby, John Dewey, Ralph Waldo Emerson, and Rudolf Steiner,

The College has taught since its first days that “the power within you is greater than that of the world.” Our educational model invites the student to know rather than to believe, to anchor in one’s direct lived experience of reality and then bridge to consensual reality, rather than the reverse. Because lived experience involves more than the thinking process alone, learning is recognized as more than a mental process of analysis and the formation of positions and opinions. Learning becomes a whole-self process in which multiple modes of perception can be accessed – the somatic, the imaginal, the mental, the emotional, and non-ordinary states of consciousness and spiritual realms – in order to expand and transform consciousness. These multiple perceptual resources, so rarely accessed in traditional education, enable learning to take place at multiple levels across consciousness, exponentially multiplying the depth of understanding and the capacity for meaningful integration of what has been learned.

Teaching and learning in this way involves a substantial shift in how “knowledge” is created. Rather than knowledge being something outside of the person which must be obtained, analyzed, and agreed or disagreed with, students are first directed to discover answers through their own experience, which they may then use as a reference point to discern how to relate to and walk among the many versions of knowledge that are circulated as the ‘truth’ – about our profession of choice, about healing, about life.

**The Roles of the Teacher**

The role of the teacher also shifts in this model, from the expert with the answers, to two primary roles: 1) as a person who models the conscious approach to life and transformational practice that the curriculum teaches; 2) as a facilitator of the student’s own journey in find and to clarify his or her answers.

The College views effective faculty as therapeutic professionals who can bring the benefit of their experience into the classroom. Southwestern College faculty members participate in relevant professional associations and qualify for the appropriate licenses and certifications. A preference for reflective practitioners serves the holistic, applied focus of the College's curriculum.
The faculty is expected to interact fairly and constructively with all students. The faculty fosters in students a respect for differing points of view, an ability to evaluate ideas and theories, the capacity to think intelligently and the ability to act appropriately. Several faculty members are engaged in the administration of Southwestern College. This is consistent with the holistic approach of the College’s organizational structure and development. By defining faculty and administration as complementary activities, the College maintains consistency between its holistic educational philosophy and the actual functioning of the organization.

**The Teacher as Model to Students**

As a model, the teacher must “walk the talk.” The same competencies developed in students must be demonstrated by instructors. With old and indigenous cultures the world around, and the new frontiers of quantum sciences and interpersonal neurobiology, we recognize that in all learning relationships, much more substantial and long-lasting learning occurs in the realm of the implicit (modeling, how a person holds him/herself) than the explicit (talking and conscious discussion). Teachers who model the qualities of, for example, self-awareness, empathy, responsibility, neutrality, and ethical conduct, influence their students to awaken these qualities at many more levels than those who simply approach these qualities conceptually.

As a model, the teacher meets students as a human being working for the transformation of consciousness. This does not imply a requirement of enlightenment, but rather of modeling the continuous process of growth and learning that is asked of the students. Effective teachers engage teaching with an understanding that they are themselves students as well; in so doing they model the process of learning and expanding consciousness.

The teacher is also a role model in terms of the profession, demonstrating to students what a “therapeutic presence” looks and feels like. This requirement extends beyond demonstrations of clinical technique to all encounters in the classroom and outside. In all actions relating to class and students, teachers must strive to demonstrate consciousness and the highest standards of ethical and professional conduct.

**The Teacher as Facilitator for Students**

As a facilitator, the teacher seeks to engage the whole self of the student – spirit, soul, heart, body, and mind – to enable the process of education, the unfolding of knowledge and wisdom. Processes are developed and materials are selected whose aim is to facilitate the student’s journey into new and unexplored areas of consciousness, which can wake up dormant wisdom in the student related to the questions under consideration.

The role of course material (such as books, theories, techniques, and the teacher’s own expertise) shifts in this model, from serving as the primary content of the course to serving two different functions: first, as a gateway to the student’s own awareness and consciousness, a means of supporting the student in accessing one’s own experience (through challenging existing beliefs, presenting new information which awakens the student to this information in themselves or their experience, or other means); and secondly, as a description of the “lay of the land” in the profession, to enable the student to successfully navigate and understand the existing paradigms in the field. Course material, rather than being offered as mental
propositions and arguments with which one must decide to agree or disagree, is instead presented as an opportunity for exploring one’s own consciousness, and as a reality system with which one must find a way to relate.

Teachers have significant freedom in the curriculum in terms of style and approach, so long as there is substantial experiential engagement of students and learning objectives of the specific course and the overall curriculum are met. When the whole self of the student is engaged experientially, learning becomes far more than accumulation of information. It becomes the basis for continuous re-contextualization, and the new understanding of self and life that emerges transforms consciousness. Learning advances from an accumulative process to an in-depth integrative process. In addition, through the empowerment and exercise of one’s full range of perceptual means, the curriculum enables a lifelong habit of learning and engagement with the world.

Organization of the College

Board of Trustees
Southwestern College is a private, non-profit corporation. Under the governance of the Board of Trustees, the President is the Chief Executive Officer. The Board of Trustees is composed of ten to twenty members. Board officers are the Chair and Vice Chair. The President is a non-voting member of the Board of Trustees and the Executive Vice President is the Secretary of the Corporation and a non-voting member of the Board of Trustees. There is also a student member elected by the student body annually in April, and a faculty member elected by faculty each April.

Student Board of Trustees Member Nomination Process

Nominee Eligibility:
• Any Part-one Southwestern master’s degree student in good standing who is able to commit to a full year of service starting and ending with the May annual Board of Trustees meetings.

Who may nominate:
• Any Southwestern student may nominate themselves or any other Southwestern College student between April 1st and April 10th.
• Nominations are submitted to the VP for Academic Affairs and Dean.
• Nominees are confirmed (nominees must be willing participants) and then posted to the student body by email, Populi and bulletin board prior to April 10th.

Voting:
• Participating nominees are voted on by the student body between April 10th and April 20th.
• Voting is conducted electronically.
• A nominee wins by receiving the most votes.
• Tie votes are to be resolved in a special run-off election between the two candidates who tied for first-place in the original vote.
**Term of Service:**

- The selected nominee attends the May meeting as a guest of the previous student trustee (for training and introductory purposes) and serves as an elected member for one full year.
- Term of service is from the end of the May meeting in the year elected until the end of the May meeting the following year.
- The newly elected student trustee attends the next four quarterly Board of Trustees meetings (starting with the August board meeting) as a fully voting member of the Board of Trustees.
- In the event that a student is unable to complete the term as the student trustee, the runner-up will replace that student as the Student Trustee. The VP of Academic Affairs and Dean will keep a record of the election results, in the event that this occurs.

**Executive, Academic and Administrative Staff**

The President is responsible for the overall well-being of the institution and supervises the Executive Vice President, the VP for Academic Affairs and Dean (VPAA) and the Chief Financial Officer (CFO). The President and Executive Vice President develop and oversee staff policies and procedures related to the ongoing administrative activities of the College. The VPAA develops and oversees faculty policies and procedures related to the academic activities of the college.

**Executive Council**

The President, Executive Vice President, the VP for Academic Affairs and Dean (VPAA) and the Chief Financial Officer (CFO) comprise the Executive Council. Who together oversee the activities of the college and spearhead strategic planning.

**Academic Council**

Academic Council (AC) shares the vision and responsibility for all academic programs and policies of the institution and holds collective/joint responsibility for all accreditation processes, initiatives outcomes, assessment, and remedial actions required by the respective accreditation bodies (HLC, CAAHEP/ACATE, and others). AC maintains authority in all academic areas and has the right to create exceptions to formal written policy and to render decisions in areas in which there are not written policies.

AC serves as the central Assessment Committee and regularly reviews assessment data gathered through surveys, exit interviews, persistence and completion data, as well as reviewing student artifacts using rubrics and learning outcomes. AC is responsible for closing the feedback loop on assessment for ongoing program improvement.

AC may appoint search committees, *ad hoc* committees and standing subcommittees as-needed. Current subcommittees include: Student Success Team; HLC Reaccreditation Task Force; CAAHEP Accreditation Task Force.

AC is chaired by the Chief Academic Officer who serves as the Vice President of Academic Affairs & Dean as well as the Higher Learning Commission Accreditation Liaison Officer. Members include: President, Executive Vice President/Director of the New Earth Institute, the Counseling Chair, Art Therapy/Counseling Chair, Director of the Master of Arts in Art Therapy for Clinical Professionals, full-
time Art Therapy faculty member, Tierra Nueva Clinical Director and the Student and Career Services Director. Others may be invited to attend on an as-needed basis.

Generally, AC meets weekly twelve months of the year.

AC oversees the following:

- Review and approval of new academic programs;
- Review and approval of syllabus templates;
- Review and approval of Student Learning Outcomes, which includes: Institutional Learning Objectives; Program Learning Objectives and Course Learning Outcomes;
- Review and approval of curriculum maps;
- Review and approval of all curricular changes, including new courses and/or significant course revisions (new course titles, new course descriptions, new course numbers, new course learning outcomes);
- Review and approval of new faculty;
- Review of faculty performance, decisions regarding the continuation of part-time faculty and updating the Master Teacher List on an annual basis;
- Review and approval of quarterly course schedule;
- Review and approval of transfer credit;
- Review and approval of each year’s graduating class;
- Determination of student status regarding probation, suspension and expulsion;
- Student Learning Outcomes Assessment;
- Course Leadership;
- Program Review;
- Final decision on grade appeal.

**Student Success Team (SST) – a subcommittee of Academic Council**

The purpose of the Student Success Team (SST) is to oversee all aspects of student success from new student orientation through graduation. The SST will review policies and procedures to ensure they serve student needs and will make policy change recommendations to the Academic Council. The SST is a formal subcommittee of the Academic Council. SST will be responsible for the formal assessment and evaluation of extracurricular activities that promote student success with a commitment toward continuous improvement.

The committee will be chaired by the Student and Career Services Director who will be responsible for providing Academic Council regular updates on subcommittee decisions. Standing members will include:

- Counseling Chair;
- Art Therapy core faculty member;
- TNCC Operations Manager/Liaison supervisor.

Any faculty member or administrator may attend meetings to bring concerns about a student forward by contacting the Student and Career Services Director and requesting to be placed on the agenda. The SST will meet biweekly.
Regular duties of the committee will include:

- Review and discussion of the 1st faculty concern form, whether Early Alert, Notice of Academic Concern, or Professional Fitness Evaluation submitted about a student.

- Determination about whether to recommend or require a student receiving a concern to participate in Student Success Coaching and the terms of that coaching, if required.

- Discussion of the 2nd faculty concern form and recommendations for action. If the SSC determines that probation or suspension may be warranted, the recommendation must be brought to the Academic Council for discussion and decision.

- General discussion regarding students of concern, including those brought forward during Faculty Meetings or by any faculty or staff member.

- Oversight of ADA accommodations with one exception -any accommodations requiring financial support outside of the annual budget allocation must be reviewed by the Executive Council.

- Requests for student groups or special projects (men’s groups, book or study groups, Vagina Monologues, etc.)

The Student and Career Service Director has been designated by AC to approve the following student petitions. She/He may take any of these Petitions to the SST for further input:

- Personal Therapy – extensions, approval to see faculty, approval of special cases/therapists.

- Taking an independent study instead of a regularly scheduled class

- Completing an elective during internship.

- Skype exceptions (to count as classroom attendance)

- First, last and weekend class exceptions with written faculty permission. Chair & Dean signatures required.

- Out of state internship section requests. Chair & Dean signatures required.

- Requests to change sections after registration or after classes have begun. Consultation with the Registrar and Executive Vice President required.

NOTE: Any requests made by students outside of the published financial and/or refund policies should be taken to the Executive Council.

Administrative Staff

Administrative staff as of January 1, 2018, are listed in the Appendix.

Administrative staff meetings, chaired by the Executive Vice President and Director of the New Earth Institute, are held with the President, VP of Academic Affairs and Dean, Chief Technology Officer, Chief Finance Officer, TNCC Director, TNCC Operations Manager, Business Office staff, Director of Enrollment
Services, Library Director, Registrar, Financial Aid Administrator, Student & Career Services Director, Office Manager, Chief Administrative Support and Admissions Associate. The purpose of these meetings is to maintain the communication required for decision making related to an effective organizational structure. This ensures the support of the mission of the College.

Administrative Office Hours
Southwestern College office hours are 9:00 a.m. to 5:00 p.m., Monday through Friday. The main office is open on all legal holidays if there are classes scheduled. Individual office hours may vary on holidays. The college is closed the Friday after Thanksgiving and the week between Christmas and New Year’s Day.

Tierra Nueva Counseling Center (TNCC)
Southwestern College has had a counseling center serving Santa Fe and the northern New Mexico community since its early years. In 2016, SWC built and opened the Tierra Nueva Counseling Center (TNCC). TNCC serves as the training arm for our master's level students, and all students complete their initial practicum experiences there, under professional supervision by independently licensed clinical supervisors. Some students complete part of their clinical internship at TNCC as well.

Services offered at TNCC are based on a transformational view of human development. Practitioners utilize a holistic framework which includes traditional and transformative psychotherapeutic approaches addressing emotional, mental and spiritual concerns. Southwestern College counselors and art therapists assist clients in making positive life changes. TNCC provides assistance for adults, children, couples, families and groups. Services are offered by our practicum and internship students on a sliding scale, thus guaranteeing the affordability of its services to all community members.

Rahima Schmall, Ph.D. serves as the Interim Clinical Director, and Michelle Lynn is the Manager of Operations. An advisory board is available for consultation regarding matters related to the field of healthcare, and as with all branches of Southwestern College, the board of trustees carries fiduciary responsibility for the center.

New Earth Institute (NEI)
The New Earth Institute is the branch of Southwestern College that oversees all programs, products, and services that are not part of the formal academic master's level programs. NEI offers seven professional certificate programs and the annual Transformation & Healing Conference. NEI also sponsors a lecture series and other continuing education opportunities for both students and community members.

Katherine Ninos, Executive Vice-President of Southwestern College, also serves as the Director of NEI. Emilah DeToro, Student and Career Services Director, provides certificate program advising.
PART 2: STUDENT CONDUCT AND ETHICAL BEHAVIOR

Gate-Keeping Function of Southwestern College
The ethical responsibility of art therapy and counselor educators and supervisors is to monitor and evaluate each student’s knowledge, skills, attitudes, and the professional dispositions required by competent professional art therapists and counselors and to remediate or prevent those students who are lacking in these professional competencies from becoming counselors and art therapists.

Principles of Behavior
One of the core components of consciousness cultivated at SWC is that of loving awareness of self and other. However, the deeper challenges of connecting with and holding loving awareness are not found only when treating a client in the office. Rather, it is manifesting this loving awareness in our mundane interactions throughout the day.

As we know, stress is a reality that we all negotiate; it is an unavoidable aspect of life. However, stress can be expressed in many ways; some ways of expression help cultivate connectedness in community and others undermine a deeply felt sense of community.

There are times that interactions among students, faculty, and staff may become charged and delve into tense and contentious realms. This seems to occur most frequently when immediate perceived needs or desires are not met. Yet, the experience of frustration and how we choose to express that frustration are not the same. We can be simultaneously frustrated and respectful. Remember, your frustration is your own and need not be inflicted on others. By placing respect for others before having our needs or desires met immediately, we create a foundation for a cohesive and supportive community.

Though some level of tension between members of our community may be unavoidable, we can strive as a community to minimize negative interactions by maintaining focus on the fact that we are all simply people ultimately devoting our energies to the health and well-being of others, and that each member of the community is striving to provide service to others.

In short, this boils down to “The Golden Rule,” which exists in various forms across cultures. A fresh recasting is: Relate with others the ways you would like others to relate with you. It is this principle that, regardless of the interaction, should inform the ways we treat all we are in contact with.

Remember that we bless each other in this community by maintaining an awareness of the integrity of each person here and treating all with consideration, love, and respect. We practice our abilities to serve others while strengthening our community.

Student Conduct
Southwestern College requires students to represent themselves and the College in the responsible, ethical and professional manner befitting counselors and art therapists in training.
The College encourages students to consult the ethical codes of the American Counseling Association and the American Art Therapy Association. These ethical codes apply to students in their graduate training, especially in their relationships with practicum and internship clients.

The College requires students to read and meet standards of behavior that ensure consideration, respect and safety for fellow students, clients, faculty and staff. When taking an NEI class for non-credit, students enrolled in a degree program are held to the same behavioral standards as for-credit classes.

**Failure to maintain appropriate behavior may lead to institutional sanctions for any of the following:**

- Academic dishonesty (plagiarism, cheating, fraud or negligent misrepresentation).
- Behavior that threatens the personal health or safety of self or others
- Breach of confidentiality
- Counseling practice outside of the context of graduate training
- Disruptive or disrespectful behavior toward a student, instructor, client, or staff member.
- Dual relationships with faculty, staff, or practicum or internship clients
- Failure to adhere to the ethical guidelines put forth in the Codes of the ACA, the AATA and the NM Counseling and Therapy Practice Board, for example:

  **“Section F.5. Student and Supervisee Responsibilities F.5.b. Impairment:**

  Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.”

- Failure to meet financial obligations to the College
- Refusal to follow instructor guidelines in class
- Sexual or inappropriate involvement with practicum or internship clients
- Theft or destruction of college property
- Violation of applicable federal, state and local laws or College rules and regulations
- Violent or potentially violent behavior toward self or others

Southwestern College encourages students to develop personal codes of ethics as they accept the moral responsibilities that accompany their educational and professional roles. The faculty believes that professional counselors and art therapists must be models of responsibility, integrity, excellence and compassion in their communities, on and off campus.
Student Conduct and Ethical Behavior Policies

Drug and Alcohol Abuse Prevention Program and Policy

The Drug Free Schools and Communities Act Amendments of 1989 requires institutions who participate in federal student aid programs to provide information to its students, faculty, and employees to prevent drug and alcohol abuse. Institutional drug and alcohol policies are published in the Catalog and Student Handbook. *The substance abuse prevention policy applies to all students, faculty and staff.*

Unlawful possession, use, or distribution of illicit drugs or alcohol by students, faculty and staff are strictly prohibited at this institution. The use of consciousness-altering drugs may lead to an impairment of the qualities needed to become a conscious helping practitioner. Students, faculty and staff are prohibited from consuming alcohol or mind-altering substances prior to coming to campus or while on campus.

Those not complying with these standards will be subject to legal actions, as specified in local, State and Federal law and/or institutional sanctions including probation, suspension or expulsion. If a student is placed on probation or is suspended, the College may require substance abuse treatment or other measures prior to resuming a normal course of study. Because the use of consciousness-altering drugs is considered counter-productive to the goals of the curriculum, students are asked to refrain from involvement in their use altogether.

If you believe that you may have a problem with alcohol or drug use, it is important that you seek appropriate treatment, whether in an outpatient or residential setting. The Drug and Alcohol Treatment Centers hotline number is (800) 315-2056. For a listing of local treatment centers, you may also go to [http://www.treatmentcentersdirectory.com/New-Mexico/Santa-Fe/](http://www.treatmentcentersdirectory.com/New-Mexico/Santa-Fe/).

In addition to negative potential health effects, the use of alcohol or illegal drugs can have legal consequences for the user. Using alcohol before operating a motor vehicle can lead to DWI; being prosecuted for a DWI can lead to loss of driver’s license, substantial fines, an impounded car, and jail time. Use or distribution of illegal drugs can also lead to legal consequences, such as fines and jail time; specific legal consequences may vary according to jurisdiction. Students arrested for these offenses on or off campus may face institutional sanctions.

Dual/Multiple Relationships Policy

A Dual or Multiple Relationship is one in which a therapist’s or counselor’s relationship to a client is not limited to one role. For example, it is an ethical violation for a current counselor also to be in an evaluative relationship (i.e. teacher) with a current client. To ensure maintaining proper boundaries, the following policy will be adhered to:

- If a student enrolls at the College while in a therapeutic relationship with a faculty member or within 2 years of termination with that faculty member, that student will not be allowed to enroll in said faculty’s courses.
• If a student and faculty member worked together and ended treatment more than two years from
the time of the course, it is the faculty member’s prerogative to determine the suitability of that
student’s enrollment in his or her course.

• Students who do enroll in classes taught by their current or previous therapist, without submitting
and getting approval via the Petition for Program Exception process, must understand that the
faculty member is obliged to break confidentiality and report this breach of policy to the
VPAA/Dean.

• Any student entering the college in a therapeutic relationship with a current faculty member must
inform the Student and Career Services Director of this relationship via a Petition for Program
Exception in order to prevent the development of a Dual Relationship.

• If a current faculty is providing therapy to a current student, that faculty member may not
participate in any academic, developmental or behavioral discussion involving that student that
may result in disciplinary action.

• Students are to avoid one-on-one formal psychotherapeutic activities with any faculty member
with whom they might be in an evaluative (teaching/training) relationship in a future quarter.

• Faculty members should avoid dual relationships with students, including hiring students to work
for them in any capacity or renting a room in their home to a student.

• Students may not initiate personal relationships with clients at TNCC or other agencies where they
are interning or working.

• If a student has a personal relationship with a TNCC client being seen by another, they may not
participate in labs or supervision groups, or engage in any formal or informal conversations about
this client.

• Family members of students, staff, faculty, or administration may not receive services at TNCC.

Non-Violence Policy
The College is committed to the principles of non-violence and as such:

• Firearms, weapons or toys that resemble weapons are not allowed on campus.

• Destruction of College or personal property is not permitted.

• Inappropriate action such as physical assault and verbal abuse toward oneself, another student,
instructor or staff member is not permitted on campus.

• Inappropriate off-campus conduct might also jeopardize a student’s status.

• Violations of the non-violence policy are subject to disciplinary action, including add/drop,
probation, suspension, expulsion and/or prosecution.
Sex Offenses (VOWA)

Southwestern College recognizes that sexual assault and rape constitute crimes that have medical, psychological, educational, social, sexual, and legal implications for the victim. Any student accused of a sex offense will be subject to disciplinary action, including probation, suspension, expulsion, and/or prosecution.

Each year, the College will distribute information regarding the prevention and reporting of rape, acquaintance rape, and other sex offenses at the Orientation meeting which occurs before students begin classes. This information will include policies regarding the reporting of such a crime as well as a statement about the importance of preserving evidence after the crime has occurred.

Students will be encouraged to report such crimes to the proper law enforcement agency and will be notified of the VPAA/Dean’s willingness to assist the student in this process. Students will be referred to the Solace Crisis Treatment Center and the College will change a student’s academic schedule if requested by the victim, if those changes are possible.

The College recognizes the victim’s right to report the incident without filing a complaint on campus or in the criminal court. The College also recognizes the need to protect the victim’s confidentiality and will honor such requests to the maximum extent feasible, consistent with the College’s responsibility to maintain a safe environment.

Students accused of a sex offense are subject to disciplinary action, including suspension and prosecution. Students will be informed that both the accuser and the accused are entitled to the same opportunities and to have others present during a disciplinary proceeding. Both the accuser and the accused shall be informed of the outcome of the hearing.
PART 3: ACADEMIC POLICIES

Add/Drop
To add a course prior to the first meeting:

- Submit a completed Add/Drop form to the registrar’s office.
- Tuition for courses added must be paid to the Business Office at the time of submission.

To drop a course:

- Consult with the Student and Career Services Director.
- Submit a completed Add/Drop form to the registrar’s office.

The drop is effective on the date the Add/Drop form is received. (For tuition refund information, see “Refunds”.)

Appealing a Grade
The student has one quarter after the grade is posted to appeal. If more than one quarter following the posting of the grade has elapsed, the student may not appeal the grade.

A student may appeal a final course grade using the following procedure:

- Speak with or email the faculty member with your concerns.
- If there are sufficient grounds to reconsider the grade, the student and faculty member complete a Petition for Grade Change and give it to the Program Chair for approval.
- If the matter is not resolved between the student and the faculty member, the student submits the Petition for Grade Change, along with any supporting documentation, such as course work and rubrics, to the VPAA/Dean who consults with the Academic Council.
- If sufficient grounds for a grade change are demonstrated to Academic Council, the VPAA/Dean may approve and submit a Petition for Grade Change to the Registrar. The decision of the Academic Council is final. There is no further appeal.

Background Check Policy for TNCC

All incoming practicum students are required to complete a background check prior to seeing clients at Tierra Nueva Counseling Center (TNCC). Background checks must be initiated no later than two weeks prior to the start of the quarter in which the student is scheduled to start seeing clients. The process:

1. Make an appointment to meet with the Clinical Director of TNCC to submit the following information and documentation:
a. Driver’s License or other state or federal ID  
b. Social security card  
c. Current mailing address, if different than permanent/physical address.  
d. Disclose if you have moved to NM from another state within the last seven years.  
e. State of birth  
f. Aliases  
g. Sex  
h. Race  
i. Height  
j. Weight  
k. Eye and hair color

2. Go to the Department of Public Safety, 4491 Cerrillos Rd, Santa Fe, NM to have fingerprints done.

**Changing your M.A. Program**

A student wishing to change programs (e.g. art therapy to counseling) must first consult the Director of Enrollment Services. The student must then discuss the change with Student and Career Services Director and the chairs of the programs. If the student wishes to change programs after these consultations, a letter requesting the change must be submitted to Academic Council, via the Student and Career Services Director, which will approve or disapprove the change. Acceptance to one program does not guarantee acceptance to another.

**Class Attendance**

*Due to the experiential nature of the classes, attendance at and participation in all class sessions is required.*

- Attendance at the first and last classes and weekend classes is mandatory. Missing a weekend will lead to being dropped from the class regardless of the reason.

- If a student misses more than 2 classes for any reason, they will not receive credit for the class.

- If there is an emergency (illness, unforeseen circumstances, death in the family, etc.) or a student believes there is a justifiable reason for missing a single class, the **student must contact the instructor prior to the class and complete the following for it to count as an excused absence**:  
  - Discuss the reason  
  - Receive permission to miss the class session, and  
  - Arrange for and complete the makeup assignments.

- If a student misses a class due to an emergency (illness, unforeseen circumstances, family emergency) and was unable to reach the faculty member before the class, but takes responsibility to complete the process above, the faculty member may consider it an excused absence.
• If a student misses a class for any reason and does not complete the process above, the faculty may consider it an unexcused absence. Any unexcused absence from class may result in a failing grade or administrative withdrawal from a course.

• CEC’s are not available for partial attendance of NEI classes.

Any exception to the class attendance policy must be approved by Academic Council, or their designee, via the Petition for Program Exception form.

**Online Class Attendance Policy**

Students must log-on to an online course and review the required course materials by 12:00 pm on the Wednesday of the first week of classes or they will be counted as having an unexcused absence for the first class. As is consistent with the in-person classes, students may be withdrawn from a course for missing the first class without prior approval.

Any exception to the class attendance policy must be approved by Academic Council, or their designee, via the Petition for Program Exception form.

**Class Section Changes**

Students may not switch sections of a class after the first Monday of the quarter.

Should a situation occur that warrants consideration of a section change after the first week of the quarter, a Petition for Program Exception may be submitted as described below. These are rarely granted unless the circumstances directly interfere with the progress towards graduation.

When requesting a section change:

• Submit a Petition for Program Exception to the Student and Career Services Director.

• The Student and Career Services Director will consult with the Registrar and/or the Executive Vice President to determine class enrollment, location, and wait list status.

• If permitted, the section change takes effect immediately.

**Credit Hour Definition**

One quarter unit (60 minutes) is an amount of work represented in intended learning outcomes and verified by evidence of student achievement.

Each quarter unit at Southwestern College will be demonstrated in the following ways:

60 minutes (one hour) of classroom or direct faculty instruction and a minimum of 120 minutes (two hours) of out-of-class student work each week for ten weeks equals 180 minutes (three hours) of work per week. This equals a total of ten hours of contact time and twenty hours of outside academic work per credit.
For example, a three-quarter unit class will meet for three hours per week and require six hours of work outside of class per week. A four-quarter unit course will meet for four hours with eight hours of outside work.

Out-of-class student work may consist of any of the following activities:

- research,
- reading,
- internships,
- practice,
- studio work,
- web-based instruction,
- writing,
- field trips,
- case notes,
- journaling,
- seeing clients or meeting with supervisors,
- viewing films,
- assigned experiential activities,
- group or individual projects which will be presented in class,
- developing and conducting self-care strategies appropriate for professionals in the field, and
- assignments by instructor and stated in syllabus

Exceptions to this formula - where the classroom/direct faculty instruction is reduced thus increasing the need for out-of-class activities (as described above) - requires prior approval from the Course Leader. Once the change is explicitly described in the course syllabus, Academic Council will review the syllabus and provide final approval.

**Degree Completion**

Matriculated students must complete M.A. programs in counseling, art therapy/counseling, or art therapy for clinical professionals within six (6) years. Should a student interrupt a program by more than one year via a leave of absence, college withdrawal or simply by not matriculating, they must re-apply. If readmitted, they are admitted into the degree program currently being offered and must meet those requirements for graduation.

**Disability Accommodation (ADA)**

In accordance with the Americans with Disabilities Act (ADA), Southwestern College and New Earth Institute make every effort to provide reasonable accommodations for students with documented disabilities.

Southwestern College (SWC) is committed to making its programs accessible to all students who are qualified to undertake the degrees offered and are willing to do the necessary work. The College will make reasonable accommodations to classroom and scheduling procedures and provide necessary auxiliary aids
to accommodate students with documented disabilities as required by law. We evaluate requests for accommodations on an individual basis using the Disability Registration Form, which is intended to help us determine how we can effectively meet your needs.

We require documentation specific to the kind of disability as described below. All documentation is kept confidential and shared only with the employees of Southwestern College who have a legitimate need to know the information it contains.

Please submit the completed 2018-19 Student Disability Registration Form to the Student and Career Services Director who will set up a time to meet with you. Once accommodations have been determined, it is the student’s responsibility to notify faculty, internship liaisons, and internship supervisors of the need for accommodation via the Disability Accommodation Form.

You can request accommodation at any time during your enrollment. However, we recommend you make your request at the beginning of your enrollment. We find students who have qualified for accommodations in their undergraduate institution benefit from accommodations while pursuing their graduate education at SWC. Requesting accommodations early allows us to provide you with the accommodations you need to be successful in SWC’s highly transformational and academically rigorous programs.

**Documentation of Learning Disability and/or ADD/ADHD**

Students being newly evaluated for a learning disability and/or attention deficit disorder, or those previously diagnosed, are required to submit documentation verifying eligibility for accommodation under Section 504 of the Rehabilitation Act of 1973.

If a student has been previously diagnosed with attention deficit or hyperactivity disorder, the psychoeducational evaluation should have been administered within five years of the date of enrollment. The College will consider documentation that is more than five years old but may require re-evaluation.

The documentation in the form of a psychoeducational evaluation must indicate the tests administered and the test (and subtest) scores. In addition, the evaluation, performed by a qualified examiner, must include the following:

1. A narrative report analyzing and summarizing the data and a clearly stated diagnosis of a learning disability and/or ADD/ADHD.
2. Suggestions, recommendations and strategies to help the student achieve academic success.
3. Accommodations or adjustments the student may need.
4. Name of evaluator and contact information.

In addition to the above documentation, you may include official copies from another higher education institution regarding what they did to accommodate your needs while you were a student there. While not required, this is strongly encouraged.
Documentation of Disability other than a Learning Disability or ADD/ADHD

Students who are requesting a physical or academic accommodation or auxiliary aid must provide the following documentation. Depending on the information supplied, the College may require that the documentation be updated.

1. Diagnosis by a qualified physician.
2. Prognosis by a qualified physician.
3. Prescribed therapy and results.
4. Academic adjustments and auxiliary aids suggested.

In addition to the above documentation, you may include official copies from another higher education institution regarding what they did to accommodate your needs while you were a student there. While not required, this is strongly encouraged.

_Students who are unable to provide any form of documentation regarding their special needs will probably not be provided with special accommodations._

Process for Receiving Accommodations:

Once the student submits all the appropriate materials (see details above):

1. Reasonable accommodations will be identified and approved by the Student and Career Services Director (with consultation from VPAA, Academic Council, and Executive Council as needed).
2. The Disability Accommodation Form will be completed and signed by the Student and Career Services Director and emailed to the student in PDF form.
3. The student is responsible for sharing this form with his/her faculty, supervisors, and internship liaisons within the first two weeks of each quarter. We recommend you set up a time to discuss and clarify your approved accommodations and how they will be implemented in each class with each teacher. The Student and Career Services Director will not inform these individuals of the approved accommodations.
4. A copy of the form will be kept in the Student and Career Services Director’s office should you need one.

_Please note it is the responsibility of the student to inform each faculty member, supervisor and internship liaison of their special needs and accommodation. The Student and Career Services Director will not disclose this disability or accommodation to the faculty or staff without a signed release from the student._
If you have any questions or need additional information, please contact Emilah DeToro, M.Ed., PCC, Student and Career Services Director at emilahdetoro@swc.edu or (505) 467-6603.

Pet and Service Animal Policy
Faculty, staff, students, counselors and art therapists are not allowed to bring pets to work, to class or to Tierra Nueva Counseling Center.

Service animals as defined by ADA Requirements and published by the U.S. Department of Justice Civil Rights Division are allowed. The definition is: “Service animals are defined as dogs that are individually trained to work or perform tasks for people with disabilities.” Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person’s disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA or school policy.

Dress Code for Tierra Nueva Counseling Center
At Tierra Nueva Counseling Center, we strive to provide a welcoming, professional, and therapeutic space for our clients and the community we serve. Thus, we expect the practicum students and interns who work with our clients to wear clothing that is neat, clean, and in good repair in order to maintain a professional and appropriate appearance.

We do not intend to dictate the type of clothes to be worn, as personal style may be an extension of one’s therapeutic style, but it is part of your clinical training to be conscious of your attire in relation to the setting, population you’re working with, cultural norms, and agency expectations.

To support this awareness, and with sensitivity to the diverse population we serve, the SW/TNCC has implemented the following guidelines regarding personal appearance:

- Please avoid perfumes, scented lotions, and oils when coming to the counseling center;
- Clothing that is sexually suggestive or revealing (bare midriff shirts, backless shirts or dresses, etc.) are not to be worn;
- Skirts, dresses and shorts must be at or near knee length;
- Clothing with offensive or provocative wording or imagery is unacceptable;
- Shoes or sandals must be worn at all times. No house slippers or flip-flops;
- Bold, distracting, and dramatic attire and adornment is discouraged so that the focus of attention is on your client and engagement in the therapeutic work.

Failure to bring awareness to the professionalism and appropriateness of your attire will be addressed by TNCC staff and/or your clinical supervisor, and you may be required to change clothes before seeing a client.

Grading System
Grades are given at the end of each quarter to indicate the quality of students' work. The grading procedure is stated on the syllabus for each class. Evaluation areas include class attendance and
participation, written assignments and class projects. All letter grades are calculated on a 4-point system. Cumulative GPA not to exceed 4.0. (Not calculated in GPA are grades of I, W, AW, IW, IPR)

The grading system is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade point per unit of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/A+</td>
<td>Excellent performance</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>Very good performance</td>
<td>3.75</td>
</tr>
<tr>
<td>B+</td>
<td>Good performance</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>Adequate performance</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>Minimally adequate performance</td>
<td>2.75</td>
</tr>
<tr>
<td>C+</td>
<td>Failure</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>Failure</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>Failure</td>
<td>1.75</td>
</tr>
<tr>
<td>D/F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal by student</td>
<td></td>
</tr>
<tr>
<td>AW</td>
<td>Administrative Withdrawal (by Academic Council)</td>
<td></td>
</tr>
<tr>
<td>IW</td>
<td>Instructor Initiated Withdrawal</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Passing/Passed</td>
<td></td>
</tr>
<tr>
<td>S/SP</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>WVD</td>
<td>Waived Course/Transfer Credit</td>
<td></td>
</tr>
<tr>
<td>IPR</td>
<td>In Process</td>
<td></td>
</tr>
</tbody>
</table>

All work done by the student in courses, independent studies and practicum is evaluated by the course instructor and recorded on the permanent transcript. Students are required to achieve no less than a B-grade in each course taken (or an ‘S’ or a ‘P’) to be in good standing, to participate in practicum courses, or to graduate.

If a student receives a C+ grade or lower in any course, they will no longer be considered in good standing and will be placed on academic probation. This could jeopardize financial aid eligibility. Students who are on probation for two quarters while enrolled may be subject to suspension or expulsion.

**Only grades of B- or above will be accepted towards fulfilling degree requirements.** When a student is given a grade of C+ or below in a core course it is considered failing and the course must be retaken. Students may appeal a grade following the Grade Change Policy on page 31.
Grades are posted to Populi by the instructor no later than one week after the end of the class and are available to students after submission of their course/instructor evaluation. No course grades will be released if a student's account is financially delinquent or if they have not completed the required online course evaluation.

**Graduation Requirements**

To graduate, students are required to complete the following. Please see Graduation Process in the Appendix for the step-by-step process.

- Successful completion of the required number of units with a grade of B- or better in every course.
- Successful completion and documentation of the admissions requirements for psychology classes and art studio prerequisites.
- Successful completion of the core curriculum examination. This examination is conducted after completion of Part One of the curriculum.
- Documented attendance at both parts of the Psychopharmacology lecture. Please note: Students who enroll Fall 2018 or later complete this requirement via CN AT 581-4 Psychopathology: Psychopharmacology and should not attend the lectures until they are enrolled in this class.
- Successful completion of the personal therapy requirement.
- Successful completion of internship hours.
- Successful completion of the final paper for internship.
- Successful completion of a final evaluation with the internship supervisor, all other required internship paperwork turned in to their internship liaison and check out at TNCC.
- Clearance from the library (fines paid, and books returned).
- Clearance from the business office (all tuition, fees, etc. paid in full).
- Successful completion of financial aid exit counseling.
- Successful completion of the final written comprehensive examination.
- Successful completion of the exit interview.

Graduation applications are due to the Registrar by Oct. 1 or within 30 days of completion of the final exit interview.

**Policy and Procedure for Walking in the Annual Graduation Ceremony**

SWC has an annual graduation ceremony, please check the academic calendar for the specific date. Diplomas are awarded at this ceremony. If graduates do not attend the ceremony, diplomas will be
mailed. Note: A student’s graduation date is the date they complete their Exit Interview, not the date of the annual graduation ceremony.

**Students must complete ALL graduation requirements to walk in the annual graduation ceremony.** If a student does not anticipate completing ALL graduation requirements by October 15 of the year of the annual graduation ceremony, they may request to walk at graduation by:

- Submitting a *Petition for Program Exception* to the Student and Career Services Director by October 1 of the year they would like to walk.
- The *Petition* should include a detailed timeline indicating how the student will complete the requirements by December 31 of that year.
- Petitions will be reviewed by Academic Council.

If a student does not have an approved *Petition for Program Exception* on file, their name will not appear on that year’s graduation list and they will not be able to participate in a graduation ceremony until they have completed ALL graduation requirements.

Students have one year from the date of completing their internship hours to complete graduation requirements (Please see Graduation Process in the Appendix pg. 104 for the step-by-step process.). Students wishing to complete requirements after one year must submit a *Petition for Program Exception* to the Student and Career Services Director detailing reasons for the delay and a timeline for completion. *Petitions* will be reviewed by Academic Council and may be denied. We encourage you to complete graduation requirements immediately upon completing internship.

### Incompletes

Giving an Incomplete is the prerogative of the instructor. Determination of the circumstances warranting an Incomplete is made by the instructor in consultation with the student and the Student and Career Services Director and/or VPAA/Dean, as needed. Students requesting an Incomplete should speak with their instructor as soon as possible.

- Incompletes in ten-week courses must be negotiated by the end of the ninth week of classes, except in cases of emergency (i.e., illness, death in the family).
- In shorter classes, an agreement between the instructor and student must be reached before the end of the course.
- There is a $25 administrative fee due when the student submits the *Petition for Incomplete*.
- Instructors may assign an Incomplete if an emergency prevents a student from submitting a *Request for an Incomplete*.
- The deadline for submitting incomplete coursework is the end of the fifth week after the quarter ends. If coursework is not completed within the five-week period, the student will automatically be given a failing grade.
• A request to extend the Incomplete further than 5 weeks maybe submitted to the Student and Career Services Director via a Petition for Program Exception. Academic Council, or it’s designee, will review the request and notify the student of their decision.

• The Incomplete remains on the transcript if the student does not re-enroll.

• If you are receiving financial aid, please check with the Financial Aid Administrator to determine how receiving an incomplete may affect your funding.

• If the class you are receiving an Incomplete is a prerequisite for another class, you will not be able to register for that class until you have completed the class and received a grade.

Students requesting an Incomplete must complete the following:

• Consult with the course instructor.

• If agreed on an Incomplete, sign and complete the Petition for Incomplete.

• Pay $25 fee to the Business Office

Independent Study
Independent Study at SWC is only available with the approval of Academic Council or its designee. Students wishing to initiate an Independent Study should:

• Speak to the Student and Career Services Director regarding the process and circumstances under which Academic Council typically grants permission for an Independent Study. For example, enrolling in an existing course during a quarter in which it is not typically offered.

• Complete a Petition for Program Exception and submit to Student and Career Services Director for review.

• If the Petition is approved, the student and Student and Career Services Director identify a faculty member willing to teach the Independent Study.

• The faculty and student complete an Independent Study Contract which follows the format of SWC syllabi and includes the course description, the numbers of meetings, student learning objectives, required reading, course requirements and evaluation. (See the Student Files section on Populi for form.)

See Tuition and Fees (page 59) for tuition cost. Please check with the financial aid officer to determine any impact on your financial aid.

Late Paper Policy
Late papers will be marked down a ½ grade for each day late. Or, faculty may give a different policy on the first day of class.
Leave of Absence, Withdrawal, and Readmission

Leave of Absence (LOA)

Students wishing to halt their enrollment for up to 365 days (1 year) apply for a Leave of Absence (LOA). Voluntary LOAs may be requested due to health, medical, family, or personal reasons.

Students considering a leave of absence should:

• Consult with the Student and Career Services Director regarding their situation and program plan.
• Consult with the Financial Aid Administrator regarding financial aid.
• Consult with the Business Office to review their student account.
• Complete the Petition for Leave of Absence and secure the appropriate signatures. (See the Student Files section on Populi for form).

Medical Leave of Absence

If a student needs to withdraw from a term for medical reasons, they complete the process above. In addition, they are required to submit documentation from their medical provider.

Prior to registering for classes, students returning from a medical withdrawal are required to:

• Have their medical provider submit a letter indicating that the student is medically cleared to return to class.
• Meet with the Student and Career Services Director and their Program Chair to discuss the nature of their medical condition, their intended pace for resuming classes, and any accommodations required. This information will be kept strictly confidential.

Financial Aid and Leave of Absence

Schools may not credit the account nor disburse loan proceeds while a student is on an approved leave of absence. A student who is approved for a leave of absence after receiving financial aid for the quarter may be required to return a portion of the aid received. See the 2018-19 Student Guide to Financial Aid or contact the Financial Aid Administrator for more information.

Withdrawal

Withdrawal from a Class (Student Initiated)

Withdrawal from a 10-week class must be completed before the end of the eighth week of the quarter.

Withdrawal from a 7-week class must be completed by the end of the fifth week.

Withdrawal after these deadlines may result in a grade of ‘F’.

Students may withdraw from a class by following these steps:

• Consult with course instructor;
• Consult with the Student and Career Services Director;
• Consult with Financial Aid Administrator (if receiving financial aid)
• Complete a Drop/Add Form and secure the appropriate signatures.

**Administrative Withdrawal from a Class**

The administration may withdraw a student from a class who has registered for but not attended a class or classes.

**Withdrawal from the College (Student Initiated)**

Withdrawal from the college means that you do not plan to return for at least one year. Withdrawal from the college may be requested by the student due to health, medical, family, or personal issues.

**Any student considering withdrawal should:**

- Consult with the Student and Career Services Director regarding your situation.
- Consult with the Financial Aid Administrator regarding the effect of withdrawal on financial aid (if you are receiving it).
- Consult with the Business Office to review your student account.

If the student chooses to go forward with the withdrawal, you must complete the **College Withdrawal form** and submit it to the Student and Career Services Director. *(See the Student Files section on Populi for form).*

**Administrative Withdrawal from the College**

The administration may withdraw a student from the college who has not registered for nor attended any classes toward the completion of their graduate degree (as determined by their program planner) for two consecutive quarters (six months). If the student wishes to re-enroll in the M.A. program, they need to contact Enrollment Services to re-apply. See Re-Admission policy below.

**NEI Non-credit Course Withdrawal**

Students and community members who register for an NEI class (not for academic credit) and who do not attend or who begin the course but do not complete it will receive an automatic Administrative Withdrawal (AW) and not a failing grade (F).

Community members who register for an NEI class for Continuing Education Credits (CECs), but who do not attend all of the hours to complete the class will not be awarded CECs for any hours they attended.

**Re-Admission**

Students who begin coursework towards an M.A. and then discontinue classes for more than one year must meet with the Director of Enrollment Services before registering for any additional coursework. *Reinstatement is not automatic.*

To be considered for re-admission to an M.A. program, a student must:

- Submit a new, online application with a $50 application fee and a personal statement.
• Meet with the Director of Enrollment Services.
• Meet with their Program Chair.
• Students may not register for classes until these steps are completed and they receive notification of re-admission.

Students who have taken coursework in the College Studies program and have been absent from the college for more than one year must submit a new application and $50 application fee to the Director of Enrollment Services.

Personal Therapy Requirement - Policy and Process

The personal therapy requirement serves both academic and personal growth purposes. The experience of being a client teaches counseling and art therapy/counseling students many things about the nature of the therapeutic relationship, including an appreciation of the emotional position of the client. The experience also provides an opportunity for personal growth that strengthens emotional balance and therapeutic skills. Personal therapy forms the basis of a professional life which includes continuous growth through supervision and counseling/art therapy.

To graduate, master’s degree students are required to fulfill a personal therapy requirement of 40 face-to-face sessions (each session must be a minimum of 50 minutes) with a mental health professional licensed in New Mexico.

The College requires only a minimum amount of information to document completion of the personal therapy requirement (dates of sessions, name and qualifications of therapist). All other information about the actual therapy remains confidential. However, the College reserves the right to monitor therapy when it is imposed as a condition to addressing deficiencies in professional fitness.

Policy and Process

• All students must complete 40 sessions over the course of their degree program.

• Students who enrolled prior to Fall 2018 or who are in a 2.0 2.5, 3.5 or 4.0-year program must complete 20 sessions in Part One and 20 sessions in Part Two.

• Students who enroll beginning Fall 2018 in a 3-year program must complete 30 sessions in Part One and 10 sessions in Part Two.

• Students in the art therapy/counseling program are required to complete at least half of their sessions (20) with an art therapist with an LPAT or ATR, or proof of an M.A. in art therapy. They may be completed at any time in the program (Part One or Two).

• All therapy sessions must be face-to-face (in person).

• Each session must be a minimum of 50 minutes; extended sessions (those over 50 minutes) count as one session towards completion of this requirement.
• 10 of the 20 sessions in Part One and 10 of the 20 sessions in Part Two must be individual; the rest may be in group, family, couples or individual therapy.

• If more than 20 sessions for Part One are submitted, only 5 may be counted towards Part Two.

• A maximum of 5 sessions may be completed during a summer quarter if a student is not enrolled in summer classes.

• There are three important checkpoints to progress in the program:
  1. After your first quarter (2 sessions)
  2. Before Fall registration entering Part Two (20 sessions)
  3. Before you can schedule your final exam and exit interview (40 sessions).

• Students must complete all their requirements (40 sessions) prior to the final written examination and exit interview.

Registration Locks will be placed in Populi accounts of students who have not completed the above requirements and/or deadlines.

A Petition for Program Exception must be submitted to the Student and Career Services Director for review by Academic Council, or it's designee, for any exceptions to this policy.

Failure to complete personal therapy requirements may lead to delayed registration, probation, suspension, or expulsion, and will prevent graduation.

Who Students Can See for Personal Therapy

Southwestern College requires therapy with a mental health professional because this therapy most closely approximates the work that students will eventually do as counselors and/or art therapists. Other forms of therapeutic work are helpful, but therapy with a mental health professional provides the most comprehensive learning process.

A student must see a therapist who is licensed or registered as a mental health professional in New Mexico. The therapist must have completed 1000 direct, supervised, post-graduate clinical hours. All therapy sessions must be face-to-face (in person).

The New Mexico professional designations are:

•Licensed Psychiatrist
•Licensed Psychologist
•Licensed Psychologist Associate
•Licensed Social Worker (LMSW)***
•Licensed Clinical Social Worker (LCSW)
• Licensed Professional Clinical Counselor (LPCC)
• Licensed Professional Counselor (LPC)
• Licensed Marriage and Family Therapist (LMFT)
• Licensed Professional Art Therapist (LPAT)
• Licensed Mental Health Counselor (LMHC)**

*** Must have more than 1000 post-graduation clinical hours and have their supervisor sign the front of the form.

SWC Alumni may provide counseling or art therapy for current students, provided they meet the above guidelines and seeing them does not violate the dual relationship policy.

A student may only work with current faculty if that student had begun a therapeutic relationship with that faculty member PRIOR to becoming a student and it has been approved by Academic Council or its designee via the Petition for Program Exception process. When a Petition is approved, the student may not take any class with that faculty member, and the faculty member may not participate in any discussion regarding the student. Students may not begin a new therapeutic relationship with a current faculty member. (see Dual/Multiple Relationships Policy for details).

Plagiarism and Academic Dishonesty
Honesty is a key attribute required for all SWC students and for this profession. Students must demonstrate maturity, including taking full responsibility for their own thoughts, feelings, written work and actions.

Fraudulent misrepresentation of oneself through plagiarism, lying, cheating, or any related method is a serious violation of academic and professional ethics.

Consequences of plagiarism and academic dishonesty will include any or all of the following:
• being placed on academic probation;
• being slowed down in the program;
• failing a course and having to re-take it.

Failure to take responsibility for one’s actions in this regard and/or a repeated offense of this nature may result in suspension or expulsion.

Program Exceptions
Students may request an exception to College policies regarding their degree program by submitting a Petition for Program Exception to the Student and Career Services Director, a Program Chair, or another member of Academic Council. Petitions for Program Exception will be reviewed by Academic Council, or its designee, and decided upon. The Student and Career Services Director will notify the student via their SWC email account of the decision.
Should a student be unable to fulfill the agreed upon exemption for any reason, the student must re-submit the petition, with the changes, for re-approval. *(See the Student Files form on Populi for form.)*

**Some examples include:**

- An extension to meet personal therapy requirements
- Permission to take a class via Independent Study
- Permission to take a class out of sequence
- Request for an excused absence due to missing a first, last or weekend class session.
- Permission to waive a specific graduation requirement
- Permission to see or continue to see a faculty member for personal therapy.

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**Registration**

**Course Scheduling**

Southwestern College operates on the quarter system. Quarterly course schedules are published 4-6 weeks prior to registration.

Classes are usually scheduled in three to four-hour segments one time per week and often include weekend intensives. Refer to quarterly schedules for information on specific dates and times for each class offered.

**Registration Procedures**

Registration for courses must be completed before the first week of classes. Students may register for courses via Populi, in person, by telephone, or by mail.

New students are assigned a registration time based on the date of their admission to the College. Students who are admitted first will register first. At the beginning of each successive quarter, the order will be rotated to give all students equal opportunity to register early in the process during their time at the College.

Students may designate someone to register for them by proxy. Registration is not accepted from students with delinquent accounts.

Registration during the first week of classes is late registration, and a $10 late fee per class will be applied. Registration after the first class session requires permission of the instructor. Admission is closed, without exception, after the second class session.

Interns can register up until the Friday of the third week without a late charge.

**Early Registration**

Students may request permission to register early for classes when employment, health issues, travel and/or child care issues create conflicts with required courses. Prior to each quarter the Registrar will
send a notice to ALL students with a clear deadline to submit the Early Registration Request Form. Late forms will not be accepted.

We depend on the integrity of your request and expect that you understand the impact you will have on other students if you are allowed to register early.

Instructor preference will not be considered a valid reason to register early. The following will be considered:

- **Employment scheduling:** clearly indicate the conflict between your work schedule and the class time. Your application must be accompanied by a letter from your employer, which must include a schedule of the days and times you work, and which indicates that your schedule is not flexible. *Requests submitted without all supporting documentation from your employer will NOT be considered.*

- **Health:** please submit supporting documentation from a health professional.

- **Child-care needs:** please clearly outline your situation.

- **Bundling of Classes (typically due to distance):** If you live more than 50 miles from campus (i.e. Taos, Albuquerque, Los Alamos, etc.) and need to bundle classes to come to campus on only a few days. If you live more than 50 miles from campus and cannot bundle classes based on when they are offered, you will not be granted early registration. Decisions will be made on a case-by-case basis. The Registrar will contact you to let you know if your request was approved.

### Repeating Courses

With the approval of Academic Council, or its designee, a course may be repeated to:

- improve a previous grade (a course counted for degree requirements must be repeated if a student receives a C+ or below.) or

- gain a deeper understanding of the course competencies.

Students pay the current tuition rate for any class they are approved or required to repeat. All coursework will appear on their transcript, however only the last grade earned in each course will be used to determine good standing.

Students may repeat a class twice and have it covered by financial aid.

### Social Media Policy for Tierra Nueva Counseling Center

As student clinicians, you are the ambassadors of TNCC during your Practicum and Internship. You are the face of our program, delivering clinical services to our clients. You are the one-on-one interface for the people receiving services at TNCC and it is important that we authentically portray a professional and clinically sound persona in our community. It is then important to be mindful of your posting on social media platforms, both your own personal accounts and those of others.
1. Do not friend or follow your clients or your client’s families and don’t let them friend or follow you. This supports healthy professional boundaries.

2. It is not appropriate to discuss anything online that has to do with your clients, your work with clients or specific work at TNCC. This related confidentiality and HIPAA.

3. Do not vent, process or talk about struggles with clients, faculty or staff at TNCC on social media platforms. If you are struggling, seek out your supervisor or the clinical director. This helps hold the integrity of TNCC in the online world as a respectful community mental health clinic.

It is okay to post educational journal articles that relate to specific issues that you are passionate about or share information about events, job postings, workshops, and ongoing TNCC groups.

Social Security Number
The College uses the individual student’s social security number for identification purposes only. All students are assigned a student ID for record-keeping purposes that does not correspond to the social security number.

Student Directory Information
Our student management system, Populi, places the release of information in the hands of the individual. Your personal settings control your profile privacy, time zone, and birthday announcements. You may restrict access to phone numbers, email addresses, and mailing address information without locking your entire profile. Student Directory and attendance information is often requested by prospective employers. Selective locking of information is preferred.

After login, Click on MY PROFILE. Select the INFO tab. To the left of phone numbers, email and mailing addresses, you will see a padlock that you can activate by clicking. Dark grey is private, light grey is public.

If your entire profile is PUBLIC, no padlock is visible to the left your name.

If you want to lock your entire profile, look for three dots on the right of the screen to mark your entire profile private. Note: when you do this, your classmates will not have access to your contact info.
A pop-up will ask you to verify this choice.

Once verified, a padlock will appear on the screen to the left of your name.

Student Records

Student Files

Upon completion of the admission process, a mix of electronic and paper academic and assessment files are set up for the degree student. The combined files contain:

- Application Form
- Personal Statement
- Letters of Recommendation
- Official Transcripts of previous college work
- Transcript Evaluation, when applicable.
- Admission Interview Form
- Southwestern College Official Transcript
- Registration Forms (prior to online registration)
- Miscellaneous memos, letters, evaluations related to student enrollment.
- Program Planner
FERPA

Student education records are official and confidential documents protected by the Family Educational Rights and Privacy Act of 1974 (FERPA, See the Student Files section on Populi for statement.) FERPA affords students certain rights with respect to their educational records. These rights include:

- The right to inspect and review their records.
- The right to request that records believed to be inaccurate or misleading be amended.
- The right to consent to the disclosure of education records.
- The right to obtain a copy of the College’s FERPA policy.
- The right to file a complaint with the U.S. Department of Education, FERPA Office.

Review of Records

Students have access to their personal records during College office hours. They can review records with the permission of the Registrar’s office or a staff member designated by the Registrar’s office. The College is required by law to have a staff member present during the review. Students have access to their grades and transcripts in Populi.

Student Name Change

Students who need to process a change of name for their academic records must bring appropriate documentation to the Registrar’s office. Name changes will be processed for currently-enrolled students only. Examples of appropriate documentation include:

- marriage certificate,
- birth certificate or
- court order for legal name change.

Transcript of Academic Records

Official copies of student transcripts, grades and evaluations are kept in the registrar’s office. A student may obtain an official transcript of work completed at Southwestern College through our website, Populi, or by written request to the Registrar.

Transcript requests will be processed within 2 weeks of the submission of the request. If a student has a delinquent financial obligation to the College, transcripts will be released only when the financial obligation is met. Southwestern College does not issue copies of transcripts or documents received from other institutions.

Unofficial transcripts are available for free in Populi.
Transfer Credit

Since the Southwestern College curriculum includes academic and experiential components, the College grants transfer credit only after careful evaluation of a student’s work at other institutions.

Prospective and enrolled students may apply for transfer credit using this process:

- Submitting syllabi and transcripts of their graduate coursework to the Director of Enrollment Services.
- The Director of Enrollment Services will submit the request to the appropriate Department Chair who will review and approve or deny the request.
- The student will be notified of the Department Chair’s decision by the Director of Enrollment Services and credits will be posted to their Populi student record.
PART 4: CAMPUS POLICIES

Art Materials in the Classroom
We maintain many art supplies in the classroom as an important part of everyone’s educational process. *These supplies are intended for classroom purposes, and their use should be confined to these purposes.* These supplies are not intended to be used for your personal creative endeavors.

When students bring in their own supplies for classes (such as ceramics), they need to be bagged and labeled if they are not intended for the use of all students. We ask students not to use art materials that belong to another student without permission.

Art supplies should be returned to storage cabinets at the end of each class and should be stored in an organized fashion. We must all work together to respect both institutional and private property at Southwestern College.

Campus Safety and Security
It is the intention of Southwestern College to provide a safe and healthy educational environment. Safe learning conditions are of primary importance. Students are expected to do their part to maintain an environment that reflects a healthy and hazard-free atmosphere. Food and garbage are to be properly disposed of. Aisles, room and door exits are to remain unblocked at all times. Students are expected to report any unsafe conditions to the Office Manager (OM).

Campus Security
The following information is provided to share our commitment to the security of the College, so we can work together to ensure a safe and secure campus. Since we have a small campus, there is no campus security force. Therefore, the College has designated the OM or EVP as the contacts for any issues relating to campus security. Any criminal actions on campus should be reported to the OM or any member of the Executive Council during office hours or to an instructor on campus during evening class hours. The local police department will be notified as necessary, and appropriate actions taken according to the law.

Students and the public have access to Southwestern College buildings during business office hours and instructors are responsible for campus access and security during evening and weekend class sessions. Lockup procedures are distributed to appropriate staff and faculty.

To report any suspicious activity or person seen in the parking lots or loitering around vehicles, inside buildings or around Southwestern College campus, or another type of emergency, such as medical or an act of violence, call 911 if appropriate and then notify the OM and/or a member of the Executive Council.

Campus Alert Policy
This policy provides guidelines regarding the use of campus alert systems including text messaging, email and other direct alert broadcast tools.
**Policy Statement**
Through this policy SWC commits to enhancing the quality of life of the campus community by integrating the best practices of safety and security. It acknowledges the potential need for immediate alert and possible lockdown of all campus buildings.

**Definition**
- Lockdown is, when instructed to do so, the securing of all exterior doors and windows and, whenever possible, interior doors.
- Campus Alert is notification to all campus constituents and locations by email, text message and direct alert broadcast devices.
- Direct Alert Broadcast Devices consist of strategically located devices that can be activated by the office manager using voice command to alert the campus to an imminent danger.

**Policy Process**
- If a fire situation occurs in any location on campus, follow the posted evacuation plans to get to safety, then contact 911. If the situation is minimal and can be safely managed with a fire extinguisher, you may do so.
- If a medical emergency occurs, dial 911 immediately. First aid kits are located in each building for administration of minimal first aid, if necessary, while awaiting professional assistance.
- If a situation occurs requiring a lockdown, the office manager will use the front office direct alert broadcast device to issue a campus alert to each building and instruct them to secure the building until further notice. All doors and windows will be secured immediately. Similar devices are located in each campus building and may be used to alert the front office of emergency situations.

**Statement of Accountability and Responsibility**
The President, through the Campus Safety and Security Officer (CTO), shall be responsible for enforcing security procedures and policies. The Campus Safety and Security Officer shall work with the different departments and offices to comply with this policy and develop procedures that will enforce this policy regarding awareness, prevention, and remediation.

**Child Care**
Southwestern College does not provide child care. *Students must not leave their children unattended on campus.*

**Children on Campus**
Unaccompanied children are not allowed on campus. Children on campus must be supervised by a parent or guardian at all times, and the parent or guardian is responsible for seeing that children do not disturb students, faculty, staff or visitors using College facilities. Children accompanied by employees, students, or visitors are not permitted in classes due to potential disruption of instruction or study, exposure to materials unsuitable for children, and possible danger to the children. When a child’s presence is necessary for classroom activities approved by the instructor, they may be present. If a child
is causing a disturbance, whether supervised or unsupervised, the responsible employee, student or visitor will be contacted and expected to handle the situation.

Classroom Technology
Each of our classrooms is equipped with a mini-computer and Blu-ray/DVD player, interfaced with a television and speaker system. Under no circumstances should anyone alter any wiring or connections to the system. Instructions for the use of these technologies are located by the equipment.

Any student using the existing or additional equipment for the first time must schedule an appointment with Larry Harkom, Library/IT assistant, or Donna Harrington, Chief Technology Officer, at least one week in advance. The Library/IT Assistant and/or Chief Technology Officer will try to accommodate last-minute requests as schedules allow. However, advance notice will ensure that we are able to accommodate your needs and will enable you to be confident about your presentation.

Driving and Parking on Campus
It is important while driving on campus that you drive slowly and carefully. The entrance to our campus provides a limited view; please be mindful that any benefit you may find in driving quickly is outweighed by the potential risk of accident.

When parking, please be mindful that we have limited parking space. It is important that you park in a way that is conscientious and considerate to others. Park only on gravel in designated areas. Do not park on landscaped areas.

Duty to Report
If a student, faculty member or staff member suspects a student may cause harm to themselves or others, they have a duty to report their concern to the Director of Student and Career Services, Emilah DeToro at (505) 467-6603 or emilahdetoro@swc.edu. Based on recent court cases that have ruled in the family’s favor when a student has committed suicide, the college may, despite FERPA requirements, contact the student’s parents/family if there is concern for the life of a student.

Family Educational Rights and Privacy Act
FERPA Family Education Rights and Privacy Act of 1974 is federal legislation in the United States that protects the privacy of students personally identifiable information. The act applies to all educational institutions that receive federal funds.

Fire Pit
We are blessed to have a fire pit on campus, as it is a wonderful resource for our community. The procedure around using the fire pit is as follows:

- The use of the fire pit is limited to instructor-supervised use. Students are not authorized to start fires on their own.
- Because of serious risk of harm or damage if used improperly, students using the fire pit outside of scheduled, approved classroom use, may be subject to behavioral probation.
Hazing

Southwestern College prohibits hazing, which is illegal in the state of New Mexico. A person commits hazing when they knowingly require a student or other person at the College to perform any act not sanctioned or authorized by the College, on or off College property, for the purpose of induction, admission, or membership into any group associated with or connected to the College if the act results in harm to any person or could reasonably be foreseen to result in such harm.

A person’s willingness to participate in an act of hazing does not justify or excuse the act or fall outside of this policy.

Examples of hazing are included below. These examples are intended to be illustrative and not all-inclusive:

- the creation of physical or mental exhaustion or fatigue;
- forced consumption of alcohol or other intoxicants;
- physically or psychologically dangerous or risky activities;
- coercive, degrading, or humiliating games and activities;
- physical harm;
- pressuring or coercing any person to participate in activities that are inconsistent with the College’s community standards or policies or with applicable law.

Any student or group that commits hazing will be subject to the Student Disciplinary System, as appropriate. A staff member, academic employee, or anyone with a visiting appointment who commits hazing will be subject to discipline using the applicable disciplinary processes. In addition, because hazing is a crime under New Mexico law, the State’s Attorney may bring criminal charges against any person responsible for hazing.

Any person with knowledge of hazing is expected to communicate promptly with the Student and Career Services Director, Vice President of Academic Affairs/Dean, or the Executive Vice President.

Non-discrimination Policy

Southwestern College is committed to promoting diversity among staff, faculty and students. In the same spirit, we abide by all Federal and state discrimination laws and statutes.

Snow Day Policy

Classes are rarely canceled for snow, but are sometimes delayed by one or two hours. Faculty, staff and students will receive a text message notice of delays or cancellations of morning classes by 7:00am; by 11:00am for afternoon classes, and by 3:00pm for evening classes. Please enable text messaging through the Populi data base to receive them. If you need assistance with this, contact Donna Harrington, Chief Technology Officer, 505-467-6831 or Larry Harkcom, 505-467-6837, larryharkcom@swc.edu.
Announcements of delays or cancellations may also be posted on the homepage of the swc.edu website, and on the College’s Facebook page.

*If there is no delay or cancellation, there may be no notification.*

**Student Complaint/Grievance Policy**

Student success and student satisfaction with our services are top priorities for Southwestern College. It is our goal to graduate self-reflective practitioners who will serve others through the professions of Counseling and Art Therapy. Service is core to our mission. It is in this light that our policy is aimed at establishing and maintaining right relationships between our college faculty, staff, administration, students and the general public.

Students may register a complaint or a grievance with any faculty or staff member by completing the **Student Complaint Form** and submitting it directly to the VPAA/Dean. Anonymous complaints cannot be investigated.

If the complaint/grievance concerns the behavior of or communication from the VPAA/Dean, then the form should be submitted to the President. If the complaint/grievance concerns the behavior of or communication from the President, then the form should be submitted to the Chair of the Board of Trustees.

**Process of Investigation**

All complaints submitted on the Student Complaint Form will be investigated internally by the VPAA/Dean and/or other appropriate supervisors. As part of the internal investigation, the complaint may be discussed with any of the following:

- Executive Council
- Academic Council
- Relevant Supervisors
- Relevant Staff members
- Other students
- Board of Trustees

It is the responsibility of the VPAA/Dean in conjunction with relevant members of the leadership to determine the validity of the complaint and to identify appropriate institutional steps in response to the complaint. Both the validity of the complaint and steps taken to remedy the complaint will be communicated to the complainant in writing within thirty business days.

**Timeline**

All complaints will be dealt with in as timely a manner as possible but will not exceed thirty business days. Every effort will be made to resolve concerns as quickly as possible.

If there has been no response after thirty business days, or if the response is completely unsatisfactory to the complainant, then a written complaint may be submitted on a form provided by the New Mexico Higher Education Department (NMHED), 2048 Galisteo Street, Santa Fe, NM 87505.
No Adverse Action

There will be no retaliation against any person bringing any complaint forward. The general view is that it is useful to register concerns in a way that can lead toward positive resolution and greater strength of the institution.

Records

Secure files concerning all student complaints submitted on the Student Complaint/Grievance Form and their resolution or outcome will be kept by the VPAA/Dean for reporting to accreditation agencies and others for a period of not less than three years.

If the student is not satisfied with the resolution that the VPAA/Dean, President, or Chair of the Board reaches, it is the student’s prerogative to contact the New Mexico Higher Education Department using this complaint form: http://hed.state.nm.us/Complaint.aspx.

The student reserves the right to communicate this complaint to our accrediting agency, The Higher Learning Commission (HLC) by sending questions or complaints to complaints@hlcommission.org.

Student Right to Know

The Student Right-to-Know Act was enacted in 1990 by federal law. The federal law requires institutions that receive Title IV student financial aid to collect, report and disclose the following information. For additional information or any questions please contact 1-877-471-5756, ex. 6811.

The Clery Act

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is a federal law that requires schools to disclose crime statistics that happen on and around their campuses. This information is published annually on the website at swc.edu.

Graduation Rate

Southwestern College is pleased to provide the following information regarding our institution’s graduation/completion rate. The information is provided in compliance with the Higher Education Act of 1965, as amended. The rate reflects the graduation/completion of students who enrolled full-time of the fall quarter of academic year 2014-15 and for whom 150% of the normal time-to-completion has elapsed.

During the fall quarter of 2014, 41 full-time degree-seeking graduate students entered Southwestern College. After 3 years (as of December 31, 2017), 76% of these students had graduated from degree programs.

Other Institutional Information

Schools must provide information regarding the Cost of Attendance; Accreditation and Academic Program Information; Financial Assistance available to students and the requirements and restrictions required on Title IV, Class and College Withdrawal and Refund policies are available in our Catalog, Student Handbook, and on our website at swc.edu.
PART 5: STUDENT FINANCIAL POLICIES

Business Office/Student Accounts

Tuition and Fees

Registering for a course contractually obligates the student to pay all related fees. Tuition and fees are subject to change annually.

Tuition

- **Degree Programs** – Tuition for the 2018-19 academic year is $580 per quarter unit for distance and in-person classes.

- **Independent Studies** – Tuition for established independent studies is $580 per quarter unit. Individualized independent studies are $870 per quarter unit.

- **New Earth Institute Certificate Classes** - $365 (non-credit) or $580 per quarter unit (credit) except for the Wilderness Fast which is $1,160 (credit or non-credit) plus possible additional fees. Exceptions to non-credit pricing do occur; please see quarterly schedule for final fees.

Fees

- **Application Fee: $50** This fee is required when submitting an application to a degree program.

- **Continuing Education Fee: $20** for 2 CECs

- **Diploma Duplication Fee: $25**

- **Drop Fee:** There is a one-week grace period following each registration period. After that week, a $50 fee is assessed when a course is dropped.

- **Educational Resources Fee:** $165 per quarter when registered for 3 or more quarter units. This fee covers, but is not limited to, such expenses as classroom supplies, IT needs, library costs, examination and administrative costs.

- **Enrollment Deposit:** Upon acceptance, $200 is required to hold a student’s spot for enrollment. The deposit will be applied to the student’s tuition if enrollment occurs within two years after acceptance. If student does not enroll after two years, the enrollment deposit is forfeited.

- **Incomplete Fee:** $25 Fee is charged when a student submits a Petition for Incomplete to extend the completion of a class or internship.

- **Late Payment Fee:** $25

- **Library Fines:** $0.25 per day per overdue book in main circulation; $1.00 per day per overdue book in Reserve; $1.50 per day for interlibrary loan materials.

- **Payment Plan Fee:** $25 to set up a payment plan.
• **Replacement Fee For Tierra Nueva Magnetic Key Card:** $50

• **Returned Check Fee:** $50

• **Student ID Replacement Fee:** $10

• **Syllabi Reproduction/Compilation Fee:** $20 per syllabus

• **Transcripts**
  
  - Official – $10
  - Rush – $15
  - Unofficial – $5 if provided by the Registrar’s office. Available through Populi for free.

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**Payment for Tuition and Fees**

Approximately one week after registration students receive an email from the Business Office when an invoice has been posted to the student’s account. Payment is due before the first day of classes for each quarter.

Students are encouraged to make payments online through their Populi account. Payment can also be made over the phone by credit card or in person with cash, check or credit card. Students in good standing may request a payment plan at the time of registration. If tuition and fees are not paid by the first day of scheduled classes (not the first day of your first class) a late fee of $25 will be assessed. For students who are allowed to register **after** the first week of the quarter, payment is due in full at the time of registration.

If payment is not received by the Friday of the 4th week of classes, student will be withdrawn from classes by the VPAA/Dean and will be responsible for payment in full of all tuition and fees due per Southwestern College refund policy.

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**Payment Methods**

- Online – The preferred payment method is through student Populi accounts
- In-person – See Business Office or Front Office
- By phone – Call the Business Office at 505-467-6813
- By mail – send checks or money orders to: Southwestern College, 3960 San Felipe Rd., Santa Fe, NM 87507

**Payment Plans**

Payment plans for students taking 2 or more credits can be requested by emailing the business office [finance@swc.edu](mailto:finance@swc.edu) before registration.

Payment Plan Terms:

- The payment plan must be in place and one-third of the financed tuition and fees paid by the first day of classes.
• One-third is due on the 24th day of the quarter, and

• One-third is due the 48th day of the quarter.

• There is a $25 fee for each payment plan agreement. This fee will be waived if the student authorizes an automatic charge to their credit card.

• Payments plans are only available to students who are in good standing. Students who have failed to make timely payments on a previous payment plan are not eligible.

Students who make changes in their program plans, financial aid awards or other changes in their enrollment may have to adjust their payment plans. Contact the Business Office, 505-467-6813 or finance@swc.edu to discuss.

Delinquent Accounts

Accounts not in good standing by the end of the quarter will have a financial lock applied and students will be denied the following privileges:

• Registration
• Re-Admission
• Transcripts
• Payment plans for future quarters
• Library book check-out
• Graduation

Refund Policy

Refunds of tuition will be made to students who complete the withdrawal procedures according to the schedules below. A $50 drop fee will be deducted from all refunds.

Refunds are calculated based on the full amount of tuition. If tuition has not been paid in full students continue to be liable for any money still due after withdrawing from a class.

Refund Checks for in-state students will be placed in the student’s mail folder in the front office unless requested to be mailed. Refunds for out of state students will be mailed to the address listed in Populi.

Refund Schedule for 10 week/quarterly classes

• Withdrawal prior to the first day of the quarter: 100% refund of tuition
• Withdrawal during the first week of the quarter: 90% refund of tuition
• Withdrawal during the second week of the quarter: 75% refund of tuition
• Withdrawal during the third week of the quarter: 50% refund of tuition
• Withdrawal during the fourth and fifth weeks of the quarter: 25% refund of tuition
• Withdrawal at any time after the fifth week of the quarter: No refund
There are no refunds of educational resource fees.

*Degree program courses that are not on a 10-week schedule: refunds are prorated according to the same % of course completion as the regular 10-week courses starting with the first day of class.*

**Refund Schedule for NEI weekend classes, .5 or 1-unit classes whether in-person or online, and independent study classes:**

- Withdrawal prior to 2 weeks before the first class: 100% refund of tuition and fees
- Withdrawal less than 2 weeks up to 72 hours before the first class: 75% refund tuition and fees
- Withdrawal 72 hours or less before the first class: No refund

**Refund Calculations for Financial Aid Borrowers**

Regulations governing the return of Title IV government loans require schools to return all unearned tuition to the lender. This will lower the amount of the borrower’s loan. Returns of government loans are determined on a pro-rata calculation based on the date the student last attended a class. Returns of Title IV funds are recorded to student’s account and affect what amount may be refunded to the student when a course is dropped, or a student withdraws. Students are responsible for any balance due resulting from a return of Title IV funds.

**Financial Aid Refund Checks to Students**

Checks for students who have completed all financial aid requirements and are due a refund will be available for pick up on the Monday of the first full week of classes each quarter.

After the first week, refund checks will be available the Thursday following the completion of paperwork.

Financial aid refunds are available for 10 days from the date of issuance at the front office. Checks not picked up within 10 days, will be mailed to the student via certified mail, using the current address as listed in Populi. If the check remains uncashed after mailing, Southwestern College may return the funds to the Department of Education no later than 240 days after the date the original check was issued.

**To pick up checks, students must come to the front office in person, with a picture ID, and sign for their check. If a student is unable to pick up the financial aid check personally, they may designate a representative to pick the check up for them by signing a Waiver to Release Financial Aid Distribution. This form must be notarized (there is a notary in the front office) and will name the person picking up the check on the student’s behalf. The designated person must provide a picture ID for the check to be released.**

**Financial Aid**

**Financial Aid Programs**

Southwestern College is dedicated to the financial need of all students. The college offers a variety of financial aid programs for all students. Awards are based on students’ financial need, skills, merit, and availability of funds.
Federal Student Aid

Federal Direct Unsubsidized Student Loan (FDUSL) - FDUSL is a non-need based loan available to any graduate/professional student. The annual limit for the FDUSL is $20,500 and the lifetime limit, including undergraduate loans, is $138,500. A borrower may not receive more than the annual loan maximum. Eligibility and repayment are based on federal guidelines; details available through the Financial Aid Office. The loan is based on the student’s ANNUAL enrollment program plan. Funds can be evenly distributed for each eligible quarter, or the funds can be restructured to ensure the student is fully able to cover their tuition and fees each quarter.

Graduate PLUS Loan

This loan is also non-need based. To be eligible, students must be enrolled at least half-time in a degree seeking program, meet the general eligibility requirements for the FAFSA, and not have an adverse credit history. The annual limit for a Graduate PLUS Loan is the students Cost of Attendance (COA) minus any other financial assistance the student is receiving. This loan does not have a grace period, but can be deferred while the student is enrolled.

Institutional Aid

The Southwestern College has various scholarship programs. The amounts vary and depend upon date of enrollment. These scholarships are available to degree students who are enrolled in 4.5 or more units during each quarter. The financial aid office publicizes these scholarships to students through postings, campus email and on our website.

Graduate Assistantships are also awarded once a year. In addition to SWC scholarships, you are welcome to apply for public scholarships. One website that has proven to be helpful is https://www.careeronestop.org/toolkit/training/find-scholarships.aspx. Additional scholarship information can also be found on our website, www.swc.edu.

Student Emergency Fund

Several years ago, a generous donor provided funds for students who are experiencing a true and immediate financial emergency. A limited amount of funds (less than $2,000) are still available to currently enrolled students. Typical awards range from $25-$500, depending on the situation. They may be awarded as a grant (not required to be paid back) or as an interest-free loan. All funds awarded through this program are considered financial aid.

Criteria to award:

- Student must be enrolled during the quarter that the need arises.
- Funds are for a one-time emergency, rather than an ongoing need, or a non-emergency.
- Not granting the request would mean a student potentially not being able to continue in the program.

To request funds, please submit a request in writing or email to the Financial Aid Administrator stating:

- the amount needed
- the reason for the request
• whether you are requesting a grant (not required to be paid back) or a loan if some or all of the funds can be repaid at a later date.

The Financial Aid Administrator will forward the request to Executive Council who will review it and make a decision. The student will be contacted by the Financial Aid Administrator about the outcome.

If you would like to make a donation to this fund so that we may continue to serve students in this way, please contact Allison Frank in the Business Office (allisonfrank@swc.edu 467-6839). Donations of any size are welcome.

Other Outside Funding
Southwestern College accepts any form of outside/private scholarships, grants, and State funding. Some common forms of outside aid include:

Veteran Benefits
Southwestern College is approved to train eligible veterans and eligible dependents of veterans in both MA programs. Veterans should request information on eligibility requirements from the Financial Aid Office or the Veterans Affairs Regional Office at 1-888-442-4551.

All applicants and recipients of veteran’s benefits must maintain a cumulative grade point average (GPA) of 3.0. Students receiving veteran’s educational benefits who fail to meet the minimum satisfactory GPA requirements will be placed on academic probation for one quarter. Students who achieve at least a 3.0 for the probationary period may continue for a second probationary period. Academic standing of students who fail to achieve a cumulative GPA of 3.0 at the end of their probationary period must be reported to the Veterans Affairs Regional Office. Recipients of Veteran’s Benefits must comply with all ethical conduct requirements of the College. Veterans Affairs regulations may require reporting of student ethical violations.

Private Educational Loans
Students at Southwestern College are eligible to apply for Private Educational Loans. The lender for these loans are banks, credit unions, or private financial organizations. Southwestern College does not have a preferred lender and students are encouraged to contact the lender directly for questions in regard to their loans. FASTChoice is available online as a private loan comparison tool for all students to use.

Refund Policy for Financial Aid Borrowers
Regulations governing refunds of Title IV government loans require schools to refund all unearned tuition to the lender rather than the student. This will lower the amount of the borrower’s loan. Refunds of government loans are determined on a pro-rata calculation based on the date of withdrawal. When the College’s refund policy differs from the Federal policy and the College is required to refund unearned tuition to the lender, the student may be required to pay the College any tuition due, based on the College’s refund policy.
**Student Aid Refunds**

All federal student aid, alternative loans, and institutional scholarships will be disbursed prior to the start of the quarter. Unless otherwise specified by the Financial Aid Office, refund checks will be available on the first day of class each quarter.

**Satisfactory Academic Progress**

Students enrolled in the Master of Counseling or Art Therapy/Counseling programs and who are recipients of Title IV Federal Student Aid are expected to maintain Satisfactory Academic Progress. Satisfactory Academic Progress is measured in terms of a required Grade Point Average (GPA) and a Required Completion Rate (see below).

Following every quarter, the grade point and number of quarter units earned will be determined and documented in each student’s official record. A Master’s-level student achieving a grade of 2.75 (B minus average) or better in each class is considered to be making satisfactory academic progress. (See Assessment of Student Achievement, p. 69 and Grading System, p. 37 for review.)

Satisfactory Academic Progress is measured cumulatively and include all periods of the student’s enrollment, even periods in which the student did not receive Federal financial aid. Transfer credit hours are also included. The financial aid administrator measures these requirements each quarter.

If a student fails to meet the stated minimum GPA requirement and/or complete enough credit to meet the Required Completion Rate at the end of any quarter or any academic year, that student will lose their Title IV financial aid eligibility. The student may write a letter of appeal with supporting documentation to the financial aid administrator to petition to be reinstated. If the appeal is approved, the student will be placed on financial aid probation.

Any student on financial aid probation for two consecutive quarters is automatically suspended from eligibility for Title IV financial aid. In addition, the second time that a student fails to meet one or more of the financial aid satisfactory academic requirements, they will no longer be making satisfactory academic progress and will become ineligible for Federal financial aid. They shall not be eligible to receive further financial aid until the stated requirements are met.

Students terminated from aid can re-establish satisfactory academic progress and subsequent aid eligibility by successfully meeting the overall cumulative GPA and Completion Rate Requirements at the end of the remaining quarters of the academic year.

**Required Grade Point**

Following every quarter, the grade point and number of quarter units earned will be determined and documented in each student’s official record. A Masters-level student achieving a grade point of 2.75 (a B minus average) or better in each class will be considered to be making satisfactory academic progress.

**Required Completion Rate**

**Quarterly:** The federal required completion rate is 6 credits each quarter (regardless of the total credits a student enrolls in) to be eligible for federal aid in the next quarter.
Annually: Federal regulations require a 67% completion rate of credits attempted in order to retain eligibility for financial aid from one academic year to the next. Required enrollment will depend upon the program planner.

Entire Program: Masters-level, degree-seeking students must complete MA programs in counseling or art therapy/counseling within six years, earning a minimum of 91quarter units.

Treatment of Incompletes and Withdrawals: Withdrawal from school has no effect on the student’s satisfactory progress upon re-entering. The following evaluations will be considered as credits NOT completed:

- “C+” or below grade
- “W” withdrawals; (student, instructor and Academic Council initiated)
- “I” incompletes

Exit Loan Counseling

All students who borrowed funds through the Federal Direct Unsubsidized Student Loan Program that leave the College, regardless of the reason (leave of absence, withdrawal, suspension, or expulsion) are required to complete Exit Loan Counseling at studentloans.gov. Populi records will be locked and access to transcripts will be blocked until Exit Loan Counseling is completed.
PART 6: ACADEMIC GUIDELINES & M.A. PROGRAM
EXPECTATIONS

Student Responsibility

Although the programs at Southwestern College are oriented toward personal process and self-awareness, it is important to emphasize that the programs are educational rather than therapeutic. Attendance at the College is not a substitute for therapy.

The College expects students to have the emotional maturity to handle the required program of study and to participate in the experiential aspects of the curriculum as professionals in training rather than as clients. The College reserves the right to monitor students’ development and to take steps to address deficiencies in development when deemed appropriate, as outlined in this handbook.

Student Competencies

The objective of this curriculum is to develop the following competencies in students:

**Self-Awareness:** Students develop a capacity to track their own emotions, sensations, thoughts, images, behaviors, energy, and spiritual guidance.

**Other-Awareness:** Students develop a capacity to track the emotions, sensations, thoughts, images, behaviors, energy, and spiritual life of others.

**Responsibility:** Students develop a capacity to recognize their own power as responsible co-creators of life and practice a reflexive discipline of self-examination that enables them to act consciously and respond meaningfully to life.

**Empathy:** Students develop a capacity to attune to others and the ability to relax their own system of reality in order to understand another as that person understands him or herself.

**Engagement:** Students develop a capacity to engage work and life in a profoundly participatory way; they are able to bring themselves fully into the encounter with others and be fully available for the process of transformation to occur.

**Neutrality:** Students develop a capacity to stay in the moment and accurately observe content and process in self and others, suspending personal interests, judgment, and feelings.

**Boundaries:** Students develop an awareness of their own energy-consciousness system and can distinguish themselves and their boundaries from others; in this way, they are empowered to relate respectfully and appropriately with others as distinct persons with boundaries of their own.

**Creativity:** Students develop an empowered relationship with their own creativity that enables them to bring the fullness of who they are into the world.
**Ethics:** Students develop a capacity to adhere to the highest principles of ethical conduct within the ethical and legal codes of the field; they continuously seek to discern the highest interest of all concerned, and act accordingly.

**Cultural Awareness and Competence:** Students develop a capacity to understand their own cultural and reality systems and are able to recognize and respect differences in others.

**Professional Awareness and Competence:** Students develop a strong grasp of the “state of the art” in the fields of Counseling or Art Therapy. They demonstrate competence in current theoretical orientations, paradigms, regulations, and requirements for practice.

While no person can claim mastery in each of these areas at all times, it is our expectation that any student of the College should demonstrate these skills in multiple instances across the program and should be considered by the faculty to have in some sense crossed a threshold in terms of the ability to bring these skills to bear to life and professional practice, prior to graduating.

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**Core Curriculum & Core Curriculum Exam**

Each student has a unique planner to guide them through the curriculum depending on their M.A. program and the speed at which they have chosen to move through their course of study. Regardless of the planner the student is following, all students will have completed all courses in the Core Curriculum prior to being scheduled to take the Core Curriculum Exam at the end of Part One. *See Appendix 1 on preparing for the Core Curriculum Exam.*

**Core Curriculum Courses – All Students**

- **CN AT 522-2** Applied Theories of Human Development
- **CN AT 523** Archetypal Psychology (can also be taken after exam)
- **CN AT 542-3** Foundations: History and Theories of Counseling
- **CN AT 574** Psychology of Altruism: Fundamentals of Helping Relationship
- **CN AT 530-2** Psychology of Consciousness I: Ontology
- **CN AT 531-2** Psychology of Consciousness II Paradigm Shifts and Change Agents
- **CN AT 5000-B1** Multicultural Awareness

**Core Curriculum Courses – Art Therapy Students Only**

In addition to the seven courses listed above, AT/C students will have taken the following four courses prior to taking the Core Curriculum Exam:

- **AT 545** Theories of Art Therapy
- **AT 592** Techniques of Art Therapy
- **AT 597-3** Multicultural Perspectives in Art Therapy/Counseling with Diverse Populations
AT 630-3  History of Art Therapy: Founders & Foundations

Core Curriculum Courses – Counseling students only
In addition to the seven courses listed above, CN students will have taken the following course prior to taking the Core Curriculum Exam:

CN 577-3  Multicultural Perspectives in Counseling with Diverse Populations

Assessment of Student Achievement
At Southwestern College, students are assessed to determine whether they are acquiring the knowledge, skills and attitudes that are the basis for professional competence in counseling and art therapy. The criteria are based on those competencies considered essential by the American Counseling Association (ACA) and the American Art Therapy Association (AATA) in the preparation of helping professionals in those two fields. We assess students’ demonstration of competencies using multiple measures of achievement, frequent opportunities for assessment and multiple faculty evaluators.

Criteria for Evaluation of Class Assignments:

Written Assignments
(Please see the rubrics for reflection, academic and clinical writing in the Files section on Populi.)

Process Criteria:
- Use of APA style for referencing when directed by instructor
- Ability to observe, reflect on and transcend one’s own process when appropriate
- Proper and aesthetic use of language
- Organization of the entire assignment
- Logical development of ideas

Content Criteria:
- Demonstrated attainment of concepts/skills
- Understanding of human nature, including theoretical and clinical contexts
- Presentation of self, including self-disclosure, professionalism, quality of self-reflection and the capacity for critical evaluation
- Practical application in applied contexts of counseling and art therapy/counseling
- Process and Content Criteria

Critical Thinking:
- Persuasiveness
- Comprehensiveness
• Ability to distinguish intuitive and subjective versus empirical basis for ideas
• Creativity and originality

**Oral Assignments**

The criteria are the same as for written assignments with the addition of effective oral articulation skills.

**Class Participation**

*(Please see the Rubric for Class Participation in the Files section on Populi.)*

The criteria for class participation address the three areas of presentation of self, understanding of self, and capacity to contribute to group process. Faculty are required to use class participation as one of the *major* components for determining the final course grade. The specific criteria include:

• Demonstrated responsibility to the educational experience, including:
  - Class attendance
  - Punctuality
  - Class preparation
  - Following instructors’ guidelines and/or instructions
  - Completing assignments on time
  - Others as designated by the instructor

• Demonstrated ability to observe and reflect on one’s own process as indicated by verbal articulation and behavior in the class.

• Demonstrated ability to self-disclose in a way that is appropriate to the classroom situation and that contributes to the learning process.

• Demonstrated ability to allow one’s own experience to serve as a vehicle for teaching/learning within the laboratory of the classroom.

• Demonstrated ability to perceive the group dynamics of the class and interact with other students in a way that facilitates the learning process and shows empathic attunement.

• Demonstrated awareness of psychological issues relevant for therapeutic relationships including:
  - Giving and receiving
  - Helplessness and empowerment
  - Freedom and responsibility
  - Expressiveness and containment
  - Altruism and narcissism
  - Flexibility and boundary maintenance
At the discretion of the instructor, inadequate class participation may result in a failing grade for the course, regardless of other grading criteria as listed on the syllabus.

Completion and Return of Class Assignments
Completed assignments may be emailed directly to the instructor, placed in the instructor’s mailbox, or uploaded to Populi by the due date. Completed assignments mailed to the College must be postmarked by the due date. If a student is unable to complete any assignment by the due date, they must make arrangements directly with the instructor. Late papers are graded down except in extraordinary circumstances.

All graded papers will be either returned in students’ individual mail folders, sent as email document, or uploaded to Populi.

Moving Through Your Degree Program
Moving through your degree program is NOT a mysterious process! There is a clear pathway. This section will lay out the steps you take from enrollment to graduation (see Appendix 1 for a graphical representation) AND will list the criteria for moving from Part One to Part Two and on to Graduation. For specific graduation requirements, please see the 2018-19 College Catalog or see page 39.

Key Steps in Part One
• **Find a therapist and start seeing him/her in the first quarter!** You cannot register for second quarter of classes without completing at least TWO personal therapy session.

• **Keep seeing your therapist!** Having an appointment every 2 weeks makes meeting the Part One requirement of 20 sessions easy and gives you the opportunity to process your in-class and in-life experiences. Really, you’ll need it.

• **Attend both Psychopharmacology lectures** (PSY 100 & PSY 200). They are offered in the evenings in October and April (both offered both times) and are a requirement for graduation. You do not need to complete them in Part One, but it’s helpful! **Students entering in Fall 2018 or Winter 2019 DO NOT need to meet this requirement.**

• **Note on your Program Planner when you are scheduled to take the Core Curriculum Exam.** Sign up for it when you get the email request.

• **Take the Core Curriculum Exam** (See Appendix 1: Studying for the Core Curriculum Exam)

Criteria for Progressing to Part Two
The following criteria will be considered in determining a student’s progression into Part Two of the M.A. programs in counseling or art therapy/counseling.

• **Course grades.** The student must have passed all Part One courses with a grade of B– or better.

• **Assessments from Part One faculty** in both academic and professional fitness that are made throughout part one.
• **Performance on the Core Curriculum Exam** is evaluated prior to entry into Part Two. The exam reviews knowledge, skills and attitudes acquired during Part One studies. It may be read and evaluated by two faculty members. Students who require ADA accommodation for examinations must contact the Student and Career Services Director two weeks prior to the examination date.

• **Submit verification to the Registrar** that you completed 20 personal therapy sessions.

• **Art Therapy students ONLY**: schedule a Portfolio Review with core AT faculty during the summer they take the Core Curriculum Exam.

If a student has not successfully met the above criteria, the student’s movement into Part Two may be slowed down as determined by Academic Council:

• **Probationary acceptance into Part Two**: Student may be admitted on a part-time basis and given recommendations from evaluators regarding areas to be strengthened.

• **Delayed consideration for Part Two**: Student is not accepted to Part Two. A student may apply for a full re-evaluation, including retaking of the Core Curriculum Examination at a future date designated by the Academic Council. The Council may refuse this request.

• **No acceptance to Part Two**: Student eligibility to retake the examination is evaluated on an individual basis. If it is denied by Academic Council, a student may appeal this decision within 30 days to the College President. The President’s decision is final.

**Practicum**

All individual Practicum hours are to be completed at Tierra Nueva Counseling Center. In some cases, students may complete group practicum hours in the community. Please work with your Practicum teacher/supervisor if you are interested in this option.

All students entering Practicum are required to have a background check, including fingerprinting, and obtain liability insurance. See the Background Check Policy p. 31.

**Criteria for Beginning and Completing Practicum**

Students start their practicum based on their program planner and after they have been accepted into Part Two.

**Counseling students** must complete 100 clock hours (indirect and direct hours) including 20 hours of one-on-one direct client contact per quarter, 40 over the two quarters. The remainder may be indirect hours (supervision, paperwork, etc.).

By the end of their first quarter practicum, they must have completed a minimum of 15 of the required 20 client contact hours to receive a grade of Satisfactory. If a student does not complete the minimum hours, they need to complete the hours in Practicum 2.
Art Therapy/Counseling and Art Therapy for Clinical Professionals students must complete 100 clock hours (direct and indirect hours) including 25 hours of one-on-one direct client contact per quarter, 50 over two quarters.

Art Therapy/Counseling and Art Therapy for Clinical Professionals students must have completed a minimum of 15 of the required 25 client contact hours to receive a grade of Satisfactory. If a student does not complete the minimum hours, they need to complete the hours in Practicum 2.

If all hours are not completed by the end of the second practicum, students will receive an Incomplete and not progress into internship until these hours are completed.

**Grading for Practicum I and Lab**
Students simultaneously enroll in a Practicum class plus labs. For their classwork in Practicum I, the student will receive a letter grade (A through F).

For their Practicum I Lab, a student will receive an SP to indicate Satisfactory Progress if they have not yet completed the required number of hours or they have not yet completed all their clinical notes. They will receive a P (Passing) if they have completed the required number of hours and the clinical paperwork. Please note that the grade of SP is a passing grade and does not need to be changed once a student has completed the number of hours in Practicum Lab I.

**Grading for Practicum II and Lab**
Students simultaneously enroll in a Practicum class plus labs. For their classwork in Practicum II, the student will receive a letter grade (A through F).

In Practicum II Lab, students who have not yet completed their hours or their clinical paperwork will receive an IPR (IN PROCESS). They will then have five weeks to complete their hours and clinical paperwork. Once the quarter ends, the program chairs will serve as their supervisors. When their hours and paperwork are completed, the program chair will change the grade from an IPR to a P. Please note that the grade of IPR is not a passing grade and must be changed for the student to go forward in the program.

Students WILL NOT be able to register for Internship until they have a P (passing grade) in Practicum II and Lab.

Once a student has received a P for Practicum II, they may register for Internship. Please note the last possible day to register for internship is the Friday of the third week of each quarter.

**Internship & Internship Seminar**
Information about Internship is provided by the Operations Manager of Tierra Nueva Counseling Center upon request or during Practicum. See the Internship Packet in the Populi files section for more information.
Criteria for Beginning and Completing Internship

All course work must be completed, including 2 quarters of practicum and all practicum hours and client paperwork to proceed to Internship. Students must be enrolled in Internship Seminar to accumulate internship hours.

Students are required to attend the in-person internship seminar if their internship is within 70 miles of Santa Fe. Exceptions may be considered in rare circumstances. To request an exception, please complete a Petition for Program Exception and submit it to the Student and Career Services Director for review by Academic Council or its designee.

On occasion, a student may start at their internship site prior to the start of an academic quarter. These hours MAY NOT count towards their required hours.

Internship Hours Requirements

Counseling students are required to accumulate a total of 600 direct and indirect hours to complete their Internship. No practicum hours may be applied toward internship hours in the master’s in counseling program. If the internship hours have not been completed in two quarters, then the student may register for one unit of Continuing Internship to extend their internship into the next quarter.

Art Therapy/Counseling students are required to accumulate a total of 700 direct and indirect hours to complete their internship. This total includes up to 100 indirect/direct hours during practicum. If the internship hours have not been completed in two quarters, then the student may register for one unit of Continuing Internship to extend their internship into the next quarter.

Supervision of Internship Hours

Student interns must be supervised by independently licensed practitioners who meet state board requirements for supervision, whether in New Mexico or another state.

Southwestern College will pay up to $1,500 towards supervision during internship for:

- students who do not have an on-site supervisor paid by their internship agency,
- students who see clients at Tierra Nueva Counseling Center, or
- art therapist interns who need an art therapy supervisor.

The student must keep track of their supervision hours on an internship log which will be provided at the start of the internship. The college pays $50/hour for individual supervision and $60 for group supervision.

For group supervision, the student will be credited the full session as supervised hours but will only be charged for paid supervision by dividing up the hours amongst the number of supervisees. For example, if there are 4 students in a two-hour group, each student is only charged for 30 minutes of supervision time towards their 30, but will receive credit for 2 hours of supervision.

Grading for Professional Seminar I and Internship I

Students simultaneously enroll in Professional Seminar I and Internship I. For Professional Seminar I, the student will receive a letter grade (A through F).
A student will receive an SP to indicate Satisfactory Progress if they have not yet completed the required number of hours or they have not yet completed all their clinical notes. They will receive a P (Passing) if they have completed the required number of hours and the clinical paperwork. Please note that the grade of SP is a passing grade and does not need to be changed once a student has completed the number of hours in Internship.

**Grading for Professional Seminar II and Internship II**

Students simultaneously enroll in Professional Seminar II and Internship II. For Professional Seminar II, the student will receive a letter grade (A through F).

A student who has completed all their hours and clinical notes will receive a P and can proceed toward graduation. A student who has not yet completed all their hours or paperwork but **who is able to complete it within five weeks**, should request an Incomplete from the Program Chair. The student should follow the POLICY FOR AN INCOMPLETE. They will then have five weeks to complete their hours and paperwork.

If for some reason the student has not completed within that time, they must register in the next quarter for an additional credit to complete their internship requirements. Please note the last possible day to register for internship is the Friday of the third week of each quarter.

A student **who cannot complete their hours** within a five-week time frame, needs to communicate with the Program Chair who will give them the grade of SP at the end of the quarter. The student will then register for one additional credit to continue accumulating hours. A student may continue to enroll for the additional one-credit each quarter until their hours and clinical paperwork has been completed. For the term in which they complete their hours, the final grade for internship will be a P (passing grade).

**Completion of Internship Hours**

After the completion of the two required quarters of Internship, a student will have no more than four years to accumulate their total required internship hours. Students must continue to enroll for one credit of Continuing Internship each quarter in which they intend to accumulate hours toward this requirement.

If a student’s internship hours are not fulfilled by the end of the second quarter of Internship, they must formally request an Incomplete from the department chair in the ninth week of the quarter. The Incomplete will allow the student to continue to accumulate hours over the five weeks following the end of the quarter. Once a student completes all of their Internship hours, the department chair must submit a grade change for a passing grade.

**Note:** If a student is not enrolled in Internship or Continuing Internship, they:

- MAY NOT utilize Southwestern College employees as supervisors, and
- MAY NOT count any hours toward the fulfillment of this requirement.

Any exceptions to this policy must be determined by the Academic Council via the Petition for Program Exception process.
A student will have one full year after the completion of all their required internship hours to hand in their final paper, complete their exit interview, and satisfy all other graduation requirements. Exceptions to this policy must be determined by the Academic Council via the Petition for Program Exception process. If no exception has been granted, a student will forfeit their right to graduate from Southwestern College after one year.

Moving towards Graduation
After completing all requirements for Internship, students begin the Graduation process (see the Appendix for Graduation Process). To graduate, students are required to complete the following:

- Successful completion of the required number of units with a grade of B- or better in every course. See the College Catalog for the year you entered for exact number of units.

- Successful completion of the core curriculum examination. This examination is conducted at the completion of Part One.

- Documented attendance at both parts of the Psychopharmacology lecture. Please note: Students who enroll Fall 2018 or later complete this requirement via CN AT 581-4 Psychopathology: Psychopharmacology and should not attend the lectures until they are enrolled in this class.

- Successful completion of the personal therapy requirement.

- Successful completion of internship hours.

- Successful completion of the final paper in the internship seminar.

- Successful completion of a final evaluation meeting with the internship supervisor and the faculty liaison.

- Successful completion of the check-out process at TNCC.

- Successful completion of psychology and studio art prerequisites.

- Successful completion of financial aid exit counseling, if used federal student loans.

- Successful financial clearance by the library and business offices.

- Successful completion of the final written comprehensive examination.

- Successful completion of the exit interview.

Graduation applications are due by Oct. 1 or within 30 days of completion of the final exit interview.

Criteria for Final Written Comprehensive Exam
The final written comprehensive examination is administered to students at the College after internship hours are complete, a final liaison meeting has been held with the student’s internship supervisor and the final internship paper has been submitted (see Appendix for Graduation Checklist).
Students are given three hours to write their responses to the essay questions. They are not permitted to bring resource materials into the exam room. The exam is read and evaluated by the student’s department chair or a member of Academic Council. The criteria for evaluating the examination are articulated in the Rubric posted in Populi. The questions do not require the documentation of specific sources; they call for a demonstration of the student’s ability to apply knowledge, skills and attitudes to clinical situations in counseling or art therapy.

Exit Interview

Upon successful completion of all previous degree requirements, students participate in a final comprehensive exit interview with a member of Academic Council (see page 22 for list of Academic Council members) and another faculty member of their choice. This interview serves as an opportunity for each student to reflect on their graduate program experience, discuss personal counseling and art therapy approaches, and summarize professional goals. Completion of this interview is the final requirement for graduation.

A student’s graduation date is the date they complete the Exit Interview. The College has a Graduation Ceremony annually, typically on the first Saturday in November. All students who have graduated since the last ceremony may participate. See Graduation Policy for details.
PART 7: ACADEMIC RESOURCES

Advisement

Program Planner Advising
Prior to the first quarter of enrollment, students complete a degree program planner with Enrollment Services. A copy of this program planner is available in the student tab in Populi. Students wishing to explore changing their program planners, should contact Student and Career Services Director since all program planner changes must be approved. Changes in program planners may change future financial aid eligibility, so it is imperative to consult with the Financial Aid Administrator before finalizing any changes.

Academic Advising
Upon acceptance into a degree program, the Student and Career Services Director assigns each degree student to an Academic Advisor who assists students with coursework concerns and professional development. Coursework concerns should be discussed directly with class instructors prior to discussion with Academic Advisors. Academic Advisors can provide some information about credentialing, career paths, and professional trends in counseling or art therapy. They also can refer students to other sources of professional information and assist students with referrals for their personal counseling requirement.

*Academic Advisement is a student-initiated activity. If you would like formal advisement, please request a meeting with your advisor.*

College Bookstore
The bookstore is in the main office of Southwestern College. Required textbooks and other books of interest are available for the convenience of the students. Books may be purchased by cash, check or credit card. Bookstore hours are 9:00 a.m. to 5:00 p.m., Monday through Friday. The bookstore is closed whenever the Administrative Office is closed.

Library
Quimby Memorial Library serves alumni, students, faculty and staff of Southwestern College and the New Earth Institute. In addition, members of the Jungian Society are offered library privileges. Any exceptions to this policy to provide for individual patrons will be made by the Library Director.

*Students are required to attend a library orientation during their first quarter of studies.*

Resources
The Quimby Memorial Library has been serving the students, alumni, faculty and staff of Southwestern College since 1963. The Library is strongly student-centered and is the place to find specific resources for classes and to support students in their development as academicians and researchers. The library supports teaching and research in counseling, art therapy, applied psychology and transformational education. It contains more than 20,000 books, journals, and audiovisual materials and is a member of
New Mexico Consortium of Academic Libraries. The library also contains the Quimby Collection, a rare book collection that focuses on comparative religion and metaphysics. Quimby Memorial Library was gifted the Edith Wallace collection of books and media by the Santa Fe Jungian Society. These media represent the life and work of Dr. Edith Wallace, who was an artist, Jungian analyst and important figure in the world of art therapy.

Patrons have access to interlibrary loan (OCLC-WorldShare) through which they may request books, articles and publications from libraries throughout the United States. Students have access to these resources:

- Quimby online catalog through Populi
- Academic libraries in New Mexico
- OCLC WorldCat, a global catalog of library collections
- EBSCOhost research databases, Psychology and Behavioral Sciences
- Gale Electronic Database (El Portal, including Expanded Academic ASAP, InfoTrac Professional and Custom Journals.

Quimby Library is affiliated with the Association of College Research Libraries (ACRL), American Indian Library Association (AILA); American Art Therapy Association (AATA); Association of Tribal Archives, Library and Museums (ATALM); The National Association to Promote Library and Information Services to Latinos and the Spanish Speaking (REFORMA); American Library Association (ALA), the New Mexico Library Association (NMLA), and the American Psychological Association (APA).

Library Services

- Full-service reference assistance
- PC and Apple laptops, iPads & Kindles
- Campus-wide wireless internet access
- Computers for internet research and word processing with color printing and scanning available

The College’s policy is that students save documents generated on the library computers onto a flash drive, rather than on the computer system. To provide adequate tech support, we would prefer that you purchase and use a Lexar 4-gig or larger USB/flash drive. Please direct any questions about this to the Larry Harkcom, the Distance Education Librarian.

Borrowing Services

Southwestern College students, faculty, alumni and staff have full library privileges. The library catalog is computerized. On-line access to other library collections is available. Students and faculty have access to the Internet and various research databases. Computer access and bibliographic instruction are provided by the library staff.

The Quimby Library is a member of the New Mexico Consortium of Academic Libraries, which allows SWC students, staff and faculty to borrow directly from any other member library in New Mexico. To participate
in the direct borrowing program, you must register with the library staff and obtain Passport Certificates for other libraries.

The library participates in the Interlibrary Loan (OCLC-WorldShare) program. Patrons may borrow books and receive journal articles from participating libraries throughout the state and from libraries outside of New Mexico. Patrons are asked to fill out an Interlibrary Loan request form and the Librarian will process it in a timely manner. It takes about five days to two weeks to receive requested materials.

**Borrowing Terms**

General collection books may be borrowed for three weeks and renewed for an additional period of three weeks if there is no request for the book. If another student requests the book during the renewal time, the borrower will be asked to return the book within a week.

All students, faculty, staff and alumni are responsible for items that are checked out in their name. Therefore, we strongly discourage students and faculty from lending an item checked out in their name to another individual. The borrower will be liable for any overdue fines that are accrued. If a book is damaged by food, liquid, or other substances, or if the binding is broken, the borrower will be required to pay the cost of replacing the book.

Videos and books on reserve may be used in the library only. There are a limited number of video copies that may be checked out to students for one night, three nights or a week, depending on student need for these video copies. Please see the Library Director.

**Overdue Books and Fines**

- Overdue books from Quimby Library: 25 cents per book per day
- Overdue Interlibrary Loan books: $1.50 per day
- Overdue laptops and videos: $1 per day

**Copying Privileges**

The Library is equipped to accommodate students’ printing, copying and scanning needs.

- Black & White copies: 10 cents a page
- Color copies: 25 cents a page
- Library staff scanning documents and images into digital formats: 25 cents per job

Incoming students receive a $5 credit for library copying. PaperCut funds are deducted from a student’s individual account each time they send a job to the library’s print station. It is the student’s responsibility to replenish the account to have uninterrupted printing privileges.
Reserve Materials
At the beginning of each quarter, the Library Director places on reserve all the required books, and any library media for that quarter. Instructors may also place materials on reserve (ie. books, videos, periodicals, articles, audio tapes, testing materials). Students may use these materials during library hours. If a student wishes to borrow the materials overnight or over the weekend, arrangements must be made through the instructor or Library Director.

Student Success Coaching
Since we believe that growth and change is part of the transformational learning process, we offer Student Success Coaching.

Designated faculty and staff may serve as Student Success Coaches to assist students in creating concrete plans for personal growth directed at greater academic and professional success. These student success plans are created in a collaborative process between the student and their coach.

Students may request a Student Success Coach by contacting the Student and Career Services Director.

If a student has received an Early Alert, Notice of Academic Concern or Professional Fitness Evaluation, or if a staff member has submitted a complaint concerning a student’s behavior, the student may be required to work with a Success Coach and complete a Student Success Plan. This strategy is intended to assist a student in meeting the college’s expectations for professional behavior and academic success.

If Success Coaching is required:
The student must complete a Student Success Plan with the guidance of their coach. Together they will discuss and agree to strategies that support success. It is recommended that student-coach pairs will utilize S.M.A.R.T. Goals (Specific, Measurable, Attainable, Realistic, and Timely).

Once completed, a copy of the signed Student Success Plan would be kept in the Student and Career Services Director’s office.

If there are recurring concerns regarding either academic or behavioral issues, the plan would form the basis of any additional requirements or recommendations as determined by the Student Success Team.

The Student Success plan process could help students clarify goals, manage stress, consider options, and/or change behaviors. The goal or desired outcome is to support greater individual success for each of our graduate students in our counseling or art therapy/counseling program.

Technology Resources
Technology Services provides a variety of tools and services to support students, faculty and staff. Your Southwestern College.edu email account is needed to access any of these resources and services. Current services include:

- Southwestern College Populi: permanent access to your academic records and class resources.
- Web-based email and software from Microsoft Office 365
- Software may be used as web-based tools
• More than 50 GB of cloud-based storage
• Collaborative spaces using SharePoint and OneDrive
• Shared campus calendar of events and important deadlines
• Office software for PC, Mac, and mobile may be downloaded on up to 5 personal devices
• Adobe products for students using digital tools for art therapy
• Autodesk products for creativity
• Avast antivirus
• Assistance with configuration and troubleshooting personal devices by appointment.

For Technology Services policies, please see Populi Files section.
PART 8: FACULTY CONCERNS OF STUDENT SUCCESS

Our goal is excellence in every classroom. Excellence includes creating and sustaining environments for transformational teaching and learning. This means our curriculum may be both supportive and challenging. Ultimately our goal is to prepare students to become successful as reflective practitioners of counseling and art therapy.

Our mission, Transforming Consciousness through Education, is implemented by the work we do with students every day in the classroom, during practicum and throughout internship. As part of this transformational process, we ask faculty to attend to our students with exquisite attention and positive regard.

Faculty may communicate their concerns regarding student behavior and progress in a course using an Early Alert, Professional Fitness Evaluation and/or Notice of Academic Concern. These submissions cannot be appealed by the student, though the student may submit objections in writing to the Student and Career Services Director.

Submitted forms are kept in the Student and Career Service Director's office and do not become part of the student's academic file in the Registrar's office. They are shredded five years after the student exits the college.

Early Alert

The purpose of the Early Alert is to support students in undertaking corrective action while encouraging a process of self-transformation.

Concerns regarding timely class attendance, behavior, attitude, skill or ability to do the required work may result in an Early Alert. The purpose of noting this early is to provide students with concrete and immediate feedback so that they can adjust their behavior and/or reach out for assistance to succeed.

If a faculty member has any concerns about a student meeting course requirements, they:

- Complete an Early Alert and
- Review it with the student.
- Both faculty and student sign the Early Alert.
- Faculty member gives the Early Alert to the Student and Career Services Director for filing and follow-up.
Notice of Academic Concern

A Notice of Academic Concern is completed by a faculty member anytime during a quarter and/or prior to the beginning of the following quarter if they have academic concerns about a student as outlined in the form.

The faculty member completes the form and submits it to the Student & Career Services Director. Then:

- The Student and Career Services Director gives a copy of the Notice of Academic Concern to the student and arranges a meeting with the student, the faculty member, if available, and/or the student’s department chair. During the meeting, areas of concern and possible next steps are discussed. The student is asked to sign the form indicating that they have been given the feedback on it.

- The Notice of Academic Concern is then brought to the Student Success Team (SST) where it is discussed, and next steps are decided. Next steps may include, but are not limited to no action, required student success coaching, slowing down the pace of the student’s program, retaking a class, probation, suspension, or expulsion. If probation, suspension or expulsion are being considered, a recommendation will be made to Academic Council who will make the final decision.

- The student receives a letter from the Student and Career Services Director with an explanation of the SST’s decision.

- If the student is not suspended or expelled, the Student and Career Services Director gives a copy of the Notice of Academic Concern and the letter to instructors who will have the student in their class in the upcoming quarter so that the faculty members may assist the student in successfully addressing the concerns.

The student’s ability and willingness to address and respond effectively to the area(s) of concern as outlined on the Notice of Academic Concern is evaluated by the Student Success Team and/or Academic Council with input from instructors as indicated in the letter, during the following quarter. Failure to adequately address concerns expressed on the Notice of Academic Concern during the ensuing quarter(s) may lead to probation, suspension or expulsion.

Professional Fitness Evaluation

A Professional Fitness Evaluation is completed by a faculty member anytime during a quarter and/or prior to the beginning of the following quarter if a student’s professional fitness (as outlined in the form) is in question.

The faculty member completes the form and submits it to the Student and Career Services Director. Then:

- The Student and Career Services Director gives a copy of the Professional Fitness Evaluation to the student and arranges a meeting with the student, the faculty member, if available, and/or the student’s department chair. During the meeting, areas of concern are addressed. The student is asked to sign the form indicating that he/she has been given the feedback on it.
• The Professional Fitness Evaluation is then brought to the Student Success Team (SST) where it is discussed, and next steps are decided. Next steps may include, but are not limited to no action, required student success coaching, slowing down the pace of the student’s program, retaking a class, probation, suspension, or expulsion. If probation, suspension or expulsion are being considered, a recommendation will be made to academic Council who will make the final decision.

• The student receives a letter from the Student and Career Services Director with an explanation of the SST’s decision.

• If the student is not suspended or expelled, the Student and Career Services Director gives a copy of the Professional Fitness Evaluation and the letter to instructors who will have the student in their class in the upcoming quarter so that the faculty members may assist the student in successfully addressing the concerns.

The student’s ability and willingness to address and respond effectively to the area(s) of concern as outlined on the Professional Fitness Evaluation is evaluated by the Student Success Team and/or Academic Council with input from instructors as indicated in the letter, during the following quarter. Failure to adequately address concerns expressed on the Professional Fitness Evaluation during the ensuing quarter(s) may lead to probation, suspension or expulsion.
PART 9: DISCIPLINARY ACTION

Probation

Academic Council determines the necessity for Academic, Developmental or Behavioral probation. Probation confers a requirement upon a student to meet certain conditions to continue enrollment at Southwestern College. These conditions may include:

- restrictions on enrollment,
- repetition of classes,
- counseling,
- student success coaching,
- restitution or
- other requirements.

Probation serves as a warning of the possibility of suspension or expulsion. The student may not appeal being placed on probation.

Once a student has been placed on either Academic, Developmental, or Behavioral Probation by the Academic Council, this Probation will remain in effect until the student graduates or until they receive a written notice from the Academic Council removing them from their probationary status.

Academic Probation

A student is automatically placed on academic probation when they receive a grade of C plus (C+) or below in any course required for a degree. Probation is removed when the required course is repeated with a passing grade.

Students may also be placed on academic probation if they receive an Academic Concern form and/or Professional Fitness Evaluation form (See p. 84).

Developmental Probation

A student may be placed on developmental probation when they do not demonstrate the knowledge, skills, maturity and attitudes necessary for graduate school performance in counseling and/or art therapy classes.

Receiving a Professional Fitness Evaluation or Notice of Academic Concern may lead to developmental probation.

Behavioral Probation

A student is placed on behavioral probation when he/she is in violation of policies regarding:

- ethical conduct,
- dual relationships,
- non-violence,
• sexual offense,
• drug and alcohol abuse prevention or
• other inappropriate conduct, on or off campus.

Disrespectful behavior toward students, staff or an instructor or refusal to follow an instructor’s guidelines can also result in behavioral probation.

**Administrative Leave of Absence**

If a student exhibits behavior not consistent with the Principles of Behavior as defined in the Student Handbook, Academic Council may review these behaviors and determine whether an Administrative Leave of Absence (ALOA) is warranted. Information on student behavior may result from faculty and/or staff observations of the student while either on or off campus, or if made aware of through credible sources.

Academic Council may assign an ALOA for a length of time between one quarter and one year. The student may return to the school at the end of the ALOA without re-applying. However, they will be required to meet with two members of Academic Council, or two members of the faulty or staff identified by Academic Council, who will make a recommendation regarding re-entry. If not recommended, the student will not be allowed to re-enter.

**Suspension**

A student who is suspended for longer than one year may reapply.

**Academic Suspension**

Academic Suspension can result from the following:

• Failure to establish a satisfactory level of academic performance following academic probation.

• Poor performance the Core Curriculum Exam or Final Exam.

• Students receiving a Notice of Academic Concern may be suspended at the end of the following term if Academic Council does not find significant evidence that the issues raised in the Notice of Academic Concern have been addressed.

• A student will be suspended if a course being repeated is not completed successfully with a grade of B minus (B-) or better the next time it is offered at the College.

**Developmental Suspension**

Consistent failure to demonstrate the knowledge, skills and attitudes necessary for graduate school performance in counseling and/or art therapy/counseling may result in Developmental Suspension which may occur based on the following:

• Faculty members report to Academic Council via Professional Fitness Evaluation.
• Failure to address the issues presented on a Professional Fitness Evaluation or in a letter of probation.

**Behavioral Suspension**

Academic Council, in consultation with faculty and/or staff, determines the necessity for Behavioral Suspension. Violation of policies regarding the following may result in Behavioral Suspension.

• ethical conduct
• dual relationships
• non-violence
• drug and alcohol abuse
• sex offense
• disruptive or disrespectful behavior toward self, students, staff or an instructor
• refusal to follow instructor guidelines
• other inappropriate conduct on or off campus

**Expulsion**

A student who is expelled may not apply for re-admission. *All expulsions include restriction from the Southwestern College Campus and Tierra Nueva Counseling Center.*

**Academic Expulsion**

*Academic Expulsion can result from the following:*

• Failure to establish a satisfactory level of academic performance following academic probation.
• Poor performance on the Core Curriculum Exam or Final Exam.
• Students receiving a Notice of Academic Concern may be suspended or expelled at the end of the following term if Academic Council does not find significant evidence that the issues raised in the Notice of Academic Concern have been addressed.
• A student will be suspended or expelled if a course being repeated is not completed successfully with a grade of B minus (B-) or better the next time it is offered at the College.

**Developmental Expulsion**

Consistent failure to demonstrate the knowledge, skills, and attitudes necessary for graduate school performance in counseling and/or art therapy/counseling may result in Developmental Expulsion which may occur based on the following:

• Faculty members report to Academic Council via Professional Fitness Evaluation.
• Failure to address the issues presented on a Professional Fitness Evaluation or in a letter of probation.

Behavioral Expulsion

Academic Council, in consultation with faculty and/or staff, determines the necessity for Behavioral Expulsion. Violation of policies regarding the following may result in Behavioral Expulsion.

• ethical conduct,
• dual relationships,
• non-violence,
• drug and alcohol abuse,
• sex offense,
• disruptive or disrespectful behavior toward self, students, staff or an instructor,
• refusal to follow instructor guidelines, or
• other inappropriate conduct on or off campus.

Appeal of a Decision by Academic Council

If a student is suspended, expelled or assigned an Administrative Leave of Absence (ALOA) by Academic Council, the student has 30 days within which to submit a written appeal to the President. The student will be notified in writing or by email of the President decision which is final. No other decisions made by Academic Council may be appealed.
APPENDIX 1: GENERAL INFORMATION
All forms referred to in this document may be found in the Files section of Populi.
Academic Calendar 2018-20

FALL QUARTER 2018
New Student Orientation September 20-21, 2018
Quarter Begins September 21, 2018
Graduation, Saturday, November 10, 2018
Thanksgiving Break November 19–23, 2018
Quarter Ends December 7, 2018
Winter Break December 8, 2018–January 3, 2019

FALL QUARTER 2019
New Student Orientation September 19-20, 2019
Quarter Begins September 20, 2019
Graduation, Saturday, November 2, 2019
Thanksgiving Break November 25–29, 2019
Quarter Ends December 8, 2019
Winter Break December 9, 2019–January 2, 2020

WINTER QUARTER 2018
New Student Orientation January 3, 2019
Quarter Begins January 4, 2019
Quarter Ends March 17, 2019
Spring Break March 18–28, 2019

WINTER QUARTER 2019
New Student Orientation January 3, 2019
Quarter Begins January 3, 2020
Quarter Ends March 15, 2020
Spring Break March 16–26, 2020

SPRING QUARTER 2019
Quarter Begins March 29, 2019
Quarter Ends June 9, 2019
Summer Break June 10–20, 2019

SPRING QUARTER 2020
Quarter Begins March 27, 2020
Quarter Ends June 7, 2020
Summer Break June 8–18, 2020

SUMMER QUARTER 2019
Quarter Begins June 21, 2019
Quarter Ends September 8, 2019
Fall Break September 9–19, 2019

SUMMER QUARTER 2020
Quarter Begins June 19, 2020
Quarter Ends September 6, 2020
Fall Break September 7–17, 2020
Administrative Staff List

Dianne Deloren, Chief Administrative Support

Emilah DeToro, M.Ed., PCC, Student and Career Services Director

Ann Filemyr, Ph.D., Interim President, Vice President of Academic Affairs and Dean and Director of the Transformational Eco-Psychology Certificate Program

Allison Frank, MBA, Chief Financial Officer

Ron Gleason, Landscape Director

Larry Harkcom, M.L.S., IT Librarian

Donna Harrington, M.B.A., Chief Technology Officer

Angela Harris, B.A. Office Manager

Nova Kennett, B.A., Student Accounts

Magdalena Karlick, M.A., LPCC, Art Therapy/Counseling Core Faculty

Amanda LaMendola, Academic Assistant

Kate Latimer, M.A., LPCC, Counseling Program Chair

Michelle Lynn, M.A., LMHC, Operations Manager and Internship Liaison Manager for Tierra Nueva Counseling Center

Christy Martinez, Financial Aid Administrator

Leslie Monsalve-Jones, B.A., Library Director

Katherine M. Ninos, M.A., LPCC, Executive Vice President and Director of the New Earth Institute

Andrea Pacheco, B.B.A., Registrar

Dru Phoenix, M.A., LMHC, Director of Enrollment Services

Jaz Reis, Accounting Associate

Deborah Schroder, M.S., LPAT, AATR-BC, Art Therapy/Counseling Program Chair

Courtney Shackelford, B.A., Admissions Associate

Rahima Schmall, Ph.D., Interim Clinical Director of Tierra Nueva Counseling Center

Nathan Smith, Handyman

Amy Winn, M.A., LMHC, Assistant Coordinator, Tierra Nueva Counseling Center
Certificate Program Directors

Ginna Clark, M.A., ATR-BC, LPCC, Director of the Human Sexuality Certificate Program

Kate Cook, M.A., LPCC, TEP, Director of the Applied Interpersonal Neurobiology Certificate Program

Michelle Daly, M.S.P.H. M.A., ATR, LPCC, IMH-E, Director of the Infant Mental Health Certificate Program

Ann Filemyr, Ph.D., Director of the Transformational Eco-Psychology Certificate Program

Cynthia Fulreader, M.A., LPC, Director of the Children’s Mental Health Certificate Program

Sara Morgan, M.A. Director of the Trauma, Grief and Renewal Certificate Program

Brian Serna, M.A., LADAC, Director of the Addictions, Abuse, and Recovery Certificate Program
Moving Through your Degree Program
Preparing for the Core Curriculum Exam

The Core Curriculum Exam occurs the summer after you have completed the Core curriculum courses, signaling the completion of Part One. The purpose of the exam is to review what you have learned. If you have been paying attention in your classes, this exam will not be a problem at all. Here are some tips and advice on how best to prepare for this exam:

- **Pay attention in your classes.** Ask questions. Take notes. Read the assignments. Lean into the field and understand that the courses are each designed to help prepare you for your future work with clients.

- **Review your notes prior to the end of each quarter and ask your faculty any lingering questions.** Deepen your understanding. Practice mindfulness with the course material. Review it, then close your eyes and breathe deeply, absorbing it. Do this in a quiet place without noise or distractions so it can more easily and fluidly become part of you.

- **About a month before, review your course materials from your core curriculum classes, re-read your course syllabi, including the learning outcomes.** Reflect on what you have learned.

- **You do not need to memorize specific names and dates, though you do want to be familiar with the names of different theories and theorists who have founded unique practices in your field.**

- **The Core Curriculum Exam is a written, closed book exam.** It is proctored by one of the faculty or staff. It takes place during a scheduled time. You are given 3 hours; you do not need to rush.

- **Remember that we are testing both your understanding and how well you have integrated the information.** There are no true/false or multiple-choice questions. There is more than one right way to respond to each question. We are asking you to articulate in your own words your understanding of the field you are entering.

- **The program faculty will read and score these exams.** You will be sent an official letter from the Dean informing you whether you passed. Most students pass.

- **The week before the exam, eat well, sleep well.** You have shown up. You have done your work. There is no need to worry or be stressed.

- **Sleep!** The night before closing your eyes, see yourself successfully completing the Core Curriculum Exam. Affirm to yourself: Yes! I am prepared.

- **Eat!** That morning eat breakfast, eat lunch (if you are taking an afternoon exam), and be hydrated. Studies show that hungry students fare less well on tests. You may bring a water bottle into the exam room. You may not bring any food into the room or eat during the exam.

- **Get there early, get a comfortable seat, be ready.** You will take the exam on a laptop computer. Bring one with you or arrange to borrow one from the Library. Please make these arrangements prior to the day of the exam.

- **Now take a deep breath. Center yourself. Trust yourself. Relax.** (We have been teaching you techniques for doing this – use them!) The exam is taken in Populi, so it will be unlocked at the test time. **You are ready! Begin.**
How to Find a Good Therapist

- **Seek referrals from people you trust** – ask your friends, social network, fellow students and colleagues who they have found to be helpful.

- **Search the Psychology Today website** which will include profiles, descriptions, and additional information of therapeutic practitioners in your area. [https://therapists.psychologytoday.com](https://therapists.psychologytoday.com)

- **View their LinkedIn or Facebook profile or their website.**

- **Ask around** to find out if anyone has heard of these professionals, and whether they would recommend them.

- If you are looking for a therapist who uses a specific approach, **do a Google search for the approaches you are interested in.**

- **Request a brief, initial, unpaid meeting of 15-20 minutes to check out this significant relationship.**

- **Consider the location, setting, cost of services, relational style and your gut feeling.**

- **Ask yourself “Is this therapist the right therapist for me at this time in my life?”**

- **Just because a therapist is great for someone else, does not mean they are great for you.**

- **Let a therapist know that you are still looking** and won’t be making another appointment. This is a great learning opportunity to find someone who helps you meet your needs.

- If it is the right therapist, see if you can schedule a regular time so you can commit to multiple sessions.

**Also:**

- **Remember that your therapist must be licensed.** If you have ANY question about this, please refer to the back of the *Personal Therapy Documentation Form* in the Student Files section on Populi for a list of the kinds of therapeutic professionals you can see to meet this requirement. Please ask to make sure your therapist fits one of these categories.

- **Ask whether the therapist has a sliding scale or reduced fees for students.** Many of our alumni do this for our students.

- **Ask other contacts you have made locally, including our staff and faculty, to give you more than one name.** They might not provide names, but you can ask!

- **Remember that SWC faculty cannot serve in this capacity due to the potential for conflicting/dual relationships.** However, they have numerous contacts throughout the community and could make recommendations.
Graduation Process (updated 2018)

- Students get the Goldenrod Form, a list of things you need to complete in order to graduate, sent to them in the mail. If you did not receive one, please contact the Registrar (andreapacheco@swc.edu).

- Student turns in completed internship hours log and evaluations to liaison when finished with internship hours and class. Student coordinates final meeting with liaison and supervisor to discuss internship experience.

- Student turns in Final Paper to Kate Latimer for CN and Deb Schroder for AT. For CN students, please email a copy to liaison also.

- Student checks out at counseling center. See bottom of Counseling Center File Completion form for what that entails.

- Sign Intern File Completion Form with your liaison and get supervisor’s signature (Rahima for CN or Deb Schroder or Magdalena for AT).

- When complete, your intern file is delivered to Andrea by supervisor or liaison.

- Student completes all items on Goldenrod Form and turns it in to the Registrar (Andrea). It takes one to two weeks to process once the Goldenrod Form and file arrives in the Registrar’s office.

- Once cleared, the Registrar lets the Librarian (Leslie) know that the student is ready for the Final Exam. Leslie contacts student to schedule final exam. If you are out of state, Leslie will arrange for you to take the test at a library near you.

- Once a date is scheduled for the Final Exam, the student can schedule their Exit Interview with two instructors of their choice. You CANNOT schedule your exit interview until you have scheduled your final exam. You MUST allow at least 24 hours between the exam and the exit interview. The date of the Exit Interview is your graduation date.

- Once the Exit Interview is completed, the student may request transcripts from the Registrar. Transcripts are processed ONLY on Friday.

Notes

- Please keep in mind that many people are trying to graduate at the same time and we are one and two-person offices. If you are in a hurry to graduate, get your stuff in as soon as you have completed your hours.

- Students who matriculated prior to Fall 2018 must attend both psychopharmacology lectures to graduate.

- Students must complete 40 hours of personal therapy to graduate.
SWC Organizational Chart