COLLEGE CATALOG/STUDENT HANDBOOK
2019-20

Southwestern College
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A Letter from the President
July 2019

Dear Students,

Welcome to Southwestern College and to your new educational journey! We are an intimate community of students, educators, art therapists and counselors working together to prepare the next generation. You are the reason we come together each day.

At Southwestern College, we are proud of our unique legacy of educating for individual and collective transformation. In your initial classes, you will be invited to engage in deep self-reflection and capacity-building as part of your preparation for a life of engaged service with others.

In addition to the invitation to take a deep dive into your personal, familial and cultural stories, we offer exceptional professional training. Through practicum and internship, our faculty lead students from coursework into direct client service. Students begin to see clients from northern New Mexico at Tierra Nueva Counseling Center. Our clinic is designed specifically for our students to begin to provide art therapy and counseling services for individuals, couples, families and groups.

Your guides along this journey will be the faculty, administrators and staff who share a commitment to the mission and values of the school. We are self-reflective practitioners with years of experience to share. Even more importantly, it is our goal to help you discover and develop the knowledge, awareness and presence you already carry within yourself.

Thank you for sharing this next step in your life with us.

Sincerely,
President Ann Filemyr, Ph.D.
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PART I: INTRODUCTION TO SOUTHWESTERN COLLEGE

The College Catalog covers information about Southwestern College’s degree and certificate programs, admissions requirements and course offerings, as well as policies and procedures applicable to students enrolled at Southwestern College. Academic requirements listed are applicable for students admitted during the 2019-2020 academic year.

Every student is responsible for reading the College Catalog and complying with he most recently enacted College Catalog posted in Populi and on the College’s website. College policies and procedures are subject to revision at any time.

This document, including all policies and procedures, has been developed according to SWC’s commitment to embody the College’s stated values, mission, vision and purpose.

About Southwestern College
Southwestern College is a consciousness-based graduate school in Santa Fe, New Mexico offering master’s degrees in the fields of Counseling and Art Therapy that lead to licensure. SWC also offers specialty certificate programs for ongoing professional development. The College’s innovative curriculum integrates personal growth, consciousness, and holistic professional training in intimate experiential classrooms. Faculty members are reflective practitioners and respected agents of change in their communities. Together, faculty and students work to facilitate a transformational process of self-reflection and increased awareness, which prepares students for meaningful and sustainable careers. SWC’s approach and philosophy is articulated in the College’s Mission Statement: Transforming Consciousness through Education.

Degree Programs
- Master of Arts in Counseling
- Master of Arts in Art Therapy/Counseling*
- Master of Arts in Art Therapy for Clinical Professionals*

*These programs are also approved by the Commission on Art Therapy Association (AATA) through 2019 and are seeking Commission on the Accreditation of Allied Health Programs (CCAHEP)/Accreditation Council for Art Therapy Education (ACATE)

Certificate Programs
- Addictions, Abuse and Recovery
- Applied Interpersonal Neurobiology
- Children’s Mental Health
- Ecotherapy
- Human Sexuality
- Infant Mental Health
- Trauma, Grief and Renewal
Distance Education

Southwestern College occasionally offers online courses. When available, they are listed in the quarterly schedule of classes. To support student learning in the online environment, SWC utilizes a dynamic course platform called Populi. Institutional Technology, under the leadership of Donna Harrington, provides support for all students and faculty in accessing educational materials and services available in Populi. Library services are linked to each course as are faculty lectures, other viewing material, required and recommended reading, rubrics, assignments, grades, discussion, etc. Students and faculty communicate directly through the coursework. Faculty are trained in online teaching methods.

In addition to course support, Populi provides access to student forms, student transcripts, financial aid information, business office information, advising and student services, and academic support. It is a robust interactive student database and courseware platform.

Students and alumni may seek permission to complete independent study work in the online environment. Students and alumni needing this educational service should reach out to Emilah DeToro, Director of Student and Career Services, to arrange for an online independent study. Priority for online independent study is given to those seeking additional units to meet the requirements of state licensure.

The College has applied to the Higher Learning Commission for permission to offer the M.A. degree in Art Therapy for Clinical Professionals as a distance program. The site visit was completed in May 2019. Evaluators recommended approval and the final decision will be made in late September 2019.

Accreditation and NM State Registration

Southwestern College is accredited by the Higher Learning Commission and approved to offer the following graduate degrees, certificates and distance courses at their campus location. The College is registered as an institution of higher education with the New Mexico Higher Education Department.

Higher Learning Commission (HLC)
230 South LaSalle Street
Suite 7-500
Chicago, IL 60604
info@hlcommission.org
(800) 621-7440

Commission on the Accreditation of Allied Health Programs (CAAHEP)
Accreditation Council for Art Therapy Education (ACATE)

New Mexico Higher Education Department
2044 Galisteo Street, Suite 4
Santa Fe, NM 87505-2100
(505) 476-8400
Mission, Vision, Purpose, Values and Goals

Mission Statement
Transforming Consciousness through Education

Vision Statement
We see a kinder more compassionate world in which our core values of partnership, empowerment, mindfulness, service and love guide our work together.

Statement of Purpose
Our purpose is to engage in transformational teaching, learning and service in order to activate innate human potential, creativity, and conscious awareness. Through embracing the unique life path of each person, we seek to enhance a sense of identity and belonging. Through deepening relationships, we hope to contribute to repairing the ruptures between us.

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.

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 Learning Outcomes (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 commitment to multicultural awareness and competency.
- Demonstrate the knowledge, skills, attitudes and behaviors necessary to function as a conscious, competent, ethical professional.

Statement of Diversity

We at Southwestern College (SWC), New Earth Institute (NEI) and Tierra Nueva Counseling Center (TNCC) strive to be aware of, understand, promote and celebrate diversity in its broadest sense. We are still 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 value cultural humility.

We invite students, staff, faculty and therapists of every background to become part of the SWC/NEI/TNCC community, with an expectation that each one of us will experience a respectful & compassionate environment.

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

We actively promote diversity. Mutual respect, honest self-examination and ongoing, open-minded discussion are keys to deepening the understanding and appreciation of our diversity.

We invite you to grow with us.

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.

**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, Ed.D, LPCC is a student and protégé of Neva Dell Hunter, founded Quimby College, based significantly on Hunter’s vision and inspiration. He is the co-founder of the College and as such, 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. Robert continues to teach The Hermeneutics of Depth Psychology (formerly Archetypal Psychology) each spring. He holds the title President Emeritus and is a lifelong, voting member of the Board of Trustees.

**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
- Ecotherapy
- Human Sexuality
- Infant Mental Health
- Trauma, Grief & Renewal

SWC alumni hold influential professional positions both within New Mexico and around the country.
They serve clients, patients and their communities as art therapists, counselors, coaches, entrepreneurs and mentors. In addition to offering widely-practiced modalities such as cognitive-behavioral, dialectical-behavioral, somatic and neurobiological-based therapies, SWC alumni have integrated holistic approaches that include Jungian and transpersonal perspectives, positive psychology, soul-based art therapy, energy work and ecotherapy, which includes indigenous, earth-based healing traditions.

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

**Introduction to the Transformational Learning Process**

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.

**The Transformational Classroom (on-ground and online)**

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, whether this classroom is on ground or online. As members of classroom groups, students are considered equal to instructors as contributors to the 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:

- 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.
- 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.
- 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.
- 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.
- 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.
- 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 also 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 involve 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.

Student Learning Outcomes

Student Learning Outcomes (SLOs) at Southwestern College are divided according to:

1. Institutional Learning Outcomes (ILOs)
2. Program Learning Outcomes (PLOs)
3. Course Learning Outcomes (CLOs)

Student Learning Outcomes are approved by the Academic Council. Changes may be made to update or revise program, course or institutional learning outcomes with Academic Council approval. Course leaders, department chairs or other academic leaders may propose the revision of student learning outcomes as a result of assessment processes and ongoing academic program improvement. If approved, these changes would be incorporated into future course syllabi and the College Catalog.

The relationship between ILOs, PLOs, CLOs, and specific course assignments is made explicit in the Learning Outcome Table attached to each course. These can be found in Populi next to the syllabus. Additionally, learning outcomes aligned with specialized accreditations, such as CACREP for Counseling...
and CAAHEP for Art Therapy are also clearly identified in the Learning Outcome Tables. See Learning Outcomes Table Policy for further clarification.

Individual faculty may not change any student learning outcomes, including the ILOs, PLOs, or CLOs on their course syllabi.

Individual faculty may recommend changes to assignments and/or readings in the course syllabus as long as Course Learning Outcomes are clearly addressed. They may propose these changes to the Course Leader for consultation, discussion and agreement. The Course Leader is then responsible to update both the course syllabus and the Learning Outcome Table for that section of the course.

Southwestern College Institutional Learning Outcomes (ILOs)

Students will:

1. **Demonstrate the skills to facilitate transformation in self and others.**

   In Part One of the program, “transformation” relates to the experience of exploring oneself. Students learn to apply theories and methods of counseling and art therapy to their own experience and use this process to transform their consciousness. A central aspect of this is cultivating awareness of the dynamic relationship between how one impacts and is impacted by others, whether relating to individuals, communities or the world. In Part Two of the Program, the focus broadens to include helping others with their transformational process. This largely takes place in the counseling and art therapy relationships that the students develop in practicum and internship. The supervisory relationships as well as the continuation of personal therapy allow students to continue their own growth process as they hone their professional helping and healing skills and identity.

2. **Demonstrate the ability to examine implicit assumptions embedded in belief systems and how they influence conscious relating.**

   In each course, students are encouraged to explore implicit assumptions embedded in cultural systems. Excavation of personal values and beliefs that have been embedded in the psyche as a result of unconscious identification with various social groups, such as family and peer groups, institutions/organizations, and local and global communities, lends to greater awareness of limiting constructs that govern interpersonal interactions, decisions and relationship quality. The classroom becomes a laboratory of personal and collective discovery, and awareness is promoted in both didactic and experiential ways. Assignments are designed to help students become more aware of their reactions to course reading and material as well as potential areas of bias that are affecting their perceptions about themselves, others and the world. This continued process of inquiry, discovery, and reflection is a critical aspect of cultivating conscious relating.

   Awareness of implicit assumptions is an essential skill in providing culturally appropriate and ethically sound mental health services. Without such examination, a counselor/therapist is much more likely to impose their worldview on a client, inadvertently perpetuating a hierarchical and/or colonizer model, which is antithetical to a process of change that empowers others. By cultivating habits of self-
examination, humility, and curiosity, students are more able to serve diverse populations without imposing culturally based views and values.

3. Develop a commitment to multicultural awareness and competency.

Southwestern College recognizes that learning about difference is a core competency for all students. Students will be invited into deep reflection on the social and personal impact of diversity, power and privilege as they learn about systems of oppression, accountability and repair that exist internally and externally in the individual and the collective. Through experiential and transformational learning, students are asked to demonstrate effective engagement with communities, families and individuals who may be different from themselves.

Counselors and art therapists find themselves working in increasingly diverse contexts. Multicultural awareness, knowledge and competency are core to the ethical practice of every licensed mental health professional. This exploration begins early in the program and continues through their coursework and into practicum and internship.

4. Demonstrate the knowledge, skills, attitudes and behaviors necessary to function as a conscious, competent, ethical professional.

Throughout the educational process, students develop and master core competencies required by their professions through grounded, holistic, comprehensive academic and field training. Knowledge of history, theory, applications, ethical standards, professional organizations, interventions, modalities, and emerging trends permeates the curriculum. Transformational skills are introduced, engaged with, and acquired via regular practice, with ongoing feedback and evaluation with peers and faculty. Attitudes and behaviors that demonstrate openness, creative inquiry, empathy, compassion, respect, curiosity, and non-judgment are cultivated and assessed in the classroom and through written work.

Counseling Program Learning Outcomes (PLOs)

- **Knowledge**: Demonstrate an ability to understand the theory, ethics, and professional/clinical protocols necessary to practice counseling as an entry level professional and consistent with state and national accrediting bodies and professional organizations.
- **Skills**: Demonstrate the clinical skills necessary to practice art therapy/counseling as an entry level professional.
- **Attitudes and Behaviors**: Demonstrate an ability to engage in reflective practice that includes multicultural awareness, creative inquiry, openness, empathy, respect and conscious relating.

Art Therapy/Counseling Learning Outcomes (PLOs)

- **Knowledge**: Demonstrate an ability to understand the theory, ethics, and professional/clinical protocols necessary to practice art therapy/counseling as an entry level professional and consistent with national and state accrediting bodies and professional organizations.
- **Skills**: Demonstrate the clinical skills necessary to practice art therapy/counseling as an entry level professional.
• **Attitudes and Behaviors**: Demonstrate an ability to engage in reflective practice that includes multicultural awareness, creative inquiry, openness, empathy, respect and conscious relating.

**Art Therapy for Clinical Professionals Learning Outcomes (PLOs)**

- **Knowledge**: Demonstrate an ability to understand the theory, ethics, and professional/clinical protocols necessary to practice art therapy/counseling as an entry level professional and consistent with the guidelines established by CAAHEP and Art Therapy Credentials Board.
- **Skills**: Demonstrate the clinical skills necessary to practice art therapy as an entry level professional.
- **Attitudes and Behaviors**: Demonstrate an ability to engage in reflective practice that includes multicultural awareness, creative inquiry, openness, empathy, respect and conscious relating.

**Assessment of Student Learning Outcomes**

Assessment at Southwestern College is an ongoing process dedicated to the improvement of student learning across all campus activities, both curricular and co-curricular, credit and non-credit. The purpose of assessment is for continual improvement.

**Overview of Assessment Instruments regularly reviewed by staff & faculty:**

- Institutional Learning Outcomes Survey Form
- Exit Interviews
- Student Evaluations of Instruction
- Supervisor assessments of graduate interns
- Ruffalo Noel Levitz Adult Student Satisfaction Survey
- Graduate surveys
- Midterm Checks
- Core Curriculum Exam
- Final Exam
- Student papers
- Student artwork
- Additional course assignments (quizzes, annotated bibliographies, etc.)
- Retention & Completion Data
- Rubrics tied to student learning, including rubrics for Reflection Papers, Academic Papers, Class Participation, etc.

**Process of Assessment Activity:**

- Half-day Assessment and Strategic Plan Retreat in October (annual)
- Full-day Assessment and Strategic Plan Retreat in June (annual)
- Learning Circles utilizing student learning artifacts for reflection and analysis of program (ongoing, 8-10 Learning Circles are held per academic year)
- Faculty Meetings
- Staff Meetings

**The College’s Commitments to Learning and Training:**

Southwestern College supports learning outcomes 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 encouraging a lifelong commitment to examining new ethical issues as they arise in the field.

• By teaching and maintaining 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 providing 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.

Learning Outcome Table Policy

Learning Outcome Tables (LOTs) fulfill the need to explicitly connect every assignment in each course to Institutional Learning Outcomes (ILOS); Program Learning Outcomes (PLOs); Course Learning Outcomes (CLOs) and to nationally approved learning outcomes for Counseling (CACREP) and Art Therapy (CAAHEP).

Learning Outcome Tables guide Student Learning Outcomes (SLOs) Assessment by providing a coherent overview of how specific assignments demonstrate student learning of identified outcomes. These assignments may then be used as artifacts to demonstrate student learning in direct relationship to the ILO; PLO; CLO; CACREP or CAAHEP learning outcomes as identified in the LOT. Student Learning Outcomes Assessment contributes to the ongoing improvement of academic programs at every level.

Learning Outcome Tables may be used by students to improve their own understanding of how assignments are linked to learning outcomes. Students may also use LOTs to submit to state licensing boards to indicate their mastery of national standards determined by CACREP and CAAHEP.

Course Leaders are responsible for LOTs. They complete one LOT for all sections of each course they oversee. The LOT is initially reviewed and approved by the Academic Council. Following initial approval, the Course Leader may update or refine the LOT as needed.

Once approved, the LOT is submitted to the Registrar or CTO to upload in Populi along with the course syllabi. The LOT for each course will automatically be rolled over each time that course is taught unless it is changed by the Course Leade, in which case the new LOT will be uploaded and used.
Academic Program Review Policy

Each academic degree and certificate program will be formally reviewed by the Academic Council on an annual basis. Program Chairs, Directors, and/or others as determined by the Dean of the College/CAO, will perform an in-depth Initial Program Review – an analysis of the program based on data and information gathered. AC reviews the Initial Program Review and annual updates. For new academic programs, the Initial Program Review should be completed at the end of the second year.

The Initial Program Review (IPR) must include the following:

1. Program description
2. Program Learning Outcomes
3. Bio of Program Chair, duties, credentials
4. Bio of FT faculty, duties, credentials
5. Bio of adjunct faculty, duties, credentials
6. Number of students currently enrolled
7. Recent data on persistence, retention and completion
8. Course descriptions
9. Sample syllabi
10. Sample Evaluations of Instruction (SEIs) (must include sample SEIs of chair, FT faculty, adjunct faculty)
11. Description of Student Learning Outcomes Assessment, and Resulting Program Plans for ongoing improvement
12. Results of student satisfaction surveys
13. Results of staff and faculty satisfaction surveys
14. Program Responses to survey results for ongoing improvement
15. Program Goals for ongoing improvement
   i. What do you want/need to do?
   ii. Why?
   iii. When? Timeline for implementation
   iv. How? Budgetary needs (amounts and narrative)
   v. Who? Evaluation/assessment of improvement
   vi. How will you know it’s successful?
16. Summarize any changes already accomplished as a result of the Program Review process.

Syllabus Policy

A syllabus is a contract between the institution, the teacher and the students enrolled in the course. It clearly states course requirements and how the final grade will be determined. Course syllabi are published in Populi prior to registration. Students have viewing access as soon as they have registered for the course. Faculty are expected to review the syllabi on the first day of class and any areas of confusion or any questions addressed. The syllabus cannot be altered after the first class session without permission of the Course Leader.

For online classes the equivalent to the first day of class may happen via Zoom, or asynchronously with the faculty posting a request within the first week of class for students to post any questions regarding the syllabus and the requirements, including any assignments.
Only in rare cases and due to specific circumstances should a syllabus be changed after the first class session. All changes must be made with the Course Leader’s permission in consultation with the Dean, if necessary. If a syllabi change is desired, recommended changes will be brought to Academic Council for approval. See policy below for details.

**Course syllabi at Southwestern College consist of the following:**

- Name of the College
- Quarter and year
- Course number and title
- Course Instructor name, credentials, phone and email
- Course dates, days and times
- Number of quarter units
- Administrative policies & statements (attendance; transformational education; plagiarism & academic dishonesty; late papers; disability accommodations.; classroom technology, ILOs; PLOs, etc.)
- Method of instruction
- Course description
- Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)
- Required reading (books; chapters; articles),
- Required viewing (videos, podcasts, etc.)
- Recommended reading and recommended viewing, etc.
- Course requirements
  1. Attendance & class participation
  2. Descriptions of each individual assignment
- Final evaluation (indicate the percentage of the final grade given to each assignment)
- Course outline

**Course Outline**

The course outline is a required part of all syllabi. It may be adjusted by the faculty member without approval of the Course Leader at any time during the course in order to adapt to the flow of the course if all course material is covered. Changes to the Course Outline must be clearly communicated to students in writing either by distributing revised copies to the class on paper and/or by posting revisions in Populi.

NOTE: If due dates are changed, they must also be changed in Populi. Contact the Chief Technology Officer/Director of Distance Learning (CTO/DDL) to make these changes unless the instructor is able to do it.

The course outline should clearly identify:

- Due dates for all assignments, course readings/viewings;
- Topics to be covered each week;
- For online courses: dates/ times for posting substantive responses;
- For online courses: dates/time for ZOOM participation.
**Course Leader Responsibility for Syllabi**

Course syllabi for all sections of each course are the responsibility of the Course Leader. They are responsible for overseeing the development, improvement and timely submission of their course syllabi to the registrar and submitting a list of required books to the bookstore. Individual faculty may not make changes to syllabi without consultation and approval from the Course Leaders.

The Course Leader will determine how the required readings will be communicated to the Library. They will either
- inform the library of required reading and viewing materials, or
- they will ensure that the individual faculty inform the library of required reading and viewing materials.

Whomever informs the Library staff will either
- provide the syllabus and list of materials or
- complete the Library Form.

It is highly recommended that Course Leaders consult with and collaborate with the faculty teaching various sections of the same course. Preferably, Course Leaders meet with all the faculty teaching a section of a course to review the syllabus prior to syllabi submission. If this is not possible, Course Leaders will meet individually or as a group with faculty after the syllabus has been finalized and submitted to the registrar but prior to the start of the course. Adjunct and part-time faculty are compensated at the established rate for curriculum development for all meetings related to course and syllabi development.

Course Leaders may approve changes to syllabi without consulting the Academic Council for the following:
1. Required reading
2. Required viewing
3. Course Outlines
4. Assignments
5. Percentages of Grade (NOTE: NEI courses taken for graduate credit must require reading and written work to count for 30% or more of the grade to ensure that graduate credit is not awarded for attendance and participation alone).

Course Leaders must consult with and receive permission from the Academic Council for changes to the following:
1. New courses*
2. Course title changes*
3. Course description changes*
4. Course Learning Outcome changes
5. New rubrics or change to existing rubrics

Once Course Leaders have submitted the revised syllabus to the registrar’s office, the syllabus cannot be changed except for the Course Outline, as described previously.
*Changes to these must be made in the college catalog in addition to on the syllabus. Catalog changes are entered once per year in the summer for the next academic year.

**Syllabus Procedure**

The Syllabus Procedure spells out which office or person is responsible for which duties in the quarterly process of establishing courses in Populi.

**The REGISTRAR’S OFFICE will:**
- update basic course information on each syllabus each quarter and send to course leaders for review,
- create the new course templates in Populi each quarter,
- upload the revised syllabi into Populi,
- add start/end dates,
- enter student enrollment limits,
- add GPA requirements,
- state delivery method,
- identify any cross-listing,
- name the instructor,
- include course meeting days/times,
- notify instructors via email when the course is completely set up in Populi so they can review it (see Instructor responsibilities below).

**The CHIEF TECHNOLOGY OFFICER/DISTANCE LEARNING DIRECTOR will:**
- enter courses assignments, including percentage of grade for each assignment,
- post assignment due dates,
- add assignment descriptions from the syllabus,
- add Rubrics,
- roll-over the Learning Outcome Table from the last time the course was taught.

NOTE: Course Leaders, please notify the CTO/DDL if changes to these items have been made in the revised syllabus.

**The LIBRARY will:**
- Review the course syllabus for any changes to readings or viewings.
- If no changes, the LESSONS tab (where these are uploaded) is rolled over from the last time the course was taught
- If there are changes, then they are manually re-configured into the “required reading” folder in Populi under the Lessons tab
- Please note that about one quarter of all course syllabi change readings each time the course is taught. Course Leader assistance in providing these readings to the library is required.
The COURSE LEADER will:

- Review, revise and return course syllabi to the registrar by the due date. As stated above, Course Leaders are responsible for the completion of this process in consultation with their faculty.
- Contact the CTO/DDL to inform them which specific course taught by which instructor in which quarter should be ‘rolled over’ into the new quarter for the items under their responsibility noted above. This process is utilized when there are no changes to assignments.
- Notify the CTO/DDL of changes to assignments or percentage of grade made in the revised syllabus.
- Review their courses in Populi when they are contacted by the registrar to ensure it is updated according to the revised syllabus. Preferably this is completed prior to registration. If not, it must be completed at least a week before classes begin.
- Notify the appropriate unit (Registrar; Library; or CTO/DDL) if any changes in content or configuration are needed to prepare the course for the start of the quarter.

The INSTRUCTOR will:

- Review their course in Populi one week before classes begin to confirm the following are correct:
  - Syllabus
  - Assignments & percentages
  - Assignment descriptions
  - Library readings and viewings

If any changes need to be made to any of these items, the instructor will contact the appropriate person or office as noted above or make the changes themselves.

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. A student member is 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 can 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 Student and Career Services Director.
• 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 Student and Career Services Director 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 Dean of the College/Chief Academic Officer (Dean/CAO) 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 Dean/CAO develops and oversees faculty policies and procedures related to the academic activities of the college.

**Executive Council**
The President, Executive Vice President, the Dean of the College/Chief Academic Officer (Dean/CAO) and the Chief Financial Officer (CFO) comprise the Executive Council. Together they 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 Dean of the College/Chief Academic Officer (Dean/CAO). Members include:

• President,
• Executive Vice President/Director of the New Earth Institute,
• Counseling Program Chair,
• Art Therapy/Counseling Program 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 include:

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

Other members may be appointed by the Dean/CAO. 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 meets biweekly.

Regular duties of the committee will include:

- Review and discussion of the 1st faculty concern form, whether Faculty Initiated Feedback and Referral Form (FIFRF), 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 and Program Chairs has been designated by AC to approve the following Petitions for Program Exception, which may be taken to the SST or AC 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.
- Extensions of Petitions for Incomplete. Chair and 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.

TNCC Leadership Team (Academic) – a subcommittee of Academic Council

The Tierra Nueva Counseling Center (TNCC) Leadership Team is a subcommittee of Academic Council appointed to oversee clinical field training for Southwestern College (SWC) practicum and internship students in the following three programs: Art Therapy/Counseling, Art Therapy for Clinical Professionals, and Counseling.

The TNCC Leadership Team will review agency policies and procedures to ensure that all aspects of ethical, inclusive, and compassionate client care are offered at the counseling center and ensure that agency policy standards are consistent with the mission and vision of SWC and TNCC.

The TNCC Leadership Team will meet monthly, unless otherwise necessary to address a specific issue or concern.

The TNCC Leadership Team is chaired by the TNCC Clinical Director who will be responsible for providing Academic Council regular updates on subcommittee decisions. Standing members include:

• TNCC Operations Manager
• Art Therapy/Counseling Program Chair
• Counseling Program Chair
• SWC Dean
• Director of Field Training for ATCP

Regular duties of the committee will include:

• Review and update TNCC Policies and Procedures as necessary.
• Assure consistent implementation of TNCC Policies and Procedures.
• Organize and deliver Practicum Orientation.
• Review and determine action steps in response to Practicum Orientation Student Evaluations.
• Organize and deliver New Practicum Instructor Training.
• Discuss and address any concerns in supervision of Practicum and Internship students at TNCC.
• Review and discuss ethical, legal, conduct, non-compliance with policies, or other issues involving SWC Practicum or Internship students at TNCC.
• Review concerns regarding supervision being delivered by Practicum supervisors at TNCC.
• Collaborate in the “warm-handoff” policy for client transition to new student therapists.
• Assure supervision is provided to students continuing to see TNCC clients between quarters.
• Assure that a licensed supervisor is available to students seeing clients at TNCC during all hours of daily operation.
• Review student applications for internship placements at TNCC and make determinations.
• Identify and participate in community events on behalf of TNCC Student Therapist services and Student-led groups.

Administrative Staff

Administrative staff as of September 1, 2019, are listed in the Appendix.

Administrative staff meetings, chaired by the Executive Vice President and Director of the New Earth Institute are typically held weekly, less often during summer quarter. The purpose of these meetings is to maintain the communication required for effective decision making within organization and to encourage conscious relating between staff members. All staff are expected to attend.

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 provided affordable mental health services to the northern New Mexico community since 1986. In 2016, SWC built and opened the Tierra Nueva Counseling Center (TNCC) next door to SWC on the south side of Santa Fe. TNCC is the field training site for our master's level art therapy and counseling students, and we employ newly licensed professionals and experienced therapists credentialed to accept Medicaid and commercial insurance plans.

Most SWC students complete their practicum field training at TNCC under the direct supervision of independently licensed faculty qualified to provide supervision in New Mexico. Additionally, some students are admitted to the TNCC internship program to complete a portion of their required clinical hours toward completion of their programs.

The TNCC facility is accessible by public transportation and includes a welcoming front desk area and waiting room, ten session rooms, two classrooms, two secure records rooms for case documentation and client artwork, and seven student study carrels. Situated on 4 acres, the property has ample room for parking, a community garden, walking path, picnic table, and labyrinth. The services offered at TNCC include individual, couples, family, and group therapy using art therapy, counseling, sand tray therapy, play therapy and other expressive and evidence-based modalities.

Consistent with the philosophical approach of the college, the students and licensed professionals at TNCC employ a client-centered and holistic approach based on a transformational view of human development. We value the unique life journey of each client. Using multiple methods, we strive to balance current best practices and standards in the field while honoring the mental, emotional, cultural, and spiritual complexities of the people we serve.

Laura Lansrud-López, M.A., LPAT, LPCC, ATR-BC, ATCS, ACS serves as the Clinical Director, and Michelle Lynn, M.A. LMHC is the Operations Manager. An advisory board is available for consultation regarding matters related to the field of behavioral 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 master’s degree 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, M.A., LPCC, Executive Vice-President of Southwestern College, also serves as the Director of NEI. Emilah DeToro, M.Ed., PCC, Student and Career Services Director, provides certificate program advising.

PART II: ADMISSIONS

Southwestern College accepts students who have the motivation for self-discovery and the academic and professional background to pursue an intensive program of study. Those best suited are adult learners who want to deepen and enhance their relationship to life, develop a career in the mental health professions and enhance their professional skills. Because of the psychological and academic rigor of the program, anyone experiencing a significant life transition should consider the timing of their admissions application and entry into the program. Southwestern College admits students to its educational programs without regard to race, color, age, sex, religion, sexual preference or national and ethnic origin.

The Director of Enrollment Services is available to answer questions about the program and admissions eligibility. Please direct your questions to:

Director of Enrollment Services
Southwestern College
3960 San Felipe Road, Santa Fe, NM 87507
Toll-free (877) 471-5756, ext. 6815
admissions@swc.edu

General Information

Southwestern College offers rolling admissions on a space-available basis. Early application is suggested to allow time to process financial aid.

All M.A. degree applicants must complete and submit an online application at www.swc.edu and provide the required materials listed for the degree for which they are applying. See below for required admissions materials for each program.

Please Note: Transcripts and related admissions records become the property of the College and cannot be copied, returned to the student or sent to another institution.

Southwestern College admits M.A. students in the fall and winter quarters (depending upon the program) and choose a pace that is full-time or part-time to move through the program. Students are able to change their pace during consultation with the Student and Career Services Director.

Applicants who wish to transfer from other M.A. programs in counseling or art therapy should begin by having a conversation with the Director of Enrollment Services to discuss transfer credit and the process
of getting it approved. Graduate coursework is evaluated on a case-by-case basis for equivalency to the degree requirements of Southwestern College. This is completed following acceptance to a degree program.

**Admissions Requirements**

**M.A. Counseling**

1. A bachelor’s degree from an accredited institution. In addition, the College also recognizes the importance of life experience, community service and personal motivation as indicators of academic success in the counseling field. These factors, along with a personal statement that describes professional and educational goals and intentions, will enhance the likelihood of admission for applicants.

2. Completed three classes or a minimum of 9 semester credits of undergraduate psychology coursework with a grade of “C” or better or “Pass” if taken pass/fail. Of the 9 undergraduate semester credits in psychology coursework, **Abnormal Psychology and Developmental Psychology are required**. One additional psychology elective of the applicant’s choice is also required. Examples of undergraduate elective courses are Introduction to Psychology, Personality Theory, Social Psychology and Addictions, to name a few. An addictions class could help to prepare you for a credential in the field during your program. All psychology prerequisites must be completed prior to full-time enrollment.

3. All application information must be complete prior to admission, including:
   a. Application to Southwestern College with a nonrefundable $50 application fee
   b. Current resumé
   c. Official transcripts from all colleges and universities attended
   d. Typed personal statement of professional and educational goals and intentions
   e. Two letters of recommendation

Applicants may be invited to an interview with Admissions. Due to the applied and holistic nature of the program, the applicant’s presentation of self, including communication and reflective skills in the admissions interview, are critical factors in the determination of acceptance.

**M.A. Art Therapy/Counseling**

1. A bachelor’s degree from an accredited institution. In addition, the College also recognizes the importance of life experience, community service and personal motivation as indicators of future academic success in the art therapy/counseling field. These factors, along with a personal statement that describes professional and educational goals and intentions, will greatly enhance the likelihood of admission for applicants.

2. Completed three classes or a minimum of 9 semester credits of undergraduate psychology coursework with a grade of “C” or better or “Pass” if taken pass/fail. Of the 9 undergraduate semester credits in psychology coursework, **Abnormal Psychology and Developmental Psychology are required**. One additional psychology elective of the applicant’s choice is also required. Examples of undergraduate elective courses are Introduction to Psychology, Personality Theory, Social Psychology and Addictions,
to name a few. An addictions class could help to prepare you for a credential in the field during your program. All psychology prerequisites must be completed prior to full-time enrollment.

3. Completed six classes or a minimum of 18 semester credits in undergraduate studio art coursework. Painting, a 3-dimensional course (i.e. ceramics, sculpture or jewelry-making, etc.) and four studio art electives of the applicant’s choice are required.

It is recommended that these studio art courses be taken at an accredited institution of higher education. Coursework taken in private or community settings may be accepted provided it has been group instruction and it meets Southwestern College requirements. If the student selects private or community coursework, a minimum of 75 hours in each medium is required to fulfill the studio requirements. A letter from the instructor documenting the length of class, hours per class and total studio hours completed must be submitted for approval. It will be decided on a case-by-case basis. Individual studio instruction may not be accepted due to the lack of classroom experience. Studio art courses must be taken for a grade of ‘C’ or better or on a pass/fail basis. Audited courses are not accepted.

4. Art portfolio of 12 to 15 images with at least three media represented. The art portfolio can be downloaded into the online application, or the applicant can send it as a CD or thumb drive. The art portfolio will not be returned to the applicant.

All application information must be complete prior to admission, including:

- Application to Southwestern College with a nonrefundable $50 application fee
- Current resumé
- Official transcripts from all colleges and universities attended
- Typed autobiographical personal statement;
- Art portfolio (12-15 images)
- Two letters of recommendation

Applicants may be invited to an interview with Admissions. Due to the applied and holistic nature of the program, the applicant’s presentation of self, including communication and reflective skills in the interview, are critical factors in the determination of acceptance.

**M.A. Art Therapy for Clinical Professionals**

1. M.A. degree in counseling or social work or other clinical degree in the field of mental health.
2. An application to Southwestern College including a nonrefundable $50 application fee.
3. A resumé.
4. Official transcripts from all undergraduate and graduate colleges or universities attended.
5. Typed personal statement of professional and educational goals.
6. Art portfolio of 12-15 images with at least 3 different media represented. This can be mailed as a CD or flash drive along with the application. The art portfolio will not be returned to the applicant. Eligible applicants will be invited to an admissions selection interview.
7. Six classes or a minimum of 18 semester credits in undergraduate studio art coursework. Painting, a 3-dimensional course (i.e. ceramics, sculpture or jewelry-making, etc.) and four studio art electives of the applicant’s choice are required. These classes can be completed at a community college if needed.
It is recommended that these studio art courses be taken at an accredited institution of higher education. Coursework taken in private or community settings may be accepted provided it has been group instruction and it meets Southwestern College requirements. If the student selects private or community coursework, a minimum of 75 hours in each medium is required to fulfill the studio requirements. A letter from the instructor documenting the length of class, hours per class and total studio hours completed must be submitted for approval. It will be decided on a case-by-case basis. Individual studio instruction may not be accepted due to the lack of classroom experience. Studio art courses must be taken for a grade of 'C' or better or on a pass/fail basis. Audited courses are not accepted.

All applicants must have an interview with Admissions. Due to the applied and holistic nature of the program, the applicant’s presentation of self, including communication and reflective skills in the admissions interview are critical factors in the determination of acceptance.

**College Studies**

To enroll in College Studies coursework as a non-degree student, an applicant must:

1. Submit a completed application to SWC with a non-refundable $25 application fee.
2. Provide an official transcript of bachelor’s degree or diploma.
3. Submit a 2-page personal statement describing motivation and purpose for becoming a College Studies student.

If the student becomes degree-oriented after completing College Studies coursework, they must meet the admissions requirements for the program in which they are interested.

**Professional Studies**

To enroll in Professional Studies coursework as a non-degree student, an applicant must:

1. Submit a completed application, including a non-refundable $25 application fee. Contact admissions@swc.edu for an application.
2. Submit an official transcript verifying graduate degree program and completion.

**Certificate Programs**

The application for all Certificate Programs is located on www.swc.edu – click the “Apply Now” button and choose “NEI Certificate Program Application”. On the next page, choose the name of the Certificate Program. The application takes less than five minutes to complete. A separate application must be completed for each Certificate Program.

**International Student Admissions**

Southwestern College admits qualified international students. The application deadline for non-citizens is six months prior to the intended quarter of enrollment. International students should request international student application information from the Director of Enrollment Services at admissions@swc.edu.
Prior to speaking with SWC admissions, an international student should read the International Student Guidebook on our website at https://www.swc.edu/international-students/. All students who are not United States citizens or permanent residents must apply to Southwestern College under the following stipulations:

- The student must demonstrate a command of the English language, both written and oral. A Test of English as a Foreign Language (TOEFL) score is required when English is not the student’s primary language.
- Transcripts from institutions outside the United States must be evaluated by a foreign transcript evaluation service. The admissions office maintains a list of services.
- A nonrefundable $50 application fee.
- Student must have adequate financial support to cover tuition, fees, room and board, travel and incidental expenses for twenty-four months. A certified statement from a bank, governmental agency or sponsor must be included with the application.

**Admissions Decisions**

Decisions regarding degree program admissions are based on consideration of:

- Interpersonal skills and attitude during the admissions process;
- Potential for success in the experiential and self-reflective programs at Southwestern College;
- Potential for success in the counseling and/or art therapy fields based upon past academic or professional achievement;
- Motivation for self-reflection and personal growth, and maturity;
- Maturity and the congruence of the applicants' interests with the mission and philosophy of Southwestern College.

**Full Admission**

Full admission to a Southwestern College degree program is based on the admissions application, the admissions interview, the successful completion of all course prerequisites, and the above criteria.

**Conditional Admission**

SWC may admit an applicant conditionally if: the applicant has not completed all the program prerequisites but plans to do so prior to enrollment; OR the applicant arranges to complete certain prerequisites in a mutually agreed upon time frame. The offer of admission can be rescinded if conditions are not met. Conditionally admitted students are eligible to receive financial aid.

**Declined or Deferred Admission**

Southwestern College retains the right to deny or defer acceptance of any candidate based on its own judgment of the readiness and/or suitability of the applicant to engage the curriculum effectively. This can be due to personal or situational variables. Sometimes the nature of a life transition is such that, in the view of the College, engaging in the SWC experience would not be in the best interest of the candidate, and possibly not in the best interest of the College, the other students or faculty.
All admissions decisions are final, and they are not subject to negotiation or appeal. The admissions committee cannot answer questions concerning the specific reasons an application is rejected. An applicant denied admission by a program may contact the Director of Enrollment Services to discuss steps needed to bolster the application and reapply in the future.

**Rescinded Acceptance**

The Admissions Acceptance Letter can be rescinded under certain circumstances. This usually relates to a change in undergraduate academic status, behavioral concerns, life transitions that prove challenging, or misrepresentation during the admissions selection process.

**Re-Admission**

Applicants admitted to the College who do not enroll within one year from the quarter of acceptance must submit a new application, personal statement and résumé in order to reapply. If an application for re-admission is made within one year of the initial admission date, the transcripts and recommendations will still be valid. 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.

Students who have been absent from the program for more than one year must submit a new application with a $50 application fee and a personal statement. They must meet with the Director of Enrollment Services and the Student and Career Services Director to determine eligibility for re-acceptance. Students who have taken coursework in the College Studies Program or Professional Studies Program must submit a new application and $25 application fee after a one-year period of having taken no additional coursework.

**Enrollment Deposit**

Upon notification of acceptance into a degree program, students are expected to pay a nonrefundable enrollment deposit of $200 by the deadline stated in their acceptance letter. The deposit is credited to the student's account and will apply toward tuition. Failure to pay the $200 by the deadline can jeopardize the status of the incoming student's date of entry.
Admissions Frequently Asked Questions (FAQ)

Is Southwestern College accredited?
Yes. Southwestern College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The M.A. in Art Therapy/Counseling Program is also approved by the American Art Therapy Association. We are in the accreditation process with CAAHEP (Commission on Accreditation of Allied Health Education Programs). You can learn more about this by contacting admissions@swc.edu.

Does Southwestern College offer undergraduate or Ph.D. studies?
No. Southwestern College offers master’s programs, specialty certificate programs and continuing education courses.

Do you offer distance learning?
Our M.A. in Counseling and M.A. in Art Therapy/Counseling programs are residential programs and not available as a distance learning format. The M.A. in Art Therapy for Clinical Professionals is a two-year program designed as distance learning with four residency components. To learn more about this program, contact admissions@swc.edu.

Where is Southwestern College located?
Southwestern College is in the southwestern United States, in beautiful Santa Fe, New Mexico. The small campus includes a library, classrooms, administrative offices, a student lounge, spiritual practice room, art studio and gallery and an art therapy complex. The Tierra Nueva Counseling Center is located on the SWC campus at 3952 San Felipe Rd.

To get to Santa Fe, you can fly into the Albuquerque Sunport and drive approximately one hour north on I-25. Take exit 237 for 599N toward Los Alamos. Stay on 599 N for approximately 2.8 miles until you get to a light at Airport Road. Go right. Go to the third light at San Felipe Road and go left. You will see our school on the left, behind an adobe wall marked Southwestern College. The main lobby is located through the turquoise doors. The street address is 3960 San Felipe Rd., Santa Fe, NM 87507.

Do you require the GRE or other tests for admission into Southwestern College?
No. Southwestern College does not require any entrance exams. Instead the admissions process emphasizes the personal statement, admissions interview and letters of reference.

My undergraduate degree is unrelated to psychology or counseling. Will my application be considered?
Yes. We will accept your B.A. or B.S. in any field from an accredited institution. However, you will need to complete the course prerequisites for admission.

What are the prerequisite courses required for enrollment?
The M.A. in Counseling and M.A. in Art Therapy/Counseling programs require abnormal psychology, developmental psychology, and one psychology elective.

The M.A. in Art Therapy/Counseling and M.A. in Art Therapy for Clinical Professionals Programs require at least 18 semester hours of undergraduate studio coursework including painting, 3-dimensional art and four studio art electives.
If I haven’t completed all the prerequisites, may I still apply and be accepted?
Absolutely. As part of the application process, the Director of Enrollment Services will review your transcripts and advise you on how and when to complete prerequisite courses. Prior to full-time enrollment you will need to complete all your prerequisites.

What is a quarter? A quarter unit? What is Full-time? What is Part-time?
A quarter is ten weeks in length. We have four quarters: fall, winter, spring and summer. A quarter unit represents ten hours of classroom time. A typical 3 quarter unit class would then meet for thirty hours during the quarter. The M.A. in Counseling is 97 units and the M.A. in Art Therapy/Counseling is 98 units. The M.A. in Art Therapy for Clinical Professionals is 66.5 quarter units with the potential to transfer in three classes. Full-time attendance requires 9 units per quarter. Part-time attendance requires 4.5 units per quarter.

What is the cost of attending Southwestern College?
Tuition for the academic year 2019-2020 is $590 per quarter unit. The cost per year depends on whether a student attends full time or part time. Please contact the admissions office at (505) 467-6815 to discuss the annual cost. There are tuition increases annually which tend to be relatively small. A $190 educational resources fee is assessed when a student is enrolled in 3 units or more.

How long will it take to earn my degree?
The M.A. programs can be completed in two and a half, three, three and a half or four years depending upon if you attend full time or part time. Most students choose a three-year plan for financial reasons. The M.A. in Art Therapy for Clinical Professionals is a two-year program distance and if it is residential it can be taken in 1.5 years or longer.

How can I finance my education at Southwestern College?
Financial aid is available to both full and part-time degree program students. Scholarships and Graduate Assistantships are also available. Please visit our website, www.swc.edu, for more information. You may also contact our Financial Aid Administrator at 505-467-6806.

Is financial aid available for the certificate programs?
There may be scholarships available from time to time. Check with the financial aid administrator for availability.

How many students are enrolled at Southwestern College?
We are a small school by design with enrollment that varies from 150 to 200 students. Classes range in size from 8 to 21. The average class size is about 14.

What is your student to faculty ratio?
We have an excellent student to faculty ratio of one faculty member for every eight students. There is an average of 36 part-time and full-time faculty members serving the students. Over 90% of our faculty are current clinical practitioners.

May I sit in on class to get a feel for what happens?
Due to the experiential nature of our classes and in order to preserve the confidentiality of student participation, we do not allow visitors to sit in on classes. We can put you in touch with current students and faculty who can describe the learning experience in greater detail.
Can I get licensed as a counselor with a M.A. degree?

Yes. Upon graduation, graduates of Southwestern College may practice in New Mexico under appropriate supervision as a Licensed Mental Health Counselor (LMHC). After 3,000 hours of client contact (this includes pre-graduation practicum and internship hours) and successful completion of the appropriate exams, graduates are eligible for the Licensed Professional Clinical Counselor (LPCC) designation. Art Therapy/Counseling graduates are eligible to pursue national certification as an art therapist and the Licensed Professional Art Therapist (LPAT) designation in New Mexico. They are also eligible for the LPCC.

All courses required in the core curriculum for all levels of licensure in New Mexico are offered in both the Counseling and Art Therapy/Counseling Programs. Requirements for licensure in New Mexico are subject to change and the College administration maintains a close relationship with the Counseling and Therapy Practice Board in order to remain current. For further information contact the New Mexico Counseling and Therapy Practice Board at 505-476-7100 or www.rld.state.nm.us.

Most of our students come from out of state and many leave New Mexico to practice. Mental health licensure designations and procedures vary from state to state. If you plan to practice outside of New Mexico, you should contact the appropriate state board for their requirements. For a directory, consult the National Board of Certified Counselors website at www.nbcc.org.

Who comprises your student body?

Our students come from all walks of life, and a number are pursuing second and third careers. There is a great variance of age within our student body. As a result, the classroom experience replicates a true laboratory to practice counseling and art therapy.

May I visit the College to meet with Admissions and receive a tour?

Yes, absolutely! Please call or e-mail the Enrollment Services office at (877) 471-5756, ex. 6815 or email admissions@swc.edu to schedule an informational visit.

May I speak with Southwestern College students, faculty or alums?

Yes, if you are interested in talking with current students, alumni or faculty, contact the Director of Enrollment Services, admissions@swc.edu, for a recommendation and you may contact them directly.

What is the difference between the MA in Art Therapy/Counseling program and the MA in Art Therapy for Clinical Professionals?

The MA in Art Therapy for Clinical Professionals is designed for those who already have completed a clinical graduate degree such as a MA in Counseling, MA in Social Work, or PhD in Psychology. If you have completed a clinical degree and are interested in adding art therapy to your repertoire of skills, this program is ideal.

The MA in Art Therapy/Counseling program is for those who are interested in getting training both in art therapy and in counseling, which may enable you to get more than one credential in the mental health field. Applicants must have a bachelor’s degree to qualify for this program along with studio art coursework. See Admissions Requirements on P. 22 or visit our website for details.

Do you have housing on-campus?

Student Handbook 2019-20 Ver. 1 September 11, 2019
We do not have on-campus housing at Southwestern College. Many of our incoming students relocate to New Mexico. You can access our “Relocation Guide” as well as a “Visitors Guide” on our website or ask admissions@swc.edu to email you a copy. Many students find housing through a search on Craigslist.org and/or looking at the local newspaper’s (The New Mexican) classified ads. We will also send emails about housing opportunities that are advertised on campus. Students who want to keep housing costs low sometimes network with other incoming students for shared housing options. This networking occurs frequently on the SWC student Facebook page. Ask us in admissions@swc.edu for this link (SWC Santa Fe).
PART III: THE NEW EARTH INSTITUTE OF SOUTHWESTERN COLLEGE

The New Earth Institute (NEI) of Southwestern College is the spiritual and administrative home for educational and experiential offerings to the greater world community.

The NEI offers certificate programs, lectures, classes, and the long-standing Transformation & Healing Conference. These offerings explore the transformative qualities of integrative health, holistic psychology and alternative therapies in experiential learning environments. Recognized professionals in the fields of counseling and art therapy, as well as alternative health practitioners and medical professionals, present their work through the New Earth Institute programs. Additionally, many teachings are offered by Earth-based practitioners and indigenous medicine people, bringing participants into the experience of ceremonial healing.

Katherine M. Ninos, M.A., LPCC, is the Executive Vice President and Director of The New Earth Institute of Southwestern College. Ms. Ninos has been with the College since its inception and carries its mission and the memory of its history. She strives to bring a variety of cutting-edge offerings to SWC students and the greater community.

Community Lectures
The New Earth Institute sponsors lectures on current topics related to the helping professions at low or no cost to the community.

The Transformation and Healing Conference
The New Earth Institute sponsors an annual Transformation and Healing Conference. This conference provides an opportunity to experience the many ways available for developing new levels of expression and well-being in body, mind and spirit. It includes experiential workshops given by local practitioners as well as special events and ceremonies. Nationally recognized professionals are featured in the keynote presentations. The intentions of the conference are to:

- Focus on a theme each year that provides in-depth teachings in a specific area; present a group climate where participants gain a comprehensive picture of what is occurring in the fields of consciousness studies, transformation and healing, and the implications this has on our community;
- Provide an opportunity for individuals to explore and experience different approaches to well-being, selecting those that may be helpful in their own personal transformation and healing;
- Create an environment for networking among practitioners and with the community; and offer Continuing Education Credits (CECs) for counselors, art therapists and social workers.

Past keynote presenters for the Transformation and Healing Conference include Eben Alexander and Karen Newell, Shaun McNiff, Gabor Maté, Gregg Braden, John Bradshaw, Bonnie Badenoch, Cathy Malchiodi, Sandra Ingerman, Catherine and Bruce Moon, Jean Houston, Matthew Fox, Richard Schwartz, Lee Cartwright, Robert Waterman, Grandfather David Monogye, James O’Dea, Bill O’Hanlon, Marion Woodman, Lewis Mehl-Madrona, Robert A. Johnson, Jeanne Achtenberg, Amy and Arnie Mindell, Hugh...
Prather, Carol Pearson, Steven and Ondrea Levine, Peter Levine, Joan Halifax, Gerald Jampolsky and Thomas Moore.

**Specialty Certificate Programs**

Specialty certificate programs provide specialized training through a series of intensive offerings in the topics listed below.

Certificate programs:
- Addictions, Abuse and Recovery
- Applied Interpersonal Neurobiology
- Children's Mental Health
- Ecotherapy
- Human Sexuality
- Infant Mental Health
- Trauma, Grief and Renewal

**Degree students** can develop areas of specialty using these certificate programs while completing their MA degree programs. Having a specialty certificate as a newly licensed art therapist or counselor can create wonderful opportunities early in one’s career. Degree students choose their required electives from NEI offerings. When taken for credit, tuition is charged by the quarter unit. Degree students may take NEI classes for non-credit as described below to complete one or more certificate programs.

**Community members and professionals** wishing to receive specialized training in these areas can enroll as a non-credit student and earn continuing education credits (CECs). When taken for non-credit, NEI classes are generally offered at a reduced rate.

Any NEI class may be taken prior to applying for admission to a Certificate Program. When a student decides to enroll in and complete an entire certificate program any completed classes will be counted toward the certificate.

Eligibility for Certificate Program admission is successful completion of a bachelor’s degree. A prospective student without a bachelor’s degree may contact admissions@swc.edu to request an exception if they wish to apply. See pages XX for admission instructions.

NEI classes are printed in the quarterly schedules and posted on the College's website. Certificate classes can be taken for credit or for CECs. Contact the Enrollment Services office for more information.

**Addictions Abuse and Recovery**

Brian Serna, M.A, LPCC, LADAC, AAR Certificate Program Director

The goal of this program is to provide reflective practitioners with an integrated approach in the treatment of addictions with individuals, families and communities. Attention will be given to the utilization of evidence-based practices in cultural contexts that lead to meaningful outcomes. This certificate provides hours that will apply to either the LSAA (Licensed Substance Abuse Associate) or LADAC (Licensed Alcohol and Drug Abuse Counselor) licensure in New Mexico.
To complete this Certificate, students will take two required courses and four electives, for a total of six courses, 96 contact hours, which can be taken as a combination of quarter units and CECs.

Required courses:
- Holistic Models and Biological Aspects of Addiction and Recovery
- Ethical & Cultural Issues in Addiction

Elective courses:
- Clinical Skills: Evidence-Based Practices in the Treatment of Co-Occurring Disorders
- Clinical Skills: Motivational Interviewing, Basic to Intermediate Level
- Process Addictions: Sex, Gambling, Gaming, Eating, Shopping & Other Compulsive Behaviors
- Adolescents and Addictions
- Clinical Skills: Using Expressive Therapies to Treat Addiction
- Clinical Skills: Using Nature-Based Approaches in the Treatment of Addiction
- Other courses may be listed in quarterly schedules.

**Applied Interpersonal Neurobiology**

Kate Cook, M.A., LPCC, TEP, AIN Certificate Program Director

The Applied Interpersonal Neurobiology Certificate is designed to equip counselors and educators with a comprehensive theoretical framework rooted in contemporary interpersonal neurobiology, and a corresponding toolbox of effective experiential skills. All courses will highlight the embodied interconnection between mind-brain-body-spirit. Participants will be taught methods for accessing and mobilizing the deep resources of imagination, spontaneity and creativity that exist in every human being and group. The program is grounded in the current theory of interpersonal neurobiology, social engagement, somatic psychology, trauma and attachment.

To complete this Certificate, students will take six electives for a total of 96 contact hours, which can be taken as a combination of quarter units and CECs.

Elective courses include:
- The Neurological Foundations of Therapeutic Practice: Integrating Brain, Body and Heart Intelligence
- The Neurobiological Roots and Applications of Psychodrama and Action Methods
- Mindfulness-Based Emotional Processing (MBEP): Minding the Body, Embodying the Mind
- Earth Body, Earth Mind
- Moving Toward Wholeness: The Intrinsic Wisdom of Body/Mind/Spirit through Holotropic Breathwork
- A New Perspective on the Essentials and Practice of Group Work
- The Psychedelic Experience: Promises and Perils
- Other courses may be listed in quarterly schedules.

**Children’s Mental Health**

Cynthia Fulreader, M.A., LPC, CMH Certificate Program Director
The Children’s Mental Health Certificate was developed in collaboration with area agencies and organizations serving children and families in New Mexico, alumni working with children, adolescents and families, and other professionals in the field. On a national level it is also understood that there is a demand across the country for people who are passionate and skilled in nurturing the wellbeing of children, adolescents and families. In New Mexico there is a particular need for clinicians who have focused training in the assessment, diagnosis and treatment of mental health issues which affect and impact children and teens.

To complete this Certificate, students will take two required courses and four electives, for a total of six courses, 96 contact hours, which can be taken as a combination of quarter units and CECs.

Required courses:
- Ethical Issues in Working with Children and Families
- Attachment, The Heart of Well-Being in Children

Elective courses:
- Integrative, Holistic Development of Children’s Mental Health from Diverse Cultures
- Prevalent Behavioral Disorders in Children and Adolescents
- Grief and Loss in a Child's World
- Gender and Sexual Identity Development
- Foundations of Jungian Sandplay Therapy, Level 1
- The Neuropsychology of Sandplay and Trauma, Level 2
  (Other courses may be listed in quarterly schedules.

Ecotherapy

Ann Filemyr, Ph.D., ECO Certificate Program Director

This program explores Earth-based approaches drawn from perennial wisdom traditions and indigenous knowledge systems that speak directly to the importance of our sacred relationships to each other and the Earth. The focus will be on utilizing ceremony, ritual, wilderness settings and nature in order to become more effective therapists with access to a variety of modalities to serve the needs of clients.

To complete this Certificate, students must complete four electives for a total of 64 contact hours, which can be taken as a combination of quarter units and CECs.

Elective courses include:
- Wilderness Fast
- Ceremony, Ancient Narrative and Healing
- Dreams, Visions and the Sacred
- Earth Body, Earth Mind
- The Council of All Beings
- Sacred Connections: Plants, Animals, People and Place
- Walking with the Ancestors
- Other courses may be listed in quarterly schedules
Human Sexuality

**Ginna Clark, PsyD., ATR-BC, LPCC**, HS Certificate Program Director

The Human Sexuality Certificate program is designed to prepare therapists to address sexual issues and concerns in psychotherapy. Our clinical courses ground students in developmental sexuality and facilitate the development of specific clinical skills for thinking, theorizing and working with a variety of sexual issues. Students will have an opportunity to explore their own sexual development, attitudes, assumptions, prejudices, sexual history, dreams and fantasies.

This program is designed for a wide range of practitioners including therapists, nurses, social workers, physicians, clergy, body workers, health educators and students in helping professions who want to deepen and expand their clinical skills in human sexuality education and therapy.

**To complete this Certificate, students will take one required course and five elective courses, for a total of 96 contact hours, which can be taken as a combination of quarter units and CECs.**

**Required course:**
- Sexual Attitudes and Development

**Elective courses:**
- Clinical Skills: Theorizing and Thinking About Sexual Issues in Psychotherapy
- Clinical Skills: Working with Sexual Issues in Psychotherapy
- Integrating Sexuality and Spirituality: The Heart and Soul of Sex
- Touch and Embodiment
- Pornography and the Question of Sex Addiction
- Innocence Betrayed: Understanding Sexual Abuse and Trauma
- Eros in Myths, Dreams and Fantasies
- The Principles of Pleasure
- Other courses may be listed in quarterly schedules

Infant Mental Health

**Michelle Daly, M.S.P.H., M.A., LPCC, ATR, IMH-E**, IMH Certificate Program Director

The Infant Mental Health Certificate is designed to offer participants knowledge, insights, and skills related to working with infants/young children and their caregivers. These courses introduce students to the field of infant mental health and facilitate development of clinical skills including observing, thinking, and reflecting while working with infants and young children and their caregivers in a family system.

Students will explore their own internal process while working with infants, young children and family systems. They will learn current research supporting early intervention, assessment and treatment approaches.

**To complete this Certificate, students will take four required courses for a total of 64 contact hours, which can be taken as a combination of quarter units and CECs.**

**Required courses include:**
• Overview of Infant Mental Health: Neurobiology, Regulation and the Developing Brain
• Focus on Attachment and Development: Use of Self, Theoretical Foundations and Reflective Practices
• Relationship as Client: Child-Caregiver Dyadic Interaction and the Family System
• From Reflection to Action: Reflective Practice, Intervention and Treatment

Trauma, Grief and Renewal

Sara Morgan, M.A., TGR Certificate Program Director

The Trauma, Grief and Renewal Certificate program combines experiential, introspective and expressive approaches to understanding issues of life transitions, trauma, grief and serious illness. In this program, grief is viewed as a natural part of the life cycle. Dr. Elisabeth Kübler-Ross has endorsed this program and it is also recognized by the Association of Death Education and Counseling (ADEC).

To complete this Certificate, students must complete all six required courses, for a total of 96 contact hours, which can be taken as a combination of quarter units and CECs.

Required courses include:
• Counseling Skills for Grief and Trauma
• Dying to Know: Issues of Death and Dying for the Professional
• The Art of Healing Grief and Trauma
• Trauma Theory, Process and Interventions
• Theories of the Grief Process
• Ethics, Self-Compassion and Professional Issues
Part IV: GRADUATE PROGRAMS

Southwestern College offers the following graduate programs. All programs are overseen by the Dean of the College: Jamal Granick, Ph.D., LMFT in collaboration with Academic Council.

• M.A. Counseling
• M.A. Art Therapy/Counseling
• M.A. Art Therapy for Clinical Professionals

M.A. Counseling

Program Information

• Program Chair – Kate Latimer, M.A., LPCC
• 97 quarter units (equivalent to 65 semester credit hours) including clinical field training.
• Transformational, integrative and holistic approach to counselor education trains students in core competencies required to practice as mental health professionals.
• Curriculum prepares students for the National Counselor Exam (NCE)
• Graduates are eligible for counselor licensure in most states.

The program prepares master’s-level counselors with the theoretical background, facilitation skills, presence and consciousness to practice in clinical, community, and educational settings as well as private practice. Students experience transformation through experiential coursework, self-reflection and skills-based learning as they explore counseling theory and practice. Students develop their own professional identities as counselors, which is examined and reinforced through applied learning in practica and internships. Faculty members encourage individual and creative expression within the learning process.

Graduates possess the knowledge and skills to provide:

• Clinical mental health assessment
• Accurate clinical documentation
• Collaborative treatment plans
• Individual and group therapy

Program Learning Outcomes

• Knowledge: Demonstrate an ability to understand the theory, ethics, and professional/clinical protocols necessary to practice counseling as an entry level professional and consistent with state and national accrediting bodies and professional organizations.
• Skills: Demonstrate the clinical skills necessary to practice art therapy/counseling as an entry level professional.
• Attitudes and Behaviors: Demonstrate an ability to engage in reflective practice that includes multicultural awareness, creative inquiry, openness, empathy, respect and conscious relating.

Coursework

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Units</th>
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Student Handbook 2019-20 Ver. 1 September 11, 2019
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<td>Counseling Internship</td>
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<td>Psychology of Consciousness II: Paradigm Shifts and Change Agents</td>
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M.A. Art Therapy/Counseling

Program Information

- Program Chair – Deborah Schroder, M.A., ATR-BC, LPAT
- 98-quarter units (equivalent of 65 semester credit hours) including clinical field training.
- Transformational, integrative and holistic approach to art therapy and counselor education trains students in core competencies required to practice as mental health professionals.
- Curriculum prepares students for the National Counselor Exam (NCE).
- Graduates are eligible for counselor licensure in most states and art therapy licensure in states that offer one.
- Graduates are eligible to accrue hours for the national designations of ATR (Registered Art Therapist) and BC (Board Certified), through the Art Therapy Credentials Board, Inc.

The program emphasizes the use of the visual arts as a therapeutic approach in clinical, educational, community and rehabilitation settings. Master’s-level art therapists and counselors are prepared with the theoretical background, facilitation skills, presence and consciousness to practice in these settings as well as private practice.

Students experience transformation through experiential coursework, self-reflection and skills-based learning as they explore art therapy and counseling theory and practice. The art-making process, the art product, and the honesty of the art are valued and incorporated into the learning process. Students develop their own professional identities as art therapists and counselors, which is examined and reinforced through applied learning in practica and internships. Faculty members encourage individual and creative expression within the learning process.

Graduates possess the knowledge and skills to provide:
- Clinical mental health and art therapy assessment
- Accurate clinical documentation
- Collaborative, creative treatment plans
- Individual and group art therapy and therapy

Program Learning Outcomes

- Knowledge: Demonstrate an ability to understand the theory, ethics, and professional/clinical protocols necessary to practice art therapy/counseling as an entry level professional and consistent with the guidelines established by CAAHEP and Art Therapy Credentials Board.
- Skills: Demonstrate the clinical skills necessary to practice art therapy/counseling as an entry level professional.
- Attitudes and Behaviors: Demonstrate an ability to engage in reflective practice that includes multicultural awareness, creative inquiry, openness, empathy, respect and conscious relating.
### Coursework

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<td>Multicultural Perspectives in Art Therapy/Counseling with Diverse Populations</td>
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<td>Professional Ethics in Art Therapy/Counseling</td>
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<td>CN AT 598-6</td>
<td>Research Methods and Program Evaluation</td>
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M.A. Art Therapy for Clinical Professionals

Program Information

- Program Director – Magdalena Karlick, M.A., LPCC, ATR-BC
- Designed for clinical professionals who would like to be credentialed as an art therapist.
- 66.5-quarter units (equivalent of 45 semester credit hours) including clinical field training.
- Coursework includes all the academic and clinical content required by the American Art Therapy Association. CAAHEP/ACATE accreditation pending August 2019.
- Transformational, integrative and holistic approach to art therapy education trains students in core competencies required to practice as art therapy professionals.
- Graduates are eligible for art therapy licensure art therapy licensure in states that offer one.
- Graduates are eligible to accrue hours for the national designations of ATR (registered art therapist) and BC (board certified), through the Art Therapy Credentials Board Inc.

The M.A. in Art Therapy for Clinical Professionals provides a clear path toward the field of art therapy for professionals who are already working in a related mental health field. The program emphasizes the use of the visual arts as a therapeutic approach in clinical, educational, community and rehabilitation settings. Master’s-level art therapists and counselors are prepared with the theoretical background, facilitation skills, presence and consciousness to practice art therapy in these settings as well as private practice.

Students experience transformation through experiential coursework, self-reflection and skills-based learning as they explore art therapy theory and practice. The art-making process, the art product, and the honesty of the art are valued and incorporated into the learning process. Students develop their own professional identities as art therapists, which is examined and reinforced through applied learning in practica and internships. Faculty members encourage individual and creative expression within the learning process.

Graduates possess the knowledge and skills to provide:
- Art therapy assessment
- Accurate clinical documentation
- Collaborative, creative treatment plans
- Individual and group art therapy

Program Learning Outcomes

- **Knowledge**: Demonstrate an ability to understand the theory, ethics, and professional/clinical protocols necessary to practice art therapy/counseling as an entry level professional and consistent with the guidelines established by CAAHEP and Art Therapy Credentials Board.
- **Skills**: Demonstrate the clinical skills necessary to practice art therapy/counseling as an entry level professional.
- **Attitudes and Behaviors**: Demonstrate an ability to engage in reflective practice that includes multicultural awareness, creative inquiry, openness, empathy, respect and conscious relating.

Coursework

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<tr>
<th>Course ID</th>
<th>Course Name</th>
<th>Units</th>
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### AT/CN 530 History of Art Therapy: Founders and Foundation 2.0
### AT/CN 545 Theories of Art Therapy 3.0
### AT/CN 593 Art Therapy Techniques and Materials 3.0
### AT/CN 594 Studio Art 1.0
### AT/CN 597-2 Multicultural Perspectives in Art Therapy/Counseling with Diverse Populations 3.0
### CN AT 598-6 Research Methods and Program Evaluation* 4.5
### CN AT 625-2 Career and Life Development* 4.5
### AT/CN 637-A Art Therapy/Counseling Capstone Process .5
### AT/CN 637-B Art Therapy/Counseling Capstone Presentation .5
### AT/CN 656-2 Practicum I & Lab: Helping Relationships with Individuals 4.0
### AT/CN 657-2 Practicum II & Lab: Helping Relationships with Groups, Couples & Systems 4.0
### AT/CN 660-2 Professional Ethics in Art Therapy/Counseling 4.5
### AT/CN 663 Theory & Practice of Family Art Therapy/Counseling 4.0
### AT/CN 664-3 Assessment & Appraisal in Art Therapy/Counseling 4.5
### AT/CN 665-2 Addiction Assessment & Treatment in Art Therapy/Counseling 4.5
### AT/CN 698-6.2L Art Therapy/Counseling Internship 4.5
### AT/CN 698-6 Professional Seminar in Art Therapy/Counseling: Professional Identity Development 2.0
### AT/CN 698-7.2L Art Therapy/Counseling Internship 4.5
### AT/CN 698-7 Professional Seminar in Art Therapy/Counseling: Professional Orientation 2.0
### One Elective 2.0

**Total Units:** 62.5

*NOTE: If an applicant has taken Career and Life Development and/or Research and Program Evaluation at another institution, please discuss the transfer process with the Enrollment Services representative. If your courses transfer, you will only be required to take a 1-unit class specific to Art Therapy in each content area. If your courses do not transfer, you will take the 4.5-units for each course.

### College Studies

The College Studies program is designed for students with the minimum of an undergraduate degree who are interested in personal growth or professional development. The program provides an opportunity for students to experience the unique type of transformational education Southwestern College offers.
Students may take up to 10 units of designated College Studies courses provided they have the necessary course prerequisites. The designated College Studies courses are:

- Applied Theories of Human Development
- Psychology of Altruism
- New Earth Institute Electives

If students wish to take more than 10 units, it is necessary to apply for admission to a degree program. Students may take unlimited courses through the New Earth Institute.

**Professional Studies**

Professional Studies is designed for those who already have a graduate degree in counseling, art therapy or clinical social work. Professional Studies students may take classes to enhance their professional skills or increase personal awareness. Students may take any coursework, although some second-year courses may not be available to professional studies students.

Professional Studies students should be aware that Southwestern College promotes a holistic and integrative approach to counselor training and development. By guiding students through profound, intentional, transformational experiences we prepare them to be conscious, effective, professional agents of change.

There are some limitations to the coursework that a Professional Studies student is eligible for at SWC. For example, someone who has a M.A. in Counseling or Social Work, who is interested in taking art therapy coursework, will not be able to do so. They can, however, apply for a second master’s degree M.A. in Art Therapy for Clinical Professionals.
Exploring the Line Between Art Therapy and Other Mental Health Fields

Deborah Schroder ATR-BC, LPAT, Art Therapy Program Chair, written in 2019

Just as with art therapy, art therapists prefer different kinds of lines. Soft, blurry, clear and firm. I believe that every art therapist probably would have a different description of how they define the line around art therapy. While art and creative expression do belong to everyone, art psychotherapy does not. Here are some areas that I personally would caution non-art therapists against:

- **Assessment** – Although any art piece can be part of an assessment process in art therapy, there are also specific art therapy assessments. These should be used with caution even by art therapists! Sometimes very simple requests like “Can you draw a picture of yourself?” implies that the result is something that the therapist can make meaning of. How an art therapist responds to client art is part of what art therapists need to learn, and others wouldn’t know. Art is truthful and revealing and simple images can contain potential deep messages.
- **Inner Child Work** – Images related to an inner child are often traumatic and/or troubling for a client to sit with.
- **Messy materials** – The rumors about this are true. Clay, paint, glue and scented materials can be triggering and initiate regression.
- **Exploration of Trauma (including any form of abuse)** – The art that appears needs to be contained and explored with an art therapist. In speaking about her work in art therapy with trauma and additions, Dr. Ericha Scott stated: “Another myth is that the art therapies are benign and cannot cause harm. In fact, in the hands of an untrained therapist, art can be too provocative and can even trigger excessive flooding of traumatic memories, overwhelming the clients’ defenses and ability to cope” (2018).
- **Body Tracing** – This needs to be confined to art therapy.

All of these concerns also apply to family, couple and group work. The management, in particular, of family and group art making takes attention and knowledge on the part of the therapist regarding structure, containment, and clear guidelines about appropriate feedback expressed by clients to one another.

Some areas that feel more appropriate for a non-art therapist to pursue could include:

- **Resource/Vision Board collages** – These kind of art experiences can be thought of as more of an activity or homework. This kind of strength-based work rarely leads to disturbing imagery.
- **Sharing happy stories** – For example, if a child got a new dog, the therapist might ask the child to draw a picture of it.
- **Working with symbols to represent oneself or family members.**
- **Creating a “game board” and having kids or families fill in events/experiences in their timelines.**
- **Cards for birthdays, etc.**
- **Coloring pages**
- **A gathering of found objects.**

Remember that it’s always appropriate to seek consultation from an art therapist, when troubling or violent art spontaneously emerges. I’ll close with another quote from Dr. Scott: “The arts are a different language and the therapist needs to be trained in the language that the arts speak.”
References:

Counselor and Art Therapist Licensing and Credentialing
Master's degree programs at Southwestern College prepare mental health professionals for careers in counseling and/or art therapy.

- Counseling and Art Therapy/Counseling graduates are eligible to apply for counseling licensure in New Mexico and many other states.
- Art Therapy/Counseling graduates are eligible to apply for licensing as a Licensed Professional Art Therapist (LPAT) in New Mexico and other states that offer a similar license.
- Art Therapy/Counseling and Art Therapy for Clinical Professionals graduates are eligible to accrue hours for the national designations of ATR (registered art therapist) and BC (board certified), through the Art Therapy Credentials Board (ATCB).

Many graduates get licensed in other states. Applicants and students are encouraged to research the licensing requirements in the state they wish to practice as a counselor or art therapist. The Student and Career Services Director can assist students in understanding the licensing requirements in the state they wish to practice. Information is also available in the Populi Group Student and Career Services Center.
PART V: ACADEMIC GUIDELINES AND EXPECTATIONS FOR M.A. PROGRAMS

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. The College assesses students’ demonstration of competencies using multiple measures of achievement, frequent opportunities for assessment and multiple faculty evaluators.

Student Competencies
The objective of Southwestern College’s 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.

- **Give, receive and integrate feedback**: Students develop the ability to self-reflect and communicate clearly and directly when working with others. Effectiveness as a professional depends on the ability to engage honestly and openly in service to the transformational process.
• **Cultural Awareness and Competence**: Students develop a capacity to understand their own cultural and reality systems and can 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, the College believes students 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.

**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 Student and Career Services Group in 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:
  o Class attendance
  o Punctuality
  o Class preparation
  o Following instructors’ guidelines and/or instructions
  o Completing assignments on time
  o 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:
  o Giving and receiving
  o Helplessness and empowerment
  o Freedom and responsibility
  o Expressiveness and containment
  o Altruism and narcissism
  o 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 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 arrange directly with the instructor. Late papers are graded down as per the Late Paper Policy on page 97 except in extraordinary circumstances.

All graded papers will be either returned in class, to the students’ individual mail folder or graded directly in Populi within one week of submission.
Moving Through Your Degree Program

This section lays out the steps students’ take from enrollment to graduation (see below for a graphical representation).

Key Steps in Part One

- **Find a therapist and start seeing them in the first quarter!** Students must complete and document two sessions before registering for their second quarter.
- **Keep seeing your therapist!** Having an appointment every 2 weeks makes meeting the Part One requirement easy and gives you the opportunity to process your in-class and in-life experiences. Really, you’ll need it.
- **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. See the section entitle Core Curriculum & Core Curriculum Exam later in this section for more information about preparation.
- **Take the Core Curriculum Exam.**
- **If you are an AT/CN student, schedule a Portfolio Review during the summer you take the CCE.** Your Program Chair will be in touch!
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 (CCE)** is evaluated prior to entry into Part Two. See information below about the CCE.
- **Completion of Part One Personal Therapy Requirement** (20 or 30 sessions depending on planner). Documentation of sessions must be submitted to the Registrar’s office prior to Part Two registration.
- **Completion of a Portfolio Review with core AT faculty during the summer of the Core Curriculum Exam** (Art Therapy/Counseling and Art Therapy for Clinical Professionals degrees only).

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.

Entering Part Two

Part Two of the M.A. programs broadens the focus to include clinical field training. Please see page 64, *Part VI: Clinical Field Training Policies and Procedures* for more details about Part Two.

Core Curriculum & Core Curriculum Exam

Core Curriculum Courses – All Students

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CN AT 5000-B1</td>
<td>Multicultural Awareness</td>
</tr>
<tr>
<td>CN AT 522-2</td>
<td>Applied Theories of Human Development</td>
</tr>
<tr>
<td>CN AT 542-3</td>
<td>Foundations: History and Theories of Counseling</td>
</tr>
<tr>
<td>CN AT 574</td>
<td>Psychology of Altruism: Fundamentals of Helping Relationship</td>
</tr>
<tr>
<td>CN AT 530-2</td>
<td>Psychology of Consciousness I: Ontology</td>
</tr>
<tr>
<td>CN AT 531-2</td>
<td>Psychology of Consciousness II Paradigm Shifts and Change Agents</td>
</tr>
<tr>
<td>CN AT 523</td>
<td>Hermeneutics of Depth Psychology (may be taken before or after the CCE)</td>
</tr>
</tbody>
</table>
Core Curriculum Courses – Art Therapy Students Only
AT/CN students must also take these four courses prior to taking the CCE:

- 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
CN students must take this course prior to taking the CCE:

- CN 577-3 Multicultural Perspectives in Counseling with Diverse Populations

Core Curriculum Exam
Students take the Core Curriculum Exam at the end of Part One, when they have completed the core curriculum. The CCE is administered three times each summer – once in June, July, and August. Students must complete the CCE by August 31 or request an extension via the Petition for Program Exception process. They will be contacted by the Registrar’s Office with instructions about signing up. Students who do not take and Pass the CCE will not be allowed to start Part Two classes.

The CCE is a 3-hour proctored exam that reviews knowledge, skills, and attitudes acquired during Part One studies. It is evaluated and graded Pass/Fail by the Program Chair or their designee. Students who fail all or part of the exam may be asked to re-take the exam. Students who require ADA accommodations for examinations must contact the Student and Career Services Director two weeks prior to the examination date to arrange for appropriate accommodations.
PART VI: CLINICAL FIELD TRAINING POLICIES AND PROCEDURES

Practicum Policies and Procedures
All individual Practicum hours for the Counseling and Art Therapy/Counseling programs are to be completed at Tierra Nueva Counseling Center (TNCC). Group Practicum hours may be completed off-site with instructor and program chair permission if there is a licensed mental health professional on the premises willing to provide on-site supervision. All individual and group Practicum hours for the Art Therapy for Clinical Professionals program will be completed in the student’s local community.

All students entering Practicum at TNCC are required to have a background check, including fingerprinting, and obtain liability insurance. See the Background Check Policy page 65.

Criteria for Beginning and Completing Practicum
Upon satisfactory completion of Part One course work, the Core Curriculum Exam, and the Portfolio Review (AT/CN students only), students will be eligible to register for Practicum I and the co-requisite lab.

Counseling students must complete a combined total of 100 indirect and direct client contact hours during the two quarters they are enrolled in Practicum I and Practicum II.

- 40 of these hours must be direct client contact hours defined as face-to-face interaction during scheduled counseling sessions.
- 60 of these hours must be indirect hours, defined as time spent on required documentation, scheduling, supervision, and other professional activities related to client work.

Art Therapy/Counseling and Art Therapy for Clinical Professionals students must complete a combined total of 100 indirect and direct client contact hours during the two quarters they are enrolled in Practicum I and Practicum II.

- 50 of these hours must be direct client contact hours defined as face-to-face interaction during scheduled counseling sessions.
- 50 of these hours must be indirect hours, defined as time spent on required documentation, scheduling, supervision, and other professional activities related to client work.

Grading for Practicum I and Practicum II Class and Lab
Students simultaneously enroll in a practicum class and co-requisite lab. These two distinct sections are graded separately. For the practicum class, students will receive a letter grade (A through F). For the lab, students will be graded pass/satisfactory progress/fail as described below.

Practicum I Lab:
- Students receive a P (Pass) if they have completed the 20 hours of direct client contact required and all clinical documentation.
- Students receive an SP (Satisfactory Progress) if they have not completed the required 20 hours and/or all required clinical documentation.
The grade of SP is considered a passing grade and does not need to be changed once a student has completed 20 hours of direct client contact and clinical documentation.

If a student has not completed all required clinical documentation by the end of the quarter, they may receive an F (Fail).

**Practicum II Lab:**
- Students receive a P (Pass) if they have completed the total required hours of direct client contact and indirect client contact (based on their program), and all required clinical documentation.
- If a student has not completed the combined total of 100 hours and/or all required clinical documentation by the end of the quarter they must apply for an incomplete, allowing for an extension of time in which to complete their hours. Once the quarter ends, the program chair will serve as their supervisor. Students may not progress to Internship until meeting all requirements and receiving a P (Pass).
- Students who do not apply for an Incomplete or do not finish the required hours and documentation will receive an F (Fail).

**Tierra Nueva Counseling Center (TNCC) Policies related to Practicum**

Tierra Nueva Counseling Center maintains its own policy and procedure manual. Selections are repeated here because they are applicable to the students’ Practicum and/or Internship experience. In addition, the College provides Practicum and Internship specific training and materials. Copies of the most recent training materials can be found in the Student and Career Services Group in Populi. Please see these other resources for more details on TNCC and field training policies and procedures.

**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.** If the TNCC leadership team has a concern regarding the results of the mandatory student background check, AC will determine necessary action on a case-by-case basis. 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.
3. Students will be contacted when the results of the background check have been received by the TNCC Clinical Director.

Following the initial background check, students are required to self-report to their supervisor any criminal charges.

**Dress Code for Tierra Nueva Counseling Center**

Tierra Nueva Counseling Center strives to provide a welcoming, professional, and therapeutic space for the clients and the community. Practicum students and Interns who work with clients at TNCC are expected to wear clothing that is neat, clean, and in good repair in order to maintain a professional appearance.

The College and TNCC staff to not intend to dictate the type of clothes to be worn, as personal style may be an extension of one’s therapeutic style. However, part of students’ clinical training is to become conscious of one’s attire in relation to the setting, the population, cultural norms, and agency expectations.

To support this awareness, and with sensitivity to the diverse population served at TNCC, the following guidelines apply:

- 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 are prohibited;
- 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 the client and engagement in the therapeutic work.

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

**Multiple Relationships***

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 student or employee, 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.
Social Media Policy for Tierra Nueva Counseling Center

Student clinicians are the ambassadors of TNCC during Practicum and Internship. They are the face of the program, delivering clinical services to clients. Since students are the one-on-one interface for the people receiving services at TNCC, it is important that they portray a professional and clinically sound persona in the community. It is also important to be mindful of posting on social media platforms, both one’s own personal accounts and those of others.

The following guidelines apply to students serving at TNCC during Practicum and Internship:
1. Do not friend or follow clients or 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 clients, work with clients, or specific work at TNCC. This guideline is 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 acceptable 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.

Internship and Professional Seminar Policies and Procedures

Information about Internship is provided by the Operations Manager of Tierra Nueva Counseling Center during Practicum. The Internship Packet is available in the Student and Career Services Group in Populi if students wish to review it before then.

Criteria for Beginning Internship and General Policies

All coursework (except electives or .5-unit classes), Practicum hours and Practicum clinical documentation must be completed to proceed to Internship. Students must have their Internship Proposal approved and be enrolled in Internship I or II and the Professional Seminar co-requisite to accumulate internship hours.

Once both Professional Seminars are completed, students may accumulate Internship hours as described below.

Students are required to attend the in-person Professional Seminar classes if their internship is within 50 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.

The final day to enroll in Internship I or II is the third Friday of the quarter. If a student is not enrolled at that time, they must wait until the following quarter to enroll.

On occasion, a student may start at an internship site prior to the start of an academic quarter. These hours MAY NOT count towards required hours.
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 these policies must be determined by the Academic Council via the Petition for Program Exception process on page 100.

Requirements for Completing Internship Hours

All M.A. degree programs require students to accumulate a total of 600 direct and indirect hours to complete Internship. No practicum hours may be applied toward Internship. Direct client contact hours are defined as face-to-face interaction with clients. Indirect hours are defined as time spent on required documentation, scheduling, supervision, and other professional activities related to client work.

If Internship hours have not been completed in two quarters, students may submit a Petition for Incomplete to request more time (up to one quarter) to complete hours or documentation. If the student needs more than one quarter to complete hours or documentation, they must register for one unit of Continuing Internship.

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. They must receive one hour of supervision for every ten hours of direct client contact.

Southwestern College will pay up to $1,500 towards supervision during internship at the rate of $50/hour for individual supervision and $60/hour for group supervision when students do not have a qualified on-site supervisor at their internship location. This includes Art Therapy/Counseling students requiring supervision by an ATR-BC.

The student must keep track of supervision hours on an internship log which will be provided at the start of Internship.

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, students will receive a letter grade (A through F).

For Internship I, students will be graded pass/satisfactory progress/fail as described below.

- Students receive a P (Pass) if they have completed 300 hours of direct and in-direct hours and/or the accompanying documentation required of SWC.
- Students receive an SP (Satisfactory Progress) if they have not completed the required hours and/or the accompanying documentation required of SWC.
The grade of SP is considered a passing grade and does not need to be changed once a student has completed 300 hours of direct and in-direct hours and accompanying documentation required by SWC.

**Grading for Professional Seminar II, Internship II and Completion of Internship Hours**

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

For Internship II, students will be graded pass/satisfactory progress/fail as described below.

- Students receive a **P (Pass)** if they have completed 600 hours of direct and in-direct hours and/or the accompanying documentation required of SWC.
- Students who have not completed 600 hours of direct and in-direct hours and/or the accompanying documentation required of SWC will receive an **SP (Satisfactory Progress)** and must file a **Petition for Incomplete**. This will allow students one full quarter to complete the required hours. When students complete their hours and documentation, they receive a **P (Pass)**.
- If more than one quarter (the time of the Incomplete) is needed to complete hours and documentation, students must enroll in one unit of Continuing Internship. A student must continue to enroll in Continuing Internship while accumulating internship hours until all hours and documentation are completed. Students will receive an SP for quarters in which they have not completed all hours and/or documentation. For the quarter in which they complete their hours and documentation, the final grade for internship will be a **P (Pass)**.

A student will have one quarter after the completion of all required internship hours to complete the Final Paper, Final Exam, Exit Interview, and satisfy all other graduation requirements. Exceptions to this policy must be approved by the Academic Council via the **Petition for Program Exception** process (page 100). If no exception has been granted, a student will forfeit their right to graduate from Southwestern College after one year.

Students have six years from the start of the program to complete graduation requirements, including the required internship hours. (See **Degree and Certificate Completion**, page 95)

**Art Supplies During Internship**

The purpose of this section is to clarify how the College looks at the issue of art supplies at internship sites and to provide guidance for initiating art therapy at a site during internship. If a site wants to offer art therapy, they should understand that art therapy requires art materials. Sometimes SWC interns are the first art therapist in training at a site.

If a site has some art supplies and an intern wants different or better-quality art materials, the intern could:

1. Create a proposed budget and give it to the on-site supervisor.
2. If funds are not available, an intern could ask employees at the site for craft and art supply donations. Signs put up in break rooms often work well.
3. If initiating a local internship, ask the Art Therapy Program Chair to look through the SWC art shed where donations of all kinds (fabric, magazines, used crayons and pastels, etc.) are stored.

4. Design art experiences that mostly rely on recycled materials, found objects and yard sale craft/art supplies.

5. Pay for some supplies out of one’s own pocket.

If a site is completely new to on-site art making, try to negotiate funds or a budget for basic materials, which is what art therapists often do if they are pioneering art therapy at a site. If there are no funds for art materials at all, consult with The Director of Field Training before moving ahead with that site.

The Art Therapy program faculty want each student’s art therapy internship to be successful and satisfying and will help you navigate your way through the issue of art supplies.
PART VII: GRADUATION POLICIES AND PROCESS

Graduation Requirements
To graduate, M.A. students are required to complete the following.

- Successful completion and documentation of psychology and studio art prerequisites.
- Successful completion of the required number of units with a grade of B- or better in every course.
- Successful completion of the Core Curriculum Exam (CCE) (AT/CN and CN students only).
- Documented attendance at both parts of the Psychopharmacology lecture. (Students admitted prior to Fall 2018 only.)
- Successful completion of the Personal Therapy requirement.
- Successful completion of Internship hours and documentation.
- Successful completion and submission of all required Internship documentation to assigned Internship Liaison.
- Successful completion of TNCC check-out. (AT/CN and CN students only.)
- Successful completion of the Final Paper. (AT/CN student complete this after Internship is completed. CN students complete it during Internship II.)
- Library clearance (fines paid, books returned, etc.).
- Business office clearance (all tuition, fees, etc. paid in full).
- Successful completion of Financial Aid Exit Counseling (Students who borrowed funds through the Federal Direct Unsubsidized and/or PLUS Student Loan Programs only.)
- Successful completion of Final Exam.
- Successful completion of Exit Interview. The date of the Exit Interview is the student’s graduation date.

Graduation applications are due to the Registrar by Oct. 1 or within 30 days of completion of the Exit Interview.

Students have one quarter from completing Internship hours to complete the remainder of the graduation requirements articulated above. Students wishing to complete requirements after one quarter 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. Students are encouraged to complete graduation requirements immediately upon completing Internship.

Moving through the Graduation Process
The graduation process begins at the end of Internship I. Please note the following:
• Registrar sends Graduation Clearance Checklist to each student near the end of Internship I. Students are responsible for noting any outstanding requirements and encouraged to complete them prior to finishing Internship II.
• When Internship requirements are met (hours, documentation, etc.), the TNCC Operations Director initiates the Graduation Clearance Form (GCF), an electronic form which tracks the student’s progress in completing graduation requirements. The steps to complete the Graduation process are below.
  o **Complete the Final Paper.** AT/CN and ATCP students upload Final Paper to Populi at any time after completing Internship II. CN students complete the Final Paper during Internship II.
  o **Program Chair signs GCF when the Final Paper is graded.**
    [Copy of GCF emailed to student.]
  o **Registrar clears for Final Exam when all other requirements are met** (Prerequisites, Personal Therapy, Library, Business Office, Financial Aid, and Psychopharmacology lectures, if necessary). Registrar sends the student and email when they are registered for the Final Exam class in Populi.
    [Copy of GCF emailed to student and Program Chair.]
  o **Student can take the Final Exam at any time after Registrar registers them for the class.** The exam is 3 hours and not proctored. Once started, the exam must be completed in one sitting.
    [See Information and Criteria for Grading the Final Exam below.]
  o **Program Chair grades Final Exam and clears student to schedule the Exit Interview.** Students cannot schedule the Exit Interview until they receive notification they passed the Final Exam.
    [Copy of GCF emailed to student and members of Academic Council.]
  o **Schedule and complete the Exit Interview and Exit Interview Survey** as described in Exit Interview below.
  o **AC member completes Exit Interview Completion Form (EICF) – the link is in the GCF.** When the exit interview is completed, the designated AC member present in the interview will be responsible for initiating the Exit Interview Form and sending it to the Dean. Then the Dean will provide a final signature which will then go to Andrea and the student.
    [Copy of EICF is emailed to the student, Registrar, Program Chair, and Dean.]
  o **The student graduates!** YOUR graduation date is the date the Exit Interview is completed.
  o **Students may request transcripts from the Registrar when EICF is received by the Registrar.** Transcripts are processed ONLY on Friday.

**Information and Criteria for Grading the Final Exam**

The Final Exam is administered in Populi. Students are given three hours to complete the essay questions. It is not proctored.

The Final Exam is read and evaluated by the student’s Program Chair or a member of Academic Council if the Program Chair is not available. The criteria for evaluating the examination are articulated in the Final Exam Rubrics posted in Populi and is graded Pass/Fail. 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 notification they have passed the Final Exam, students schedule an Exit Interview with two people. One must be a member of Academic Council (see page 21 for list of Academic Council members). The second may be a faculty member of their choice.

Prior to the Exit Interview, they must complete the Exit Interview Survey, which will be reviewed at the Exit Interview.

The Exit Interview and Exit Interview Survey serve as an opportunity for each student to reflect on their graduate program experience, discuss counseling and art therapy approaches, and summarize professional goals. Completion of the Exit 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 Policy and Procedure for Walking in the Annual Graduation Ceremony, below, for details.

**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.
PART VIII: STUDENT SERVICES AND RESOURCES

Student and Career Services
The Student and Career Services Office supports student growth, retention and success in SWC’s academic programs and life. Emilah Dawn DeToro, M.Ed., PCC, is the Student and Career Services Director.

The following support, services, and resources are available to all students.

- Program Plan Advisement.
- NEI Certificate Program advisement.
- Student Success Coaching.
- Career Services and Licensing/Credential Support.
- Disability Accommodation (ADA) consultation and administration.
- Answers to “How do I…?” “Can I…?” and a variety of other questions students ask about their experience at SWC.

Other services coordinated by this office include:

- New Student Orientation.
- The Student Conduct process on behalf of Academic Council.
- Independent Study classes for Alumni needing additional coursework to meet state licensing requirements.
- The Graduate Assistant Program (post-award).

New Student Orientation
New student orientation takes place the week prior to classes beginning in the Fall and Winter quarters. Orientation is required of all entering students.

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.

Student Success Coaching
The transformational learning process initiates growth and change. Student Success Coaching is available to all students who wish to be supported in their transformational process. Designated faculty and staff assist students in navigating these changes and identifying skills necessary for greater academic and professional success. Students and coaches may collaborate in creating a Student Success Plan (SSP) or meet in a more free-flowing way to support students in clarifying goals, managing stress, considering options, and/or changing behaviors.

Students may request a Student Success Coach by contacting the Student and Career Services Director emilahdetoro@swc.edu.

Required Student Success Coaching
Students may be required to work with a Success Coach as part of the student conduct process (see page 82). In these situations, coaching is intended to assist a student in meeting specific expectations for professional behavior and/or academic success identified by faculty or staff.

If Success Coaching is required, the student and coach discuss the issues raised and agree to strategies that will improve the professional and/or academic performance identified in the Students of Concern process. Together, they complete a Student Success Plan using S.M.A.R.T. Goals (Specific, Measurable, Attainable, Realistic, and Timely). Once completed, a copy of the signed SSP is kept in the Student and Career Services Director’s office. If there are recurring concerns regarding academic or behavioral issues, the SSP plan will form the basis of any additional requirements or recommendations.

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. Requests for accommodations are evaluated on an individual basis using the Disability Registration Form, which is intended to help the College determine how to effectively meet each student’s needs.

The College requires 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.
Students can request accommodation at any time during their enrollment. However, requesting accommodation at the beginning of enrollment is recommended. Students who have qualified for accommodations in their undergraduate institution benefit from accommodations while pursuing their graduate education at SWC. Requesting accommodations early allows the College to provide students with the accommodations they 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 the Dean of the College/Chief Academic Officer, 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*. Please set up a time with each faculty member or practicum/internship supervisor to discuss and clarify the approved accommodations and how they will be implemented. The Student and Career Services Director will not inform faculty of the approved accommodations.
4. The original and a scanned copy of the form will be kept in the Student and Career Services Director’s office.

*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.*

Please contact Emilah DeToro, M.Ed., PCC, Student and Career Services Director at emilahdetoro@swc.edu or (505) 467-6603 with any questions.

**College Bookstore**

The bookstore is in the main office of Southwestern College. Required textbooks and other books of interest are available to order through Populi to pick up in-person. Walk-in 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.

**Technology Resources**

Technology Services provides a variety of tools and services to support students, faculty and staff. Your SWC.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. NOTE: Forwarding of SWC Email to an external email account is not permitted.
• 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.

Quimby Memorial Library (QML)
Quimby Memorial Library serves alumni, students, faculty and staff of Southwestern College and the New Earth Institute. Members of the Jungian Society are also offered library privileges. Individuals from the community wishing to use the QML must request an exception from 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, 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.

Campus Resources

Spiritual Practice Room
Southwestern College promotes an integrative approach which supports and acknowledges spirituality. Our spiritual practice room is available for prayer and meditation and is conveniently located in the same building as the student lounge.

Student Lounge
A place on campus where students can go to “hang out,” check email, brew a cup of coffee, or take a nap. The lounge is available to students year-round and houses a kitchen and living room area for comfort and socializing.

Art Studio
The Art Studio is a dedicated place for artmaking on campus. A kiln and plentiful art supplies are available. The studio is usually open during office hours, or students may borrow a key and arrange to use it in the evenings or on weekends. Some quarters, there is a weekly open studio available for students, staff and faculty.
Peace and Reflection Garden
In 2012, Southwestern completed the installation of a Peace and Reflection Garden, which includes a scenic path, a pergola, prayer flags and a wind sculpture. Students are encouraged to use this space as a place for reflection and cultivating a deep sense of inner peace.

Wild Heart Gallery
The Wild Heart Art Gallery is located in the foyer of the Art Therapy building. Curated art shows of student, faculty and staff work are held on a periodic basis.
PART IX: STUDENT CONDUCT AND SUPPORT FOR SUCCESS

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, as they relate to the competencies required for professional art therapists and counselors. SWC is committed to remediating or preventing those students who are lacking in these professional competencies from becoming counselors and art therapists.

Principles of Behavior

One of the core values at SWC is that of loving awareness of self and other. 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 daily interactions.

Though some level of tension between members of our community may be unavoidable, we can strive as a community to manage conflict effectively and with compassion.

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.

The community is strengthened by maintaining an awareness of the integrity of each person and treating all with consideration, love, and respect.

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 or signs of impairment, as described within this document, when deemed appropriate.

Students are expected to monitor themselves for signs of difficulty regarding their own physical, mental, or emotional problems. During clinical filed training, students should refrain from offering or providing professional services when their personal/internal state may impair their professional capacity and/or cause harm to a client or others. In alignment with professional ethical codes, students should notify their faculty and/or supervisors and seek assistance for problems that reach the level of impairment, and, if necessary, limit, suspend, or terminate their coursework and/or clinical field training until it is determined that they may safely resume their work.
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 faculty believe that professional counselors and art therapists must be models of responsibility, integrity, excellence and compassion in their communities, on and off campus.

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 behave in ways that ensure integrity, consideration, respect and safety for fellow students, clients, faculty and staff. Matriculated students pursuing a degree and non-credit students are held to the same behavioral standards.

The following behaviors on or off campus may lead to institutional sanctions:

- Academic dishonesty (plagiarism, cheating, fraud or negligent misrepresentation).
- Behavior that threatens the personal health or safety of oneself or others including physical assault, verbal abuse or other violent or potentially behavior toward another student, instructor or staff member.
- Being under the influence or using alcohol or drugs on campus.
- Breach of confidentiality.
- Destruction of College or personal property.
- Disruptive or disrespectful behavior toward a student, instructor, client, or staff member including refusing to follow instructor guidelines in class.
- Failure to meet financial obligations to the College.
- Harmful multiple relationships with faculty, staff, or practicum or internship clients.
- Possession of firearms, weapons or toys that resemble weapons on campus.
- Practicing counseling or art therapy outside of the context of graduate training.
- 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.
- Impairment – see below.

Faculty-Initiated Feedback

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

Southwestern College’s mission, Transforming Consciousness through Education, is implemented in the classroom, during practicum and throughout internship. As part of this transformational process, faculty are asked to mindfully attend to students with and hold them in unconditional positive regard.
Faculty may communicate concerns regarding student behavior and progress using an Faculty Initiated Feedback and Referral Form (FIFRF), 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, supporting documentation, and communication regarding student conduct are kept in the Student and Career Service Director's office. These items 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.

Faculty Initiated Feedback and Referral Form (FIFRF)

The purpose of the Faculty Initiated Feedback and Referral Form (FIFRF) 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 a Faculty Initiated Feedback and Referral Form (FIFRF). 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 a Faculty Initiated Feedback and Referral Form (FIFRF) and
- Review it with the student.
- Obtain signature from faculty and student.
- Give the Faculty Initiated Feedback and Referral Form (FIFRF) to the Student and Career Services Director for filing and discussion at the next Student Success Team meeting.

Notice of Academic Concern (NAC)

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. The Notice of Academic Concern covers the following skills and behaviors:

- Preparedness for class
- Class participation
- Writing skills
- Verbal skills
- Interpersonal sensitivity, empathy
- Ability to give, receive and integrate feedback
- Experiential learning
- Professional potential

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

- The S&CSD gives a copy of the Notice of Academic Concern to the student and arranges a meeting with the student and faculty member, if available. If the faculty member is not available, the Course Leader will attend the meeting. 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:
  
  o no action,
  o required student success coaching,
  o slowing down the pace of the student’s program,
  o evaluation by a medical professional,
  o retaking a class,
  o probation, suspension, or expulsion. (If probation, suspension or expulsion are being considered, a recommendation will be made to Academic Council for a final decision.)

- The student receives a letter from the S&CSD with an explanation of the SST’s requirements, if any.

- If the student is not suspended or expelled, the S&CSD 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 SST 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 (PFE)

A Professional Fitness Evaluation is completed by a faculty member anytime during a quarter and/or prior to the beginning of the following quarter. The Professional Fitness Evaluation covers the following skills and behaviors:

- Ability to observe and reflect on one’s own process.
- Ability to disclose appropriately.
- Demonstrates empathy, warmth, compassion and acceptance
- Demonstrates appropriate boundaries
- Demonstrates a sense of responsibility to self and others
- Ability to give, receive and integrate feedback
- Ability to tolerate ambiguity and intense emotional situations
- Ability to be a neutral observer, stay in the moment, and accurately observe content and process in self and others
- Demonstrates openness and participation in the learning process
- Ability to identify and understand their cultural identity and to understand and respect that of others.
The faculty member completes the form and submits it to the Student and Career Services Director. Then:

- The S&CSD gives a copy of the *Professional Fitness Evaluation* to the student and arranges a meeting with the student and faculty member, if available. If the faculty member is not available, the Course Leader will attend the meeting. 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 *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,
  - evaluation by a medical professional,
  - retaking a class,
  - probation, suspension, or expulsion. (If probation, suspension or expulsion are being considered, a recommendation will be made to Academic Council for a final decision.)

- The student receives a letter from the S&CSD with an explanation of the SST’s requirements, if any.

- If the student is not suspended or expelled, the S&CSD 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 SST 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.

**Disciplinary Action**

Disciplinary actions listed below are initiated by the Student and Career Services Director and/or the Student Success Team (SST). The SST recommends the actions to Academic Council, which makes the final decision.

Examples of initial disciplinary actions include:

- required student success coaching,
- slowing down the pace of the student’s program,
- evaluation by a medical professional,
- retaking a class,
- restitution.
As concerns escalate, the more substantial actions listed below may be taken.

**Administrative Leave of Absence (ALOA)**

If a student exhibits behavior not consistent with the *Principles of Behavior* as defined in the College Catalog, Academic Council may place a student on ALOA. 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. Prior to re-entry, the student will be required to meet with two members of Academic Council, or it’s designee, who will make a recommendation regarding re-entry. Students may be required to provide documentation of physical, mental or emotional fitness from a licensed health care professional. If cleared for re-entry by Academic Council, the student may return to the school at the end of the ALOA without re-applying.

**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,
- personal therapy,
- 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. Probation may result from the following:

- A student is automatically placed on 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.
- Receiving a *Notice of Academic Concern* and/or *Professional Fitness Evaluation* (See p. 79).
- If a student does not demonstrate the knowledge, skills, maturity and attitudes necessary for graduate school performance in counseling and/or art therapy classes.
- Disrespectful behavior toward students, staff or an instructor or refusal to follow an instructor’s guidelines.
- If a student is in violation of any policy in the Student Handbook or College Catalog.

Once a student has been placed on Probation, it will remain in effect until the student graduates or until they receive a written notice from the Academic Council, or it’s designee, removing them from their probationary status.
Suspension and Expulsion

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

Suspension and Expulsion may result from the following:

- Failure to establish a satisfactory level of academic performance following being placed on Probation.
- Failure to address the issues presented on a Professional Fitness Evaluation, Notice of Academic Concern, or in a letter of probation.
- Poor performance the Core Curriculum Exam or Final Exam.
- A student will be suspended if they fail the same course twice.
- Consistent failure to demonstrate the knowledge, skills and attitudes necessary for graduate school performance in counseling and/or art therapy/counseling.
- Violation of any policy in the College Catalog.

Academic Council may suspend a student for a length of time between one quarter and one year. Prior to re-entry, the student will be required to meet with two members of Academic Council, or it’s designee, who will make a recommendation regarding re-entry. Students may be required to provide documentation of physical, mental or emotional fitness from a licensed health care professional. If cleared for re-entry by Academic Council, the student may return to the school at the end of the suspension without re-applying.

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’s decision, which is final. No other decisions made by Academic Council may be appealed.
PART X: ACADEMIC, INSTITUTIONAL AND FINANCIAL POLICIES

Academic Policies

Add/Drop

Students must register for degree classes prior to the first week of classes, as described in the Registration section, page 101. Students may register for NEI classes at any time.

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 *Refund Policy*, page 121.)

Art Materials in the Classroom

The College maintains art supplies in the classroom as an important part of the 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 personal creative endeavors.

When students bring in their own supplies for classes (such as ceramics), they need to be bagged and labeled if not intended for the use of all students. Please do not 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 stored in an organized fashion. Students and faculty must work together to respect both institutional and private property.

Appealing a Course Grade

**The student has one quarter after the final course 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 Dean/CAO who consults with the Academic Council.
• If sufficient grounds for a grade change are demonstrated to Academic Council, the Dean/CAO 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.

Changing M.A. Programs
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.

*Infographic of Attendance Policy (next page)*
Attendance at and participation in all class sessions is required.

So What Happens If I Am Absent?

**Students who miss more than 2 classes will not receive credit for the class.**

- **If I need to miss the First/Last Class of the Quarter**
  - Contact Student Services & Instructor Prior to Class
  - Fill Out a Petition for Program Exception
  - Exception Approved?
    - YES: Arrange & Complete Make-up Work
    - NO: Course Withdrawal

- **If I need to miss a Weekend Component**
  - Contact Student Services & Instructor Prior to Class
  - Fill Out a Petition for Program Exception
  - Exception Approved?
    - YES: Arrange & Complete Make-up Work
    - NO: Course Withdrawal

- **If I need to miss a Class During Weeks 2-9**
  - Contact Instructor Prior to Class
  - Discuss Reason, Receive Permission
  - Arrange & Complete Make-Up Work

- **If I need to miss an NEI Course**
  - Contact Registrar
  - Complete Drop Process

**Policies**

Students who miss more than 2 classes will not receive credit for the class, unless extenuating circumstances apply using the PPE Process.

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 courses.

**Contact**

- **Student & Career Services**
  - Emiliah DeToro - 505-467-6603
  - emiliahdetoro@swc.edu
  - calendly.com/emiliahdetoro

- **Registrar**
  - Andrea Pacheco - 505-467-6609
  - andreapacheco@swc.edu

- **Academic Assistant**
  - Amanda LaMendola - 505-467-6827
  - academicasst@swc.edu

**Excused or Unexcused**

- Instructor is notified PRIOR to class for: Illness, Family Death, Emergency Circumstances
- Instructor not notified or is notified AFTER class for: Makeup Work Completed

- Makeup Work Not Completed
- There is no justifiable reason for missing class

UPDATED MAY 2019
**Online Class Attendance Policy**

Online classes can be *synchronous* or *asynchronous*. Attendance and participation are required for both types of online classes but are defined differently.

**Definitions:**

*Synchronous* means students participate in group video calls at specified times in addition to completing course requirements online, as outlined in the syllabus.

*Asynchronous* means students are not required to participate in group video calls, but are still expected to complete all course requirements online, as outlined in the syllabus.

**For synchronous online classes, the in-person attendance policy applies (see p xx).** This means that attendance in all group video calls is mandatory for synchronous online classes. Students may not miss the first or last video call, or more than 20% of the total number of video calls, and expect to pass the course without applying for program exception.

*Attendance and participation will be graded as described in the syllabus for asynchronous online classes*, and may include participation in online discussions, group activities, and other assignments. If a student fails to submit the first assignment when it is due, they may be withdrawn.

Both types of online classes will have assignments, activities, discussions, readings and projects that have dues dates set by the instructor.

**Class Section Changes**

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

**Class Withdrawal**

*Withdrawal from a Credit 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.

**Withdrawal from a Non-Credit Class (student initiated)**
Students and community members who register for non-class 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.

**Administrative Withdrawal from a Class (college initiated)**
The administration may withdraw a student from a class who has registered for but not attended a class or classes.

**Classroom Technology**
Each classroom 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 Seph Turnipseed, Technology Coordinator, or Donna Harrington, Chief Technology Officer, at least **one week in advance**. The Technology Coordinator and/or Chief Technology Officer will try to accommodate last-minute requests as schedules allow. Please provide advance notice to ensure that your needs are met.

**College Withdrawal (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, they must complete and submit the College Withdrawal form. *(See Student and Career Services Group in Populi for electronic version of all forms.)*

**College Withdrawal (College Initiated)**
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.
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 and Certificate 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 they must re-apply. If readmitted, they are admitted into the degree program currently being offered and must meet those requirements for graduation.
Students and community members pursuing a certificate program through the New Earth Institute must complete all classes required for the Certificate within six (6) years of taking the first class.

**Grading System**

Grades are given at the end of each quarter to indicate the quality of students' work. All work done by the student in courses, independent studies and practicum is evaluated by the course instructor and recorded on the permanent transcript as the final grade. The grading procedure is stated on the syllabus for each class.

All letter grades are calculated on a 4-point system. Cumulative GPA not to exceed 4.0. (Grades of I, W, AW, IW, IPR are not calculated in the GPA)

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>

**Grades of B- or above will be accepted towards fulfilling degree requirements.** Students are required to achieve a B-, S or P or higher in each course to be considered in good standing, continue in the program, and graduate.
Grades of C+ or below are considered failing and the course must be retaken. Students will no longer be considered in good standing and will be placed on Probation until they have retaken the course and received a B- or higher.

Grades are posted to Populi by the instructor no later than one week after the end of the class. They are available to students after submission of their course/instructor evaluation and the evaluation period has ended (usually no later than one week after the close of the quarter).

No course grades will be released if a student's account is financially delinquent.

**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 Dean of the College, as needed. Students requesting an Incomplete should speak with their instructor as soon as possible.

- Incompletes must be initiated prior to the last day of the course.
- A faculty member may initiate an incomplete in an emergency. The fee will be waived.
- An incomplete is only granted if a student has completed 50% of the coursework.
- The deadline for submitting incomplete coursework is the last day of the quarter after the Petition for Incomplete is filed. Faculty may require the student to complete assignments prior to that date. If coursework is not completed by the last day of the following quarter, the student will be given the grade earned based on the work submitted. (Example: the Petition is filed and approved week 10 of Summer quarter. The student has until the final day of the Fall quarter to complete course requirements. And, the faculty member who is teaching the course, may request the assignment(s) be completed earlier.)
- A request to extend the Incomplete further than one quarter may be 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 the student is receiving financial aid, please check with the Financial Aid Administrator to determine how receiving an incomplete how/if it affects funding.
- If the class the student is receiving an Incomplete in is a prerequisite for another class, the student will not be able to register for that class until they 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 the Incomplete Fee to the Business Office, unless it has been waived as described above.

**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. (All forms are in the Student and Career Services Group in Populi.)

See Tuition and Fees (page 113) for cost for Independent Study classes. Please check with the financial aid officer to determine any impact on financial aid.

Late Paper Policy
Late papers will be marked down a ½ grade for each day late. A faculty may give a different policy on the first day of class, in which case the faculty member’s policy takes precedence.

Leave of Absence
Students wishing to halt their enrollment for up to 365 days (1 year) apply for a Leave of Absence (LOA).

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 (All forms are in the Student and Career Services Group in Populi.)

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 2019-20 Student Guide to Financial Aid or contact the Financial Aid Administrator for more information.

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.

- Students enrolled in the Counseling and Art Therapy/Counseling M.A. program must complete 40 face-to-face sessions.
- Students enrolled in the Art Therapy for Clinical Professionals M.A. program must complete 20 face-to-face sessions.

All sessions must be with a licensed mental health professional. Professionals licensed in states other than NM must have credentials equivalent to those listed below.

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.

**Additional Requirements**

- 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 in Fall 2018 or any future Fall 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).
- Each session must be a minimum of 50 minutes; extended sessions (those over 50 minutes) count as one session towards completion of this requirement.
- Half of the required sessions in Part One and half of the required 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 when a student is not enrolled in classes.
- There are THREE important checkpoints to progress in the Counseling and Art Therapy/Counseling programs:
  1. After the first quarter (2 sessions)
  2. Before Fall registration entering Part Two (20 or 30 sessions depending on the program planner)
  3. Before scheduling Final Exam (40 sessions).
- There are TWO important checkpoints to progress in the Art Therapy for Clinical Professionals program:
  1. After the first quarter (2 sessions)
  2. Before scheduling final exam and exit interview (20 sessions).
Students must complete all Personal Therapy requirements prior to the Final Exam.

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. 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 listed below. Students seeing a licensed mental health professional in other states must see someone with equivalent credentials.

- 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.

Students are discouraged from seeing faculty for personal therapy. Some exceptions may apply as per the Multiple Relationships Policy on page 110.

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. Antiplagiarism software is embedded in Populi course spaces and may be used at faculty discretion.

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

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. *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.

*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
- Permission to take out-of-state section of Professional Seminar.

**Re-Admission**

Students who have been absent from the program for more than one year must submit a new application with a $50 application fee and a personal statement. They must meet with the Director of Enrollment Services and the Student and Career Services Director to determine eligibility for re-acceptance. *Reinstatement is not automatic.*

Students who have taken coursework in the College Studies Program or Professional Studies Program must submit a new application and $25 application fee after a one-year period of having taken no additional coursework.

Students may not register for classes until these steps are completed and they receive notification of re-admission.

**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.

Students with delinquent accounts are prohibited from registering for classes.

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 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 childcare 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.

Early Registration will only be granted to students who demonstrate clear need for specific classes. All requests must:

- have supporting documentation (statement of need);
- clearly indicate the conflict between schedule/situation and the class times requested.

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.

- **Childcare 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.
If approved for Early Registration, the Registrar will register students for the eligible/approved courses only on the preset early registration day. Students will be registered in order based on their regular scheduled registration. Students will register for any other non-eligible classes (if applicable) during their scheduled registration time.

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.

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

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.

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.

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.
**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
- Enrollment Agreement
- Internship Evaluations

**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 Directory Information**

Populi, the College's student records management system, places the release of information in the hands of the individual. Students may control their profile privacy, time zone, and birthday announcements using the settings in Populi. Students may restrict access to phone numbers, email addresses, and mailing address information without locking their 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.

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 the website, Populi, or by written request to the Registrar.

Transcript requests are processed on Fridays and 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.
Institutional Policies

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) or the Executive Vice President (EVP) if the Office Manager is not available.

Campus Security
The following information is provided to demonstrate the College’s commitment to the security of the campus and to encourage the community to work together to ensure a safe and secure campus. Since the campus is small, there is no campus security force. The College has designated the OM or EVP as the contacts for any issues relating to campus security. 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. Disabling or tampering with these devices is prohibited.
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/Chief Technology 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 and Children on Campus

Southwestern College does not provide childcare. 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.

Driving and Parking on Campus

Please drive slowly and carefully when driving on campus. The entrance to campus provides a limited view; please be mindful that any benefit in driving quickly is outweighed by the potential risk of accident.

When parking, please be mindful that there are limited parking spaces. Please park in a way that is considerate to others. Park only on gravel in designated areas. Do not park on landscaped areas.

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 College Catalog. **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/.

In additional 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.

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 emilahdetro@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.

Fire Pit
The campus fire pit is a wonderful resource for the College 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. The instructor must fill out a Use of Fire Pit Form for each usage, available in the front office.

• 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 Conduct process, 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, Dean of the College/Chief Academic Officer, or the Executive Vice President.

Multiple Relationships Policy
A Multiple Relationship is one in which a therapist’s or counselor’s relationship to a client is not limited to one role.

Faculty who are in evaluative relationships (teaching, assigning grades, participating in student conduct discussions) and supervisory relationships (during Practicum and Internship) with students may not engage in multiple relationships including:

- Romantic/sexual relationships
- Psychotherapeutic (therapist/client) relationships,
- Business relationships (i.e. hiring students to work for faculty in any capacity, renting a room in their home to a student)

To ensure maintaining proper boundaries, the College enforces the following policies and procedures:

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

Students may not have a supervisory relationship during Practicum or Internship with anyone whom they are currently seeing as a therapist or have seen as a therapist in the previous 60 months (5 years).

If a student enrolls at the College while in a therapeutic relationship or within 60 months (5 years) of termination of a therapeutic relationship with a faculty member, that student will not be allowed to enroll in said faculty’s courses. The student must submit the following:
• A Petition for Program Exception to the Student and Career Services Director disclosing the relationship.
• An Early Registration Request to the Registrar if they need to avoid a specific class section.

Students who fail to apply for a Petition for Program Exception to avoid a multiple relationship with a previous or current counselor may be suspended or expelled.

If no other section of the class is being offered, the College will evaluate academic options on a case by case basis.

Faculty
Southwestern College faculty must be mindful of the potential impact of multiple relationships with students enrolled at the College and with persons in close relationship to students enrolled at the College (family members, partners etc.).

• Any faculty member who has a current client enrolled in their class must inform the student of the above stated policy and ask them to complete a Petition for Program Exception and submit it to the Student and Career Services Director as described above.

• The faculty member should not disclose their therapeutic relationship to any employee of the College as it would break client/counselor confidentiality.

• The faculty member must exercise ethical participation when engaging in discussion of the student’s progress at the College.

In addition, faculty must interact with students outside of class in a manner consistent with their educational role. The following guidelines apply:

1. Faculty may accept students into workshops or classes given outside the College provided that the faculty member is not in an evaluative relationship with that student and will not be in an evaluative relationship with that student at the College in the future. All Academic Council and Student Success Team members are in an evaluative relationship with all students.
2. The planned activities must be ‘psychoeducational’ rather than ‘psychotherapeutic’ (involving therapist/client relationship) in nature.
3. All workshops or trainings must be group experiences rather than one-to-one individual experiences.
4. Faculty may post notices of private workshops or classes on College bulletin boards but may not promote private workshops or classes during a Southwestern College class. They may not place advertisements or fliers in student files.
5. Southwestern College does not use its email system to promote outside events of its faculty or alumni.
6. In general, it is inappropriate for a faculty member to hire or supervise a student as an employee, (for example: pet sitter, house sitter, babysitter) or have a tenant/landlord relationship with a student.
7. Any exceptions to the Multiple Relationship Policy must be approved by the Academic Council.

**Tierra Nueva Counseling Center**

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 student or employee, 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-discrimination Policy**

Southwestern College acknowledges its legal and ethical duty to afford equal treatment and equal opportunity to all persons, and thus complies with all applicable laws and regulations that promote nondiscrimination and equality of opportunity.

SWC prohibits discrimination against its employees, students, and applicants based on race, gender, religion, age, national ancestry or origin, sexual orientation, disability, marital status, sources of income, or other impermissible reason; harassment and sexual harassment are also prohibited. The College bars retaliation against an employee, student, or applicant who files a complaint of discrimination against the administration and/or faculty.

**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.

**Snow Day Policy**

Classes are rarely canceled for snow; however, they 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 Seph Turnipseed, 505-467-6837, sephturnipseed@swc.edu.

Announcements of delays or cancellations will be posted on the Populi newsfeed and sent via text through Populi. If there is no delay or cancellation, there may be no notification.
Student Complaint/Grievance Policies

The following policies are used for all complaints, including Title IX complaints (sexual harassment, sexual assault, gender discrimination, etc.).

Student Complaint or Grievance about Faculty, Staff, or Administration

Student success and student satisfaction are top priorities for Southwestern College. It is SWC’s goal to graduate self-reflective practitioners who will serve others through the professions of Counseling and Art Therapy. This policy is aimed at establishing and maintaining right relationships between college faculty, staff, administration, students and the general public.

- If a student has a complaint or grievance, including Title IX complaints, with any faculty or staff member, complete the Student Complaint or Grievance Form and submit it to the Dean of the College/Title IX Coordinator.
- If the complaint/grievance concerns the behavior of or communication from the Dean of the College, then the form should be submitted to the Executive Vice 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.

Anonymous complaints cannot be investigated. The Title IX Coordinator makes every effort to protect the privacy of all individuals submitting a Title IX complaint.

The Dean of the College/Title IX Coordinator and/or the appropriate supervisor (see organizational chart in Appendix 1) will follow-up with you regarding this concern. The Dean will attach documentation regarding follow-up to the initial complaint form and keep a secure file of student complaints in compliance with the state and federal statues and for annual review for ongoing improvement of student satisfaction.

Process of Investigation

All complaints submitted on the Student Complaint Form will be investigated internally by the Dean/CAO 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 Dean of the College/Title IX Coordinator, 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 Dean/CAO 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 Dean/CAO, 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](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](mailto:complaints@hlcommission.org).

**Student Complaint or Concern about another Student**
Southwestern College is a graduate school preparing students to become professional counselors and/or art therapists. These professions have clear behavioral and ethical guidelines which are reflected in SWC’s Student Handbook.

Students are encouraged to address concerns about another student’s behavior, safety, or well-being by speaking directly to the student using a kind, clear developmental approach. The Student and Career Services Director (S&CSD) is available to listen and coach students who would like support in having a conversation with another student about behavior they have witnessed or experienced.

If there is no resolution from a direct conversation, this is a Title IX complaint, or a conversation with the student may put the complainant in danger, the following process applies:

- Complete *Student Complaint or Grievance Form* and submit to the Student and Career Services Director.
- The S&CSD will work with the student to create a plan for how to address and resolve the concern.
- The S&CSD will complete Part 2 articulating the steps taken, how/if the issue was resolved and any follow-up necessary.
- If unresolved, the completed report form is submitted to Student Success Team for review and to determine next steps.
- The student may appeal decisions to the Dean of the College within 30 business days of the initial decision. If the student is suspended or expelled, the appeal is heard by the President, as described in the Disciplinary Action section of this document.
• A copy of the completed form and related documentation will be kept in the Student and Career Services Director’s office for five years.

**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](http://swc.edu).

**Graduation Rate**

This 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 2015-16 and for whom 150% of the normal time-to-completion has elapsed.

During the fall quarter of 2015, 42 full-time degree-seeking graduate students entered Southwestern College. After 3 years (as of December 31, 2018), 83% 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. Withdrawal and refund policies are available in the College Catalog and on the website at [swc.edu](http://swc.edu) under Student Life.

**Title IX**

Title IX Prohibits discrimination based on sex in education programs or activities that receive Federal financial assistance (e.g., athletics, courses) like Southwestern College. It also prohibits sexual harassment, whether it occurred on or off-campus, which includes acts of sexual violence, and retaliating against a person for filing a complaint or speaking up about rights protected under Title IX.

If the College knows (or should know) about an instance of prohibited conduct that creates a hostile environment, whether it occurred on or off-campus, Title IX requires the College to take immediate action to eliminate the conduct, prevent it from happening again, and address the effects of the conduct. Title IX also requires schools to adopt procedures for addressing reports, designate a Title IX compliance coordinator, and recommends preventive education and making resources available for those impacted.

**Title IX Coordinator**

SWC’s Title IX Coordinator is charged with investigating, supporting, maximizing campus safety, and promoting everyone’s ability to live and learn at SWC in an environment free from sexual misconduct and/or gender-based discrimination.
Title IX Coordinator & Investigator
Jamal Granick
Dean of the College
jamalgranick@swc.edu
(505) 467-6821

Title IX Investigator
Human Resources/Business Office Contact
Esperanza Griego
esperanzagriego@swc.edu
(505) 467-6593

The Title IX Coordinator can help students:
• obtain and connect with resources,
• understand their right to seek protective measures like No Contact Orders, Harassment Prevention Orders, and Abuse Prevention Orders, and
• organize interim support and protective measures, like housing or academic modifications.

If You Have Experienced Sexual Misconduct You Should:
• Contact the police, seek medical attention to assess immediate health needs and preserve evidence, obtain emergency contraception (if appropriate), and seek confidential emotional support.

Student’s Rights under Title IX
• to learn at SWC free from gender discrimination,
• to file a complaint according to SWC’s Sexual Harassment Policy,
• to request a criminal investigation with law enforcement,
• to interim support and reasonable protective measures to help you continue to learn at SWC,
• to understand that SWC is required to undertake a prompt and thorough investigation of all reports of sexual misconduct,
• to request and obtain a No Contact Order and to receive information about Harassment Prevention and Abuse Prevention Orders,
• to use resources, processes, or support and to report to the Title IX Coordinator if your rights have been violated,
• to be free from retaliation for reporting that your rights have been violated,
• to access on- and off-campus support and health services, and
• to be kept informed about the progress of the investigation in your case.

Student Options
Students have the option to initiate a complaint alleging sexual misconduct through the SWC Complaint and Grievance Policy (for complaints about faculty or staff) or the Student Complaint or Concern Policy (student to student complaints or concerns). The Title IX Coordinator can help students navigate the process. See page 113 for details of both processes.
Students may also request a criminal investigation for any criminal behavior they have suffered. For more information about the criminal process, contact Santa Fe Police Department (505) 428-3710 or the Santa Fe County Sheriff at (505) 986-2400.

The College will take immediate and responsive action to any report of retaliation and will pursue disciplinary action as appropriate.

**Reporting Confidentially**

Students may speak confidentially to the following resources about their experience or concerns regarding sexual misconduct. These individuals are under no obligation to share personal information with the Title IX Coordinator. A Title IX response will NOT be prompted if a student speaks with any of the resources below at the location specified.

- Santa Fe Solace Crisis Treatment Center  
  (505) 988-1951
- Christus St. Vincent  
  Regional Medical Center ER  
  (505) 913-3934
- Presbyterian Hospital ER  
  (505) 772-1234

**Mandatory Reporting**

If a student is ready to speak privately about their experience or to report any gender-equity concern, they may speak with the Title IX Coordinator or any SWC faculty or SWC staff. **All SWC staff and faculty members are Mandatory Reporters, and as such are required to share information related to sexual misconduct with the Title IX Coordinator.** A Title IX response is then initiated (see “Title IX Response Process, below”). The Title IX Coordinator makes every effort to protect the privacy of all individuals.
**Title IX Response Process**

**Title IX Response**
Under Title IX, the college is obligated to conduct an investigation when a report is received. You will be assisted in as many of the steps in this process as you desire or prefer.

**KnowYourIX.org**
Do you know your IX?
Here are 9 things to know about Title IX in 89 seconds!

[https://www.youtube.com/watch?v=lFAs9fegJsl#action=share](https://www.youtube.com/watch?v=lFAs9fegJsl#action=share)

**Violence Against Women Act (VAWA)**
Section 304 of the Violence Against Women Reauthorization Act of 2013 (reauthorizing VAWA) requires University policies and procedures to address sexual violence, domestic violence, dating violence, and stalking.

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

Each year, the College offers an informational workshop that addresses the prevention and reporting of rape, acquaintance rape, and other sex and gender offenses. The workshop includes policies on the reporting of such crimes 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 informed of campus support during the reporting process. Victims of these crimes will be referred to appropriate services within the Santa Fe community. If the situation leads to students requesting changes to their academic schedule, the College will accommodate the request, if 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 VAWA offense may be subject to disciplinary action, including suspension, expulsion, and prosecution. Students will be informed that both the complainant and the respondent are entitled to the same opportunities and to have others present during any disciplinary proceedings. Both parties shall be informed of the outcome of the complaint process.
Financial Policies

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 2019-20 academic year is $590 per quarter unit for distance and in-person classes.
- **Independent Study** – Tuition for established independent studies is $590 per quarter unit. Individualized independent studies are $870 per quarter unit.
- **New Earth Institute Certificate Classes** – Tuition is $365 (non-credit) or $590 per quarter unit (credit) except for the Wilderness Fast which is $1,180 (credit or non-credit) plus 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 applying 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. There is no drop fee to switch from credit to non-credit or vice versa.
- **Educational Resource Fee**: $190 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 fee is applied to accounts if payment is not received by due date.
- **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 fee to set up a payment plan.
- **Replacement Fee for Tierra Nueva Magnetic Key Card**: $50
- **Returned Check Fee**: $50
- **Replacement Check Fee**: $35
- **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.
Payment for Tuition and Fees

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

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) or a payment plan has not been signed and first payment received, a late fee of $25 will be assessed. For students who 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 2nd week of classes, student will be withdrawn from classes by the Dean of the College and will be responsible for payment in full of all tuition and fees due per Southwestern College refund policy.

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 contacting the Business Office, 505-467-6813 or finance@swc.edu before or at the time of registration. Payment 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.

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 for the student to be in good standing
- The second payment of one-third is due on the 30th day of the quarter, and
- The third and final payment of one-third is due on the 60th day of the quarter. Payment plans must be paid in full by the final due date.
- Students on payment plans and in good standing, may register for a subsequent quarter before their final payment. If final payment is not made in full on the due date, students will be disenrolled from subsequent quarter courses.
- There is a $25 fee for each payment plan agreement. This fee is waived if the student authorizes an automatic charge to their credit card for their payment plan.
- If payments are not made by the scheduled due date, a $25 late charge is assessed.

Students who make changes in their program plans, financial aid awards or other changes in their enrollment may have to adjust their payment plans.
**Delinquent Accounts**

Accounts not in good standing at 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.

*Non-Financial Aid Refund Checks for in-state students are placed in the student's mail folder in the front office unless requested to be mailed. Refunds for out of state students are mailed to the address listed in Populi.*

**Refund Schedule for 10 week/quarterly classes and independent studies**

- 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 Fee.

*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:**

- 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 by a pro-rata calculation based on the last date the student 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 and Electronic Deposit to Students

*Disbursement* is the process of applying federal loans, scholarships and private loans that the student has accepted to their account. If the funds remaining after tuition and fees have been paid are less than $2,500, the student is issued a refund of the full amount on the first Monday of the quarter.

If the funds remaining after tuition and fees have been paid are $2,500 or greater, the student will be refunded according to the student’s instructions to the Financial Aid Administrator based on the following two options:

**Option 1**
$2,500 is disbursed and refunded the first Monday of the quarter and the remaining amount is disbursed and refunded Thursday of the 5th week of the quarter.

**Option 2**
An initial disbursement sufficient to pay all tuition and fees plus one third of the remaining amount available. The first third is refunded the first Monday of the quarter. The second third is disbursed and refunded Thursday of week 5, and the final third is disbursed and refunded Thursday of week 9. This extends the monies over the entire quarter (this option works particularly well for financial management and budgeting).

Students can sign up to receive refunds via electronic deposit by submitting the *ACH Authorization Form* to the business office. The *ACH Authorization Form* can be found in Populi under files/student files/student forms/ACH Authorization Form. It is also available from the Financial Aid Director and in the front office. Please allow up to five business days to process direct deposit authorization. The ACH authorization is in full effect for the duration of the student’s enrollment unless SWC receives written notification of its termination.

After the first week of classes, refund checks and electronic deposits are issued the Thursday following the completion of paperwork according to the student’s selected disbursement schedule.

Financial aid refunds are available at the front office for 10 days from the date of issuance. Checks not picked up within 10 days, are mailed to the student 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 Assistance

Southwestern College (SWC) offers financial aid programs for students and makes every effort to help a student meet financial needs, subject to the availability of funds. The Southwestern College financial aid programs include Unsubsidized Federal Direct Loans, Graduate PLUS Loans, scholarships, graduate assistantships and payment plans. Each state’s Department of Labor or Division of Vocational Rehabilitation may aid through other programs.

Southwestern College’s financial aid programs are founded upon the premise that responsibility for financing an education ultimately rests with students and their families. Students and their families should investigate local sources, such as service organizations, churches, Native American tribal affiliations, corporations and foundations for scholarship and loan funds. Please also refer to the SWC Financial Aid Guide at https://www.swc.edu/wp-content/uploads/2019-2020-Guide-to-Financial-Aid-Final.pdf.

Students needing additional information regarding the Southwestern College financial aid programs may write, call or e-mail:

Southwestern College Financial Aid Office
3960 San Felipe Rd.
Santa Fe, NM 87507
(505) 467-6806
Toll-free (877) 471-5756, ext. 6806
cristymartinez@swc.edu

Loan Programs

The Unsubsidized Federal Direct Loan

An Unsubsidized Federal Direct Loan is a non-need-based loan available to degree students who maintain satisfactory academic progress and are enrolled with at least half-time status. During the period a student remains enrolled with at least half-time status, the interest is accruing, and payments are deferred. At the end of the program or if the student attends less than half-time the interest will be capitalized https://www.salliemae.com/student-loans/manage-your-private-student-loan/understand-student-loan-payments/learn-about-interest-and-capitalization/. Repayment of the loan by the student begins six months after completing the program, upon early withdrawal or when enrollment status changes to less than half-time (minimum of 4.5 units per quarter).

For the 2019–2020 academic year, the maximum amount potentially awarded to a student in Unsubsidized Federal Direct Loans is $20,500. The total limit including undergraduate loans is $138,500. Students who expect to use Federal Direct Loan funds to cover all or part of the cost of tuition must have a loan guarantee in place at the time of registration to have funds to cover their tuition. This requires the submission of a Free Application for Federal Student Aid (FAFSA) and other documentation that can take as long as six weeks to process. For more information on the FAFSA, visit www.fafsa.ed.gov. SWC’s federal school code is 030761.
**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.

**Scholarships**

The Southwestern College Scholarship Program awards scholarships on an annual basis. The amounts vary and each has its own set of eligibility requirements. 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.

You can visit our website, www.swc.edu, to review in greater detail our tuition assistance program. It includes scholarships for both entering and current students. Graduate Assistantships are also awarded once a year. SWC scholarship information can also be found on our website at [https://www.swc.edu/overview/tuition-and-financial-aid/honararyscholarships/](https://www.swc.edu/overview/tuition-and-financial-aid/honararyscholarships/).

**Other Outside funding:**

Southwestern College also accepts all outside/private scholarships, grants and state funding. The limit a student can receive in these funds is their cost of attendance and award amounts vary depending on the organization. Outside scholarships can be found at [https://www.carreronestop.org/toolkit/training/find-scholarships.aspx](https://www.carreronestop.org/toolkit/training/find-scholarships.aspx) search by graduate degree and use keywords. You can also ask the financial aid office for other opportunities.

SWC does not have a preferred Private Student Loan lender. Students are encouraged to use a private loan comparison tool, such as [https://choice.fastproducts.org/FastChoice/loan/options](https://choice.fastproducts.org/FastChoice/loan/options) or [https://studentloanhero.com/marketplace/private-student-loans/](https://studentloanhero.com/marketplace/private-student-loans/). The annual limit of a private student loan is the student’s cost of attendance. The interest rates vary. These loans are approved based on credit history and can have a co-signer. It is the student’s responsibility to apply to the lender of their choosing and to inform the financial aid office. Grace periods for private loans are determined by the lender.

**Veteran’s Benefits**

Southwestern College is approved by the New Mexico Veterans Service to educate veterans. Veterans wishing to obtain information should contact the Veterans Affairs Educational 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.

In accordance with Title 38 US Code 3679(e), this educational institution adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from VA. This educational institution will not:

- Prevent the student’s enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

**Angel Fund**

Students that are experiencing a true and immediate financial emergency may request an award from the angel fund. These awards can range from $25-400, depending on the situation. All grants 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.

**To request funds:**

- Submit in writing or via email to the Financial Aid Administrator (FAA) stating the amount and reason for the request
- A copy of utility bill, overdue rent notice, documentation proving loss of personal items due to theft or fire, a quote of repair cost for a car in the student’s name, or any other documentation showing the reason for the emergency

The FAA will forward the request to the business office and they will submit to Executive Council. The student will be contacted by the FAA about the outcome.

**If you would like to donate to this fund to help students in need, please contact Allison Frank in the Business Office** allisonfrank@swc.edu **or 505-467-6839. Donations of any amount are welcome.**

**Student Emergency Loan (SEL) Request Policy**

Short term emergency loans can be requested for students experiencing financial hardship if the hardship negatively impacts their ability to pay for housing, utilities and other necessities. The SEL
request was created to help students through these financial hardships. The loan is an advance of a portion of the student’s financial aid.

**Eligibility Criteria for Students**

To be eligible to borrow a short-term loan, students must meet the following criteria:

- Be FAFSA eligible and have available financial aid to cover the SEL and the following quarter’s tuition and fees.
- Be enrolled in a degree seeking program and registered for the quarter
- Have a zero-dollar balance

**Maximum Amounts and Cost of Borrowing**

The maximum a student can borrow is $1,500. The allowable loan amount can be 50% of the projected financial aid disbursement less cost of tuition or $1,500, whichever is less. There is not a service fee or interest charge.

**How to Apply and Documentation Needed**

To apply, students should come into the financial aid office no earlier than 2 weeks prior to the start of quarter. The SEL Request application must be completed and include a copy of documentation for the request such as overdue utility bill, overdue rent notice, police or fire department report for loss of personal items due to theft or fire, or quote of repair cost for a car in the student’s name.

Applications must be received by Monday at 12:00 PM for Wednesday processing. This gives the financial aid office time to get the request to the business office. SEL checks will be processed on Wednesdays of each week and available for pick up with Dianne or Angela in the front office after 3:00 PM (unless requested to be mailed).

**Restrictions**

- A student may request only two SEL’s per school year.
- Loans cannot be used for: credit card payments, TV/cable bills, cell phones, or car insurance.

**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.

**Satisfactory Academic Progress**

Students enrolled in the Master of Counseling or Art Therapy/Counseling programs and who are receipts of Title IV Federal Student Aid are expected to maintain Satisfactory Academic Progress (SAP). SAP 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 making satisfactory academic progress.

SAP 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 (unless the class has a status of incomplete) 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 making satisfactory academic progress.

**Required Completion Rate**

**Quarterly:** The federal required completion rate is 4.5 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 91 quarter 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 and /or PLUS Student Loan Program that leave the College, regardless of the reason (graduation, 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.
APPENDIX 1: GENERAL INFORMATION

All forms referred to in this document may be found in the Files section of Populi.
Academic Calendars 2019-2026

2019-2020

FALL QUARTER 2019
Classes Begin September 20, 2019
Graduation, Saturday, November 2, 2019
Thanksgiving Break November 25–29, 2019
Classes End December 8, 2019
Winter Break December 9, 2019–January 2, 2020

WINTER QUARTER 2020
Classes Begin January 3, 2020
Classes End March 15, 2020
Spring Break March 16–26, 2020

SPRING QUARTER 2020
Classes Begin March 27, 2020
Classes End June 7, 2020
Summer Break June 8–18, 2020

SUMMER QUARTER 2020
Classes Begin June 19, 2020
Classes End September 6, 2020
Fall Break September 7–17, 2020

2020-2021

FALL QUARTER 2020
Classes Begin September 18, 2020
Graduation, Saturday, November 7, 2020
Thanksgiving Break November 23–27, 2020
Classes End December 6, 2020
Winter Break December 7, 2020–January 3, 2021
(4 weeks)

WINTER QUARTER 2021
Classes Begin January 1, 2021
Classes End March 14, 2021
Spring Break March 15–25, 2021

SPRING QUARTER 2021
Classes Begin March 26, 2021
Classes End June 6, 2021
Summer Break June 7–17, 2021

SUMMER QUARTER 2021
Classes Begin June 18, 2021
Classes End September 5, 2021
Fall Break September 6–23, 2021
2021-2022

FALL QUARTER 2021
Classes Begin September 24, 2021
Graduation, Saturday, November 6, 2021
Thanksgiving Break Nov. 22–26, 2021
Classes End December 12, 2021
(3 weeks)

WINTER QUARTER 2022
Classes Begin January 7, 2022
Classes End March 20, 2022
Spring Break March 21–31, 2022

SPRING QUARTER 2022
Classes Begin April 1, 2022
Classes End June 12, 2022
Summer Break June 13–23, 2022

SUMMER QUARTER 2022
Classes Begin June 24, 2022
Classes End September 11, 2022
Fall Break September 12–22, 2022

FALL QUARTER 2022
Classes Begin September 23, 2022
Graduation, Saturday, November 5, 2022
Thanksgiving Break Nov. 21–25, 2022
Classes End December 11, 2022
Winter Break Dec. 12, 2022–January 2, 2023
(3 weeks)

WINTER QUARTER 2023
Classes Begin January 6, 2023
Classes End March 19, 2023
Spring Break March 20–30, 2023

SPRING QUARTER 2023
Classes Begin March 31, 2023
Classes End June 11, 2023
Summer Break June 12–22, 2023

SUMMER QUARTER 2023
Classes Begin June 23, 2023
Classes End September 10, 2023
Fall Break September 11–21, 2023

2022-2023
2023-2024

FALL QUARTER 2023
Classes Begin September 22, 2023
Graduation, Saturday, November 4, 2023
Thanksgiving Break Nov. 20–24, 2023
Classes End December 10, 2023
Winter Break Dec. 11, 2023–January 4, 2024
(4 weeks)

WINTER QUARTER 2024
Classes Begin January 5, 2024
Classes End March 17, 2024
Spring Break March 18–28, 2024

SPRING QUARTER 2024
Classes Begin March 29, 2024
Classes End June 9, 2024
Summer Break June 10–20, 2024

SUMMER QUARTER 2024
Classes Begin June 21, 2024
Classes End September 8, 2024
Fall Break September 9–19, 2024

2024-2025

FALL QUARTER 2024
Classes Begin September 20, 2024
Graduation, Saturday, November 2, 2024
Thanksgiving Break Nov. 25–29, 2024
Classes End December 8, 2024
Winter Break Dec. 9, 2024–January 5, 2025

WINTER QUARTER 2025
Classes Begin January 3, 2025
Classes End March 16, 2025
Spring Break March 17–27, 2025

SPRING QUARTER 2025
Classes Begin March 28, 2025
Classes End June 8, 2025
Summer Break June 9–19, 2025

SUMMER QUARTER 2025
Classes Begin June 20, 2025
Classes End September 7, 2025
Fall Break September 8–18, 2025
2025-2026

FALL QUARTER 2025
Classes Begin September 19, 2025
Graduation, Saturday, November 1, 2025
Thanksgiving Break Nov. 24–28, 2025
Classes End December 7, 2025
Winter Break Dec. 8, 2025–January 1, 2026
(4 weeks)

WINTER QUARTER 2026
Classes Begin January 2, 2026
Classes End March 16, 2026
Spring Break March 16–26, 2026

SPRING QUARTER 2026
Classes Begin March 27, 2026
Classes End June 8, 2026
Summer Break June 8–18, 2026

SUMMER QUARTER 2026
Classes Begin June 19, 2026
Classes End September 6, 2026
Fall Break September 7–24, 2026
*Classes start 9/25/26
Board of Trustees

Rev. Brendalyn Batchelor, M.A.  
*Board Member*

Juan Carlos Gonzales, Ph.D.  
*Faculty Board Member*

Leon Lopez, M.B.A.  
*Board Member*

Tina Ludutsky-Taylor, Ph.D.  
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*Student Board Member*

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*Board Member*

*Board Member*

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*Board Member*

Kathryn Tijerina, J.D.  
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*President of Southwestern College*

Katherine Ninos, M.A.  
*Vice President of Southwestern College*  
*Board Secretary*

Allison Frank, M.B.A.  
*Chief Financial Officer of Southwestern College*  
*Board Treasurer*

Krishna Madappa, M.B.A.  
*Board Member Emeritus*
Faculty

Arlene Burke
B.A. Art Education, University of New Mexico; M.A. Art Therapy/Counseling, Southwestern College; ATR, LMHC

Wendy Chapin
B.A. Theater and History, University of Colorado at Boulder; M.A. Art Therapy, Southwestern College

Ginna Clark
B.S. Psychology with minor in Women and Gender Studies, College of Charleston; M.A. Art Therapy/Counseling, Southwestern College; PsyD., Institute of Contemporary Psychoanalysis and Psychotherapy, ATR-BC; LPCC

Kate Cook
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Jessi Cross
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B.A. Psychology, Stanford University; Ph.D. Clinical Psychology, University of Miami; Licensed Psychologist

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President Emeritus of Southwestern College; B.A. Sociology, UC Santa Barbara; M.A. Sociology, NM State University; Ed.D. Educational Management/Development, NM State University; LPCC

Erica Westby
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Administrative Staff

Ginna Clark, PsyD., 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
Dianne Deloren, Chief Administrative Support
Emilah DeToro, M.Ed., PCC, Student and Career Services Director
Ann Filemyr, Ph.D., President of Southwestern College and Director of the Ecotherapy Certificate Program
Allison Frank, M.B.A., Chief Financial Officer
Cynthia Fulreader, M.A., LPC, Director of the Children's Mental Health Certificate Program
Ron Gleason, Grounds Manager
Jamal Granick, Ph.D., LMFT, Dean of the College/Chief Academic Officer
Esperanza Griego, Accountant
Larry Harkcom, M.L.S., Distance Education Librarian
Donna Harrington, M.B.A., Chief Technology Officer and Director of Distance Learning
Angela Harris, B.A., Office Manager
Magdalena Karlick, M.A., ATR-BC, LPCC
Art Therapy/Counseling Core Faculty and Director of the Art Therapy for Clinical Professionals Program
Nova Kennett, B.A., Student Accounts
Laura Lansrud-Lopez, M.A., ATR-BC, LPCC, LPAT, ATCS, ACS, NCC, Clinical Director of Tierra Nueva Counseling Center
Kate Latimer, M.A., LPCC, Counseling Program Chair
Michelle Lynn, M.A., LMHC, Operations Manager and Internship Liaison Manager, Tierra Nueva Counseling Center
Christy Martinez, Financial Aid Administrator
Eric Melero, Groundskeeper
Leslie Monsalve-Jones, B.A., Library Director
Seren Morris, M.Div., M.A. ATR-BC, LPCC
Director of Field Training
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

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

Courtney Shackelford, B.A., Admissions Associate

Nathan Smith, Handyman

Seph Turnipseed, B. F.A., Technology Coordinator

Amy Winn, M.A., LMHC, Front Desk Coordinator, Tierra Nueva Counseling Center
SWC Organizational Chart
Course Catalog

Courses are delivered on campus and distance (internet, online or independent study). See course schedules published quarterly for availability.

AAR 5000 Holistic Models & Biological Aspects of Addiction & Recovery 2 units

This course is designed to equip students with an overview of the biological basis of addiction. Topics will include drug classifications, drug history, pharmacokinetics/pharmacodynamics, and basic neurochemistry. The biological, social and spiritual dynamics of pleasure and reinforcement will also be explored. Pharmacotherapies will also be covered, providing students with an overview of medications that are currently being used and those in development to treat addiction.

AAR 5100 Clinical Skills: Evidence-Based Practices in the Treatment of Co-Occurring Disorders 2 units

This course will provide students with skills that allow them to assess and treat addiction and co-occurring issues. Students will be provided with an overview of current approaches to initiating changes in thought, behavior and relationship that support recovery. Students will take a deeper dive into the Community Reinforcement Approach (CRA), Community Reinforcement and Family Training (CRAFT), Medically Assisted Therapies (MAT), and Mindfulness-Based Cognitive Behavioral Therapy (MBCT) and Seeking Safety.

AAR 5200 Clinical Skills: Motivational Interviewing, Basic to Intermediate Level 2 units

This course focuses on Motivational Interviewing (MI), a relatively new approach to helping people find and activate their own resources for change. Students will learn about the theoretical basis for MI and touch on the supporting research for it. In addition, they will learn how to apply MI techniques and strategies to a variety of issues, including addiction, depression and anxiety. MI will also be applied experientially to assist students to make changes in their own lives that will increase their own sense of balance and wellness. Finally, students will be able to integrate MI with other theories and skill sets in a manner that is coherent and meaningful.

AAR 5300 Ethical and Cultural Issues in Addiction 2 units

In this course students will explore the ethical issues that are shared with other fields in psychotherapy and those that are unique to the addiction treatment arena. Issues such as professional boundaries, confidentiality (HIPAA and 42 CFR), and cultural considerations (colonization, historical trauma and class issues) will also be explored.

AAR 5600 Clinical Skills: Using Expressive Therapies to Treat Addiction 2 units

Students will explore the expressive therapies that are utilized to assist persons with addiction issues. Specific modalities that will be covered include two-dimensional art directives, mask making, and others. Students will experiment with the integration of art with other approaches including evidence-based practices.

AIN 5000 The Neurobiological Foundations of Therapeutic Practice: Integrating Brain, Body and Heart
**Intelligence**

This course introduces participants to developmental neurobiology across the life span, how human development, behavior and growth stem from a well-regulated, optimally functioning brain and nervous system. Using movement, meditation, reflective writing and group work, we will explore an integrated framework (theory, research, practice) for human development, as reflected in the well-articulated stages of brain development and the emergent knowledge of brain plasticity. Participants will learn essential skills related to rebalancing the central and autonomic nervous system pathways, including mindful listening, mirroring and feedback, stress reduction techniques, a variety of calming/activating/centering movements, ultradian breathwork and active imagination.

**AIN 5100-2 The Practice and Neurobiology of Fostering New Neural Pathways for Creativity, Connection and Play During and After Traumatic Times**

Current research in neurobiology and social baseline theory expands the recipe for human development, creativity and change to include equal parts of embodied/experiential processes, attuned relationship, mindful attention of the therapist and the client. MBEP is a practical method for initiating and promoting essential emotional processing. It can easily be incorporated into any therapeutic modality. Participants will learn to work with the basic components of MBEP and will have the opportunity to apply their MBEP skills through experiential learning.

**AIN 5200-3 Mindfulness-Based Emotional Processing (MBEP): Minding the Body, Embodying the Mind**

MBEP is a mindful, body-centered approach for supporting deep emotional regulation and processing. The processing is activated and maintained by the client’s and the therapist’s mindful, focused attention on the client’s somatic experience of an emotional issue or memory. The client’s emotional processing is enabled, focused, and supported through the attuned relational connection between the therapist and the client. MBEP is a practical, useful method for initiating and promoting essential emotional processing and emotional regulation. It can easily be incorporated into any therapeutic modality.

**AIN 5300 Neurobiological Roots & Applications of Experiential Action Methods**

This course will offer participants a resource-based model and a toolbox of experiential action methods. The theoretical lens for this model integrates interpersonal neurobiology, attachment theory, classical psychodrama, social baseline theory and mindfulness practice. Participants will learn and practice skills aimed at developing empathy, spontaneity, social and emotional intelligence and addressing developmental deficits and relational repair. Specific techniques taught will include: use of the ‘felt sense’, tracking somatic cues, strategies for cultivating regulation and co-regulation of self/individuals/groups, identifying implicit (unconscious) aspects of memory and experience, externalizing unconscious/implicit dynamics in action, and incorporating play, art and metaphor into action. Discussion will include how to adapt and apply this model in working with a variety of populations and venues. This course is appropriate for people at all levels of experience.

**AIN 5400 Moving Toward Wholeness: Intrinsic Wisdom of Body/Mind/Spirit**

This class will offer an in-depth introduction to the work of Stanislav Grof, MD, a pioneer in the field of
Transpersonal Psychology. Through the lens of interpersonal neurobiology, participants will gain a theoretical overview to include Grof’s ‘cartography of consciousness’ which will integrate the concepts of attachment, embodiment, neuroplasticity, mindfulness and neural integration. There will a strong component of Grof’s Holotrope Breathwork, which will be integrated using art, writing and group sharing.

**AIN 5500 A New Perspective on the Essentials & Practice of Group Work**  
2 units

In this skills-based weekend, participants will re-learn from the ‘inside out’ what they ‘know’ about groups, about themselves in relation to groups, and about what works, what doesn’t and why. Drawing from the traditions of interpersonal neurobiology, attachment, mindfulness and experiential/expressive therapy, participants will learn to:

- identify implicit beliefs about groups
- utilize and apply mindfulness techniques in group work
- identify the presence of trauma in group process
- open to necessary ‘rupture and repair’ processes
- shepherd ‘disconfirming’ attachment/healing experiences

**AIN 5600 The Psychedelic Experience: Promises and Perils**  
2 units

The pioneering research and clinical work of Stanislav Grof, M.D., is currently informing a new generation of psychedelic researchers and therapists who are again examining the enhanced wellness, healing, creativity and spirituality inherent in the psychedelic experience. Potential applications of psychedelic therapy include the treatment of depression, PTSD, addiction and end-of-life care. The education and training of therapists must emphasize not only the healing potential of these expanded states of consciousness, but also the perils of unskillful use. Helping clients INTEGRATE these extraordinary experiences is paramount. This course will include Grof Holotropic Breathwork, art, writing, council process and a documentary film. We will explore topics including:

- the cross-cultural use of psychoactive substances
- current research of psychedelic therapy
- the skillful use of psychedelic substances
- the healing potential and perils of working with psychoactive catalysts
- the integration of strong non-ordinary experiences.

**NOTE:** The topic of psychedelics will be entirely theoretical.

**ATCP 598 Art Therapy Research**  
1 unit

This course introduces students to the foundational purposes of research in the field of art therapy with an emphasis on application to current practice. Students will review and critique various research methodologies (e.g., quantitative, qualitative, mixed-methods, practitioner-based, art-based) to become informed consumers of art therapy research. Art-based research methodologies as related to art therapy will be emphasized. This course will prepare students with the knowledge to conduct a literature review and an art-based inquiry research project for their Culminating Capstone Project.

**ATCP 598-2 Research Methods and Program Evaluation**  
3.5 units

This course provides students with the opportunity to understand the purposes, methods, and ethical, legal, and cultural considerations of research. Students will demonstrate the necessary skills to design and conduct a
research study and conduct a literature review on a topic of interest related to their future practice. Additional areas covered include the use of research to assess the effectiveness of mental health services and inform practice, through program evaluation and by becoming an informed consumer of research. Class topics include: foundational purposes of research; introduction to various research methodologies and their applications to the fields of counseling and art therapy (e.g. quantitative, qualitative, outcomes research, mixed methods, action research, and anti-oppressive methodologies); concepts of validity and reliability; and basic statistical concepts; conducting a review and critique of the literature; and ethical, legal and cultural considerations.

**ATCP 625 Career and Life Development**  
3.5 units

This course provides an understanding of the fundamentals of career counseling as it relates to the student’s professional development and the counseling of clients on career and life issues. Included are career development theories, occupational assessments, and educational information sources to facilitate career decision-making strategies. In addition, an integrative career and life planning model will be introduced as a holistic approach to career and life development. The course integrates career development theory, assessment, and practice within the counseling field. Theories, concepts and skills are the outward focus of the class, paired with an inward and personal focus on visioning and career and life issues. The former will be congruent with the standards of competency developed by the National Career Development Association and CACREP standards for Career and Life Development.

**ATCP 675 Art Therapy Career Development**  
1 unit

This course provides students with the fundamentals of career counseling, development, and aptitude as it relates to art therapy and counseling clients on career and life issues. Students will review theories and models of career planning and decision-making and apply ethical and multicultural strategies for using art therapy assessment tools and techniques for career development.

**AT/CN 530 History of Art Therapy: Founders & Foundation**  
2 units

This course presents the historical antecedents to current art therapy practice. It identifies the major individuals, programs and contextual social issues that led to the development of art therapy as a profession. Ancient and global beliefs about art-making are explored in order to further an understanding about the nature of healing through the use of art and creative expression.

**AT/CN 545 Theories of Art Therapy**  
3 units

This course provides an overview of the profession of art therapy with emphasis on the major theoretical frameworks for the foundation of art therapy practice today and identifies the relationship between art therapy approaches and theories from psychology, counseling, and related fields. Various experiential techniques will deepen students’ understanding of the basic concepts of each theory, and help students explore their own path as an art therapist. Students will compare and contrast approaches to art therapy unique to the field, such as art psychotherapy, art-as-therapy, art-based clinical approaches, and studio- and community-based approaches.
**AT/CN 593 Art Therapy Techniques and Materials**  
3 units

This course will focus on the appropriate use of art materials and art-based intervention strategies, using the lens of the Expressive Therapies Continuum. Physical and emotional safety regarding art-making will be examined. Multicultural sensitivity and issues related to respecting the needs and issues of a wide variety of clients will be covered.

**AT/CN 594 Studio Art**  
1 unit

Students will consciously engage in their own personal creative process in order to monitor their growth in art-making skills, develop their artist identities and recognize their own personal symbolic language. A variety of art media experiences and hands-on art processes will be explored.

**AT/CN 597-2 Multicultural Perspectives in Art Therapy/Counseling with Diverse Populations**  
3 units

Students will critically examine their own cultural assumptions and the dominant cultural norms in order to develop knowledge, awareness and skills to work effectively across difference. Topics to be addressed will include: identity formation; power, privilege and oppression; world views; approaches to communication; and related topics. Students will become familiar with the profession’s ethical guidelines addressing diversity and multicultural issues.

**AT/CN 637-A Art Therapy/Counseling Capstone Process**  
.5 units

This course is designed to guide practicum students into an exploration of their requirements for the Capstone Project that is completed during their internship. This is the first part of two courses. Part A is a weekend workshop. Students will participate in the creation of multiple murals made in small groups. We will explore the application of this process in diverse communities, attending to group dynamics, and the ethical and community responsibilities of the Art Therapist. This course is taken concurrently with Practicum II.

**AT/CN 637-B Art Therapy/Counseling Capstone Presentation**  
.5 units

This course is designed to guide students into an exploration of their experience as a professional art therapy intern. In this course, students will design, document and offer a community presentation of a project related to their internship experience.

**AT/CN 656-2 Practicum I and Lab: Helping Relationships with Individuals in Art Therapy/Counseling**  
4 units

This course examines the theoretical and practical dimensions of the therapeutic relationship. Students learn to conduct individual art therapy/counseling including the use of culturally appropriate, collaborative and productive interventions. Diagnosis, treatment planning, case study analysis and documentation are covered. The supervised
practicum is comprised of at least 25 hours of direct client contact.

**AT/CN 657-2 Practicum II and Lab: Helping Relationships with Groups, Couples and Families in AT/CN  4 units**

This course is a continuation of supervised practicum experience and includes a focus on group and relationship art therapy/counseling. Students will complete at least 25 hours of direct client contact and at least 10 must be group art therapy/counseling. Students will form groups, recruit, screen and select members. Students will co-facilitate ethical and culturally responsive group practices. Students may also continue seeing individual clients and incorporate couples and family work if they so choose. An intentional exploration and development of internship plans will be required during this practicum.

**AT/CN 660 Professional Ethics in Art Therapy/Counseling  4 units**

This course introduces students to the ethical principles of the American Art Therapy Association, the Art Therapy Credentials Boards, and the American Counseling Association, required for practice as art therapists and counselors. Course content includes core principles of ethical practice, legal rules and structure, models of professional decision making, and the impact of professional credentialing and public policy in the fields of art therapy and counseling. Students will examine the philosophical/spiritual principles and personal values that guide and determine their own ethical behavior and therapeutic style. Critical awareness of the complexities of ethical decision making will be developed through discussions, reflective artwork, written work, group process, and experiential approaches. Students will leave the course with a strong professional identity grounded in ethical practice.

**AT/CN 660-2 Professional Ethics in Art Therapy/Counseling  4.5 units**

This course introduces students to the ethical principles of the American Art Therapy Association, the Art Therapy Credentials Boards, and the American Counseling Association, required for practice as art therapists and counselors. Course content includes core principles of ethical practice, legal rules and structure, models of professional decision making, and the impact of professional credentialing and public policy in the fields of art therapy and counseling. Students will examine the philosophical/spiritual principles and personal values that guide and determine their own ethical behavior and therapeutic style. Critical awareness of the complexities of ethical decision-making will be developed through discussions, reflective artwork, written work, group process, and experiential approaches.

**AT/CN 663 Theory and Practice of Family Art Therapy/Counseling  3 units**

This course is intended to give students a working knowledge of family art therapy and key issues in its practice. Students will acquire a historical overview of major family theories and will be encouraged to begin developing their own clinical styles of working, based on these theories. A historical overview of major family therapy theories will be covered, as well as the integration of art making within those theories.
AT/CN 663-2 Theory and Practice of Family Art Therapy/Counseling  

This course is designed to give students a working knowledge of family art therapy and key issues in its practice. A historical overview of major family therapy theories will be covered, as well as the integration of art making within those theories. Multicultural sensitivity in family work is a foundational principle throughout this course. A special focus of this course will be on issues currently impacting families in New Mexico, including parentified grandparents, families with a member or members in treatment for substance abuse, and family issues present within Pueblo life.

AT/CN 664-2 Assessment and Appraisal in Art Therapy/Counseling  

This course introduces students to the historical and theoretical perspectives and purposes of assessment procedures used in art therapy and counseling appraisal and evaluation. Students will practice administering bio-psychosocial assessment, the mental status exam, risk assessment, and various counseling and art therapy assessments. Additional areas covered include the selection of assessments with clients as the basis of treatments planning and establishing treatment goals; evaluating assessments validity and reliability; documentation of assessment results; and ethical, cultural, and legal considerations in their use. Using art-based and counseling assessment to identify client strengths, resiliency, and resources will be emphasized in addition to identifying diagnostic criteria. Clinical writing skills as applied to assessment and other report writing will be one focus of course assignments.

AT/CN 664-3 Assessment and Appraisal in Art Therapy/Counseling  

This course introduces students to the historical and theoretical perspectives and purposes of assessment procedures used in art therapy and counseling appraisal and evaluation. Students will practice administering bio-psychosocial assessment, the mental status exam, risk assessment, and various counseling and art therapy assessments. Additional areas covered include the selection of assessments with clients as the basis of treatments planning and establishing treatment goals; evaluating assessments validity and reliability; documentation of assessment results; and ethical, cultural, and legal considerations in their use. Using art-based and counseling assessment to identify client strengths, resiliency, and resources will be emphasized in addition to identifying diagnostic criteria. Clinical writing skills as applied to assessment and other report writing will be one focus of course assignments.

AT/CN 665 Addiction Assessment and Treatment in Art Therapy/Counseling  

Alcoholism and other drug dependencies are viewed as primary, progressive, chronic and ultimately fatal behaviors if left untreated. Familial coping skills that manifest as process addiction, such as sex addiction, love and relationship addictions, gambling, shopping and hoarding, and eating disorders will also be explored. The “dependent addict” or person showing addictive behaviors is along with his/her family members, affected physically, psychologically, socially, and spiritually. Art therapy is a creative process that assists the chemically-dependent person in establishing a clearer understanding of self and process of change. Inherent in this process is the power of the image projected outward and processes of problem solving. Creative media can be used for individuals to explore and concretize thoughts, feelings, and conflicts and promote motivation to change and related recovery issues.
**AT/CN 665-2 Addiction Assessment and Treatment in Art Therapy/Counseling**  4.5 units

Alcoholism and other drug dependencies are viewed as primary, progressive, chronic and ultimately fatal behaviors if left untreated. Familial coping skills that manifest as process addictions, such as sex addiction, love and relationship addictions, gambling, shopping and hoarding, and eating disorders will also be explored. The “dependent addict”, or person showing addictive behaviors is, along with his/her family members, affected physically, psychologically, socially, and spiritually. Art therapy is a creative process that assists the chemically-dependent person in establishing a clearer understanding of self and process of change. Inherent in this process is the power of the image projected outward and processes of problem solving. Creative media can be used for individuals to explore and concretize thoughts, feelings, and conflicts and promote motivation to change and related recovery issues. This course will also hold a special focus on current alcohol and drug dependency issues impacting New Mexico.

**AT/CN 698-6 Professional Seminar in Art Therapy/Counseling: Professional Identity Development**  2 units

This course is offered concurrently with internship. In this first quarter of a two-quarter process, in-depth self-inquiry through artistic investigation will address issues regarding professional development, relational experiences with clients, supervisors and peers.

**AT/CN 698-6L Art Therapy/Counseling Internship**  4 units

The internship provides an in-depth internship supervised experience in Art Therapy/Counseling for the student as a final step in the completion of Part Two coursework. This is an intensive professional experience in a mental health counseling setting. Students select a professional setting where they complete 300 hours of direct client work, along with 300 hours of indirect work, under supervision.

**AT/CN 698-6L.2 Art Therapy/Counseling Internship**  4.5 units

The internship provides an in-depth internship supervised experience in Art Therapy/Counseling for the student as a final step in the completion of Part Two coursework. This is an intensive professional experience in a mental health counseling setting. Students select a professional setting where they complete 300 hours of direct client work, along with 300 hours of indirect work, under supervision.

**AT/CN 698-7 Professional Seminar in Art Therapy/Counseling: Professional Orientation**  2 units

This course is offered concurrently with internship and is designed to support and encourage students as they continue to grow in their professional development. The course will address issues including post-graduate professional needs, requirements for graduation, and self-care as a professional in the field.

**AT/CN 698-7L Art Therapy/Counseling Internship**  4 units

This course is offered concurrently with internship. Student engagement in an ongoing painting process, explored with class discussions, will focus on issues related to client case conceptualization, the development of professional identity as an art therapist, and professional self-care. The course will also address and orient...
interns to post-graduate professional needs and requirements, as well as Southwestern College requirements for completion of the degree.

**AT/CN 698-7L.2 Art Therapy/Counseling Internship**

4.5 units

The internship provides an in-depth internship supervised experience in Art Therapy/Counseling for the student as a final step in the completion of Part Two coursework. This is an intensive experience in a mental health counseling setting. Students select a professional setting where they complete 300 hours of direct client work, along with 300 hours of indirect work, under supervision.

**CMH 5014-2 Grief and Loss in a Child’s World**

2 units

Stepping into the world of a grieving child or adolescent offers a unique opportunity to touch a life and transform grief into healing and health. In this course, both death and non-death-related experiences of loss will be explored. Theoretical concepts, including the role resiliency plays in the healing process for children, as well as developmental distinctions of childhood grief, are presented. Students will learn and practice experiential methods of play and creativity which foster a healthy and age-appropriate grieving process, allowing children to be more fully able to express their feelings of loss and associated fears.

**CMH 5016-2 Integrative, Holistic Development of Children’s Mental Health for Children from Diverse Cultures**

2 units

This course explores effective interventions and counseling approaches for mental health issues affecting children, adolescents and families. It will integrate holistic perspectives from the field of mental health, human development, family systems, neuroscience, and holistic health. Unique social and cultural contexts found in New Mexico will be highlighted. A combination of didactic and experiential modalities will be used, as well as the introduction of applicable tools and approaches for best practices in working with children. Sections on mindfulness, emotional self-regulation techniques, play, and creative movement will be featured. This course is geared toward counselors, therapists, social workers, psychologists, school counselors, early interventionists, and others working with children and teens in related practices.

**CMH 5017-2 Gender and Sexual Identity Development**

2 units

This course covers gender identity and sexual orientation in children and teens as two vital components of how humans define themselves. Issues related to the messages and beliefs in the dominant culture, social values, and family beliefs are explored in the context of impact on the developmental lifespan. Topics addressed include: a) the experience of children and teens with heterosexual, homosexual and transgender identities; b) the role of the counselor in relation to a child’s sexual development and gender identity; c) family counseling with parents around issues of sexuality and gender in themselves and their children; d) the journey of coming out; e) responding to denial, depression, social marginalization and bullying; f) gender and sexual identity development in diverse cultures. We will develop an inclusive counseling approach for children and teens that incorporates what we learn with our deepest values about human worth and expression.
**CMH 5050-3 The Neuropsychology of Sandplay Therapy and Trauma**  
2 units

This course provides an overview of the neuropsychology of trauma and sandplay therapy. Students will explore the impact of trauma on the brain, body, and psyche/soul and discover how sandplay heals trauma from a neuropsychological perspective. Leading theories on trauma treatment are reviewed and applied to case studies in sandplay with an emphasis on theories rooted in neurodevelopment, depth psychology, affective neuroscience and body-centered therapies. Through participation in lecture and discussion, interaction with myth and symbol, compelling case studies, and personal artwork, journaling and other experiential activities students will have the opportunity to connect on a deep level to this work and to integrate concepts.

**CMH 5055 Foundations of Jungian Sandplay Therapy**  
2 units

In this class, participants will learn the theoretical foundations, practical applications and neuropsychological underpinnings of Jungian sandplay therapy with children and adults. Through experiential activities and compelling case studies students will have the opportunity to connect on a deep level to this work and to integrate concepts. Experiential activities include embodied exploration of personal symbols, art projects and journaling. Students who complete this course can also earn training hours toward credentialing as a sandplay therapist.

**CMH 5110 Ethical Issues in Working with Children and Families**  
2 units

This course explores the ethical issues and dilemmas that commonly arise when working with children, teens, and their parents. Using a combination of didactic, case study, role-play, experiential approaches, and guest speakers, this course explores the basic tenants of ethical practice and issues surrounding client rights, confidentiality, informed consent, mandated reporting, therapist scope of practice, competency, boundaries, and other complex topics surrounding counseling and art therapy with children and adolescents. Global children’s rights will be addressed in the context of current events. Participants will examine their own belief systems and learn to identify and understand key ethical issues related to ethical practice in working with children and families. They will develop a decision-making model which balances client rights and therapist responsibilities in various settings.

**CMH 5250 Attachment: The Heart of Well-Being**  
2 units

This is a weekend course designed for professionals with an interest in the dynamic phenomenon of attachment between a child and parent or caregiver, as well as with other primary adults in a child’s lifespan. The spontaneous love and absorption that a parent has for a baby and the growing child is the foundation for the primary attachment relationship. It is also the basis for the child’s character development, mental health, capacity to form relationships, and the ability to experience empathy and compassion for another human being. This essential attachment includes reciprocal communication, repetitive responses to the child’s needs, and the unfolding of trust and wellbeing. As children’s providers, we can play a key role in supporting and fostering parent-child attachment. We can also interact with children and parents, in ways that embody and teach the components of healthy attachment. Participants will enter a supportive and nurturing environment to experience the key elements of attachment first-hand, as a reference for doing attachment work, and as an optimum setting for growing, understanding and retaining what you have learned.

**CMH/LAD 5013 Adolescents and Addiction: Treatment and Prevention**  
2 units
This course will provide students with an overview of current trends in the treatment and prevention of addiction among adolescents. Evidence-based practices will be introduced and students will have an opportunity to practice the skills and strategies inherent in those approaches. Treatment methods considered are multi-systemic therapy (MST), adolescent community reinforcement approach (A-CRA) and CRAFT (a program for working with family members so that they can engage resistant teens into treatment). Hands-on activities useful for conducting adolescent treatment groups and youth leadership groups will be discussed.

**CN 565 Addiction Assessment and Treatment in Counseling**

This course constitutes a broad-based approach to the nature, assessment, and treatment of a wide variety of substance addictions from drugs, tobacco and alcohol, to behavioral/process addictions such as gambling, spending, and certain forms of sexual activity. Material will be presented by lecture, group discussion, role-playing, and clinical case presentation. Students will develop skills in addressing addiction and addiction related concerns with clients, including: intervention, treatment, resistance to and successful integration of change processes.

**CN 565-3 Addiction Assessment and Treatment in Counseling**

This course constitutes a broad-based approach to the nature, assessment, and treatment of a wide variety of substance addictions from drugs, tobacco and alcohol, to behavioral/process addictions such as gambling, spending, and certain forms of sexual activity. Material will be presented by lecture, group discussion, role-playing, and clinical case presentation. Students will develop skills in addressing addiction and addiction-related concerns with clients, including intervention, treatment, resistance to and successful integration of change processes. Students will be provided with an overview of Medically Assisted Treatment (MAT) for substance use disorder. MAT will be examined from an historical and social context that includes the opioid crisis. The pharmacological aspects of common drugs used to treat substance use disorders will be explored, providing students with a practical understanding of MAT’s role in detox. Treatment and prevention of relapse. The course content is congruent with the standards of competency published by CACREP for Clinical Mental Health Counseling.

**CN 577-4 Multicultural Perspectives in Counseling with Diverse Populations**

Students will critically examine their own cultural assumptions and the dominant cultural norms in order to develop knowledge, awareness and skills to work effectively across difference. Topics to be addressed will include: identity formation, power, privilege and oppression; world views; approaches to communication; and related topics. Students will become familiar with the ethical guidelines addressing diversity and multicultural issues. The course content is congruent with the standards of competency published by CACREP for social and cultural diversity.

**CN 656-2 Practicum I & Lab: Helping Relationships with Individuals in Counseling**

This professional practice course provides for the application of theory and the development of counseling skills under supervision. Students will examine psychopathology and diagnosis, the individual counseling process, and the nature of
the therapeutic relationship. Students are simultaneously enrolled in a supervised practicum comprised of at least twenty (20) hours of direct individual counseling service with actual clients. Students receive weekly group supervision of their practicum activities in class. Students must bring audio or videotape of reasonable quality to the lab for review. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. The course content is congruent with the standards of competency published by CACREP for practicum, counseling and helping relationships and Clinical Mental Health Counseling.

**CN 657-3 Practicum II & Lab: Helping Relationships with Groups, Couples and Families in Counseling**  
4 units

This course is a continuation of the practicum experience and includes a focus on group and relationship counseling. Students will complete at least twenty (20) hours of counseling during this course, at least ten (10) of which must be group counseling. The remaining ten (10) hours may be a combination of individual, family and couples work. In addition, internship plans will be developed throughout this course and students will be required to secure an internship site by the end of the course. The course content is congruent with the standards of competency published by CACREP for practicum, counseling and helping relationships and Clinical Mental Health Counseling.

**CN 660-2 Professional Ethics in Counseling**  
4 units

This course is designed to introduce students to the basic ethical practices through awareness, legal rules and structure, and professional decision making in the field of counseling. Students will examine the philosophical, spiritual, and ethical principles that guide their clinical practice, professional behavior, and therapeutic style. Discussions, reflective processes, written work and experiential learning approaches will be used to focus students on developing critical awareness of the complexities of ethical decision making.

**CN 660-3 Professional Ethics in Counseling**  
4.5 units

This course is designed to introduce students to the basic ethical practices through awareness, legal rules and structure, and professional decision making in the field of counseling. Students will examine the philosophical, spiritual, and ethical principles that guide their clinical practice, professional behavior, and therapeutic style. Discussions, effective processes, written work and experiential learning approaches will be used to focus students on developing critical awareness of the complexities of ethical decision-making. Students will receive theory and practice in ethical decision-making models. The course content is congruent with the standards of competency published by CACREP for professional counseling orientation and ethical practice.

**CN 663-2 Theory and Practice of Family Counseling**  
4 units

This course provides students with a working knowledge of family counseling and key issues in its practice, including ethical considerations and family counseling with diverse populations. Classroom discussion and lectures, creative projects, small group and role-play experiences are used to explore a variety of models of family counseling and learn methods and techniques experientially.
*CN 664-3 Assessment and Appraisal in Counseling*  
4 units

This course introduces students to the historical and theoretical perspectives and purposes of assessment procedures used in art therapy and counseling appraisal and evaluation. Students will practice administering bio-psychosocial assessment, the mental status exam, risk assessment, and various counseling and art therapy assessments. Additional areas covered include the selection of assessments with clients as the basis of treatments planning and establishing treatment goals; evaluating assessments validity and reliability; documentation of assessment results; and ethical, cultural, and legal considerations in their use. Using art-based and counseling assessment to identify client strengths, resiliency, and resources will be emphasized in addition to identifying diagnostic criteria. Clinical writing skills as applied to assessment and other report writing will be one focus of course assignments.

*CN 664-4 Assessment and Appraisal in Counseling*  
4.5 units

This course introduces students to the historical and theoretical perspectives and purposes of assessment procedures used in art therapy and counseling appraisal and evaluation. Students will practice administering bio-psychosocial assessment, the mental status exam, risk assessment, and various counseling and art therapy assessments. Additional areas covered include the selection of assessments with clients as the basis of treatments planning and establishing treatment goals; evaluating assessments validity and reliability; documentation of assessment results; and ethical, cultural, and legal considerations in their use. Using art-based and counseling assessment to identify client strengths, resiliency, and resources will be emphasized in addition to identifying diagnostic criteria. Clinical writing skills as applied to assessment and other report writing will be one focus of course assignments.

*CN 673-2 Integration of Counseling Skills*  
3 units

The intention of this course is to help students consolidate counseling skills as procedural learning so that they can respond competently and confidently in the clinical setting. This course builds on the foundational skills of counseling that have been acquired in prerequisite courses by providing a framework that guides the selection of responses and locates them within the trajectory of treatment, within and between sessions. Students will integrate concepts, skills, and attitudes to create a facilitative relationship that supports clients’ exploration, understanding, and efficacious action.

*CN 698-8 Professional Seminar in Counseling I: Counselor Identity Development*  
2 units

This course is offered concurrently with internship. It provides students with an understanding of their professional role and function as a counselor at the entry level, while providing consultation for clinical, educational, ethical and personal issues related to their internship. Students will also receive orientation to the role of professional counseling organizations, including the benefits of membership, as well as professional standards and credentialing in the counseling field.

*CN 698-8L Counseling Internship I*  
4 units

The internship provides in-depth supervised experience in Counseling for the student as a final step in the completion of the Part Two coursework. This is an intensive professional experience in mental health.
counseling. Students select a professional setting where they complete 300 direct hours of supervised practice and 300 indirect hours. Students will do research into an area of clinical interest related to the population they are serving in internship. The course content is congruent with the standards of competency published by CACREP for internship.

**CN 698-8L.2 Counseling Internship I**  
4.5 units

The internship provides in-depth supervised experience in Counseling for the student as a final step in the completion of the Part Two coursework. This is an intensive professional experience in mental health counseling. Students select a professional setting where they complete 300 direct hours of supervised practice and 300 indirect hours. Students will do research into an area of clinical interest related to the population they are serving in internship. The course content is congruent with the standards of competency published by CACREP for internship.

**CN 698-9 Professional Seminar in Counseling II: Orientation to the Counseling Profession**  
2 units

This course is offered concurrently with internship. Through case consultation of the intern’s caseload and further development of clinical skills, it provides advanced training in assessment, diagnosis, and treatment of mental health concerns. This course also covers ethical, legal and multicultural issues relevant to the practice of professional counseling. The course content is congruent with the standards of competency published by CACREP for internship as well as Clinical Mental Health Counseling.

**CN 698-9L Counseling Internship II**  
4 units

The internship provides in-depth supervised experience in Counseling for the student as a final step in the completion of the Part Two coursework. This is an intensive professional experience in mental health counseling. Students select a professional setting where they complete 300 direct hours of supervised practice and 300 indirect hours. Students will do research into an area of clinical interest related to the population they are serving in internship. The course content is congruent with the standards of competency published by CACREP for internship.

**CN 698-9L.2 Counseling Internship II**  
4.5 units

The internship provides in-depth supervised experience in Counseling for the student as a final step in the completion of the Part Two coursework. This is an intensive professional experience in mental health counseling. Students select a professional setting where they complete 300 direct hours of supervised practice and 300 indirect hours. Students will do research into an area of clinical interest related to the population they are serving in internship. The course content is congruent with the standards of competency published by CACREP for internship.

**CN AT 500-3 Multicultural Awareness**  
1.5 units

Multicultural Awareness prepares counselors and art therapists to effectively engage in diverse contexts with communities, families and individuals. Intersectionality including: gender, sexual identity, race, ethnicity,
religion, socio-economic status and related factors are explored in terms of shaping experience and expectations. Through assigned reading, personal reflection and small group sharing of their own social and cultural identities, students will develop a more sophisticated understanding of power, privilege and difference. Students will develop awareness of how their identities may impact their clients. Multicultural awareness and competency are core to the ethical practice of licensed professional counselors and art therapists.

**CN AT 522 Applied Theories of Human Development**  
*4 units*

This course addresses theories of individual and family development across the lifespan with a focus on attachment theory. Biological, neurological, physiological, systemic and environmental factors that affect human development, functioning and behavior will be addressed. Students will explore ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. Students will consider the application of these theories and strategies to the practice of counseling, art therapy and to their own lives.

**CN AT 522-2 Applied Theories of Human Development**  
*4.5 units*

This course explores developmental theories and empirical research on development over the lifespan in the psycho-social, cognitive, biosocial and spiritual domains. Students will consider the application of theories to a general framework of understanding of their own lives as well as in working with individuals in counseling and art therapy. Issues of race and gender identity will be explored. Students will complete an interview with a person of a different developmental stage than they themselves are in and analyze their findings from different developmental frameworks. Course content is congruent with the standards of competency developed by CACREP for human growth and development.

**CN AT 523-3 Hermeneutics of Depth Psychology**  
*4 units*

Hermeneutics is the interpretation of sacred text. In this course, the class group becomes a dynamic studio within which the personal and collective hermeneutic is discovered as the means of interpreting the sacred text of the self. The unifying methodology is an application of Carl Jung’s hermeneutic discoveries and his Mandala Process as the foundation of depth psychology. Through the vehicle of Jung’s mandala process, students will develop hermeneutic and therapeutic skills, as well as a cross-cultural sensibility of archetypes. Using symbol, metaphor, archetype, dialog, dream reflection, creative imagination, art immersion, depth awakening, felt sense and energetic clues, students will learn to understand and guide the individuation process as the essential transformational force of psychotherapy. As we learn to key into the symbols and see them unfold from the depths of our individual and collective nature, this mode of learning takes us past the limitation of the popular catalogues of archetypes into the active encounter with the creative imagination of the psyche as the driving force of individuation.

**CN AT 530-2 Psychology of Consciousness I: Ontology**  
*5 units*

This course will cover development of the following knowledge areas, clinical skills, behaviors and attitudes required for all counselors and art therapists: multicultural awareness, openness, curiosity, empathic attunement, active listening, reflective practice, and unconditional positive regard for self and other. It will
focus on the psychology of consciousness as it relates to esoteric and exoteric perceptions of existence through time. Students will explore consciousness using how models, lineages, paradigms and turning points to understand how reality is formed, agreed upon and changed both macro- and micro-cosmically. There is emphasis on the many ways in which substance and process use, abuse and addiction work against achieving the conscious awareness necessary to function as an effective and ethical counselor or art therapist.

**CN AT 531-2 Psychology of Consciousness II: Paradigm Shifts and Change Agents**  
5 units

This course will enhance students' ability to demonstrate the following knowledge areas, clinical skills, behaviors and attitudes required for all counselors and art therapists: multicultural awareness, openness, curiosity, empathic attunement, active listening, reflective practice, and unconditional positive regard for self and other. It focuses on the psychology of consciousness as it relates to creative drive and responsible leadership. It develops an understanding of the dynamics of paradigm shifts in one’s life, as well as how archetypal, personal and collective patterns work through consciousness. It encourages perspective and awareness of how one’s personal trance patterns limit awareness and the impact of this on one’s life and on the collective. There is emphasis on the many ways in which substances and process use, abuse and addiction work against achieving the conscious awareness necessary to function as an effective and ethical counselor or art therapist.

**CN AT 542-4 Foundations: History and Theories of Counseling**  
4.5 units

This course introduces the history and development of the counseling profession, roles and functions of professional counselors, and an overview of psychotherapy, including psychodynamic, cognitive, behavioral, humanistic, systems, transpersonal and post-modern views. Through experiential practice, students apply theory to counseling, develop self-awareness, basic helping skills, and cultivate the ability to give and receive feedback. Students will choose a theorist or theory of their choice to research in depth and present their findings to classmates. The course content is congruent with the standards of competency published by CACREP for counseling orientation and ethical practice, counseling and helping relationships and Clinical Mental Health Counseling.

**CN AT 543 Group Dynamics**  
4 units

This course will address theoretical foundations of group work and the dynamics associated with group processes and development. Students will learn characteristics and functions of effective group leaders, approaches to group formation, and how therapeutic factors contribute to group effectiveness. Students will explore types of groups as well as ethical and culturally relevant strategies for designing and facilitating groups. The ten-week class will function as a group to facilitate learning about how groups work. Faculty will serve as teachers and as group leaders. Students will deepen their understanding and ability to function as effective group leaders focusing on dealing with conflict and deepening multicultural awareness in group work. The course content is congruent with the standards of competency published by CACREP for group counseling and group work.

**CN AT 543-2 Group Dynamics**  
4.5 units
This course will address theoretical foundations of group work and the dynamics associated with group processes and development. Students will learn characteristics and functions of effective group leaders, approaches to group formation, and how therapeutic factors contribute to group effectiveness. Students will explore types of groups as well as ethical and culturally relevant strategies for designing and facilitating groups. The ten-week class will function as a group to facilitate learning about how groups work. Faculty will serve as teachers and as group leaders. Students will deepen their understanding and ability to function as effective group leaders focusing on dealing with conflict and deepening multicultural awareness in group work. The course content is congruent with the standards of competency published by CACREP for group counseling and group work.

**CN AT 574 Psychology of Altruism: Fundamentals of Helping Relationships**

In this course, students explore the meaning of being of service in a helping relationship to those seeking support. Students are required to design, carry out and evaluate a personal project related to self-care and burnout prevention. Students begin to experience service as a process of recognizing what their own needs are and giving to oneself to address these needs. This in turn better prepares them to give to others. Boundary work and unhealthy patterns of relating to self and other are addressed.

**CN AT 581-2 Psychopathology**

*Co-requisite: CN 664-4 or AT/CN 664-3*

Psychopathology is the study of human differences, as understood, described, and categorized by western psychology. This course includes a consideration of proposed epidemiological factors, including genetics, early developmental experiences, trauma, thinking styles, cultural forces, iatrogenics and spiritual emergency. DSM-5 and ICD-10 will be studied as the most commonly used taxonomies for approaching differences in human behavior including substance and process addictions and experiencing in this culture. The course content is congruent with the standards of competency published by CACREP for Clinical Mental Health Counseling.

**CN AT 581-4 Psychopathology: Psychopharmacology**

This course provides an overview of medications used to treat a variety of mental disorders. Students will learn signs and symptoms that might indicate a referral to a prescribing provider and how to speak with their client about the referral. The course content is congruent with the standards of competency published by CACREP for Clinical Mental Health Counseling.

**CN AT 598-6 Research Methods and Program Evaluation**

This course provides students with the opportunity to understand the purposes, methods, and ethical, legal, and cultural considerations of research. Students will demonstrate the necessary skills to design and conduct a research study and conduct a literature review on a topic of interest related to their future practice. They will also complete article analyses to practice critical thinking about research studies in the literature. Additional areas covered include the use of research to assess the effectiveness of mental health services and inform practice, through program evaluation and by becoming an informed consumer of research. Class topics include: foundational purposes of research; introduction to various research methodologies and their applications to the
fields of counseling and art therapy (e.g. quantitative, qualitative, outcomes research, mixed methods, action research, art-based inquiry, and anti-oppressive methodologies); concepts of validity and reliability; and basic statistical concepts. The course content is congruent with the standards of competency published by CACREP for research and program evaluation.

**CN AT 625 Career and Life Development**

4 units

This course provides an understanding of the fundamentals of career counseling as it relates to the students' professional development and the counseling of clients on career and life issues. Included are career development theories, occupational assessments, and educational information sources to facilitate career decision-making strategies. In addition, an integrative career and life planning model will be introduced as a holistic approach to career and life development. The course integrates career development theory, assessment, and practice within the counseling field. Theories, concepts and skills are the outward focus of the class, paired with an inward and personal focus on visioning and career and life issues. The former will be congruent with the standards of competency developed by the National Career Development Association.

**CN AT 625-2 Career & Life Development**

4.5 units

This course provides an understanding of the fundamentals of career counseling as it relates to the students' professional development and the counseling of clients on career and life issues. Included are career development theories, occupational assessments, and educational information sources to facilitate career decision-making strategies. An integrative career and life planning model will be introduced as a holistic approach to career and life development. The course integrates career development theory, assessment, and practice within the counseling field. Theories, concepts and skills are the outward focus of the class, paired with an inward and personal focus on visioning and career and life issues. The course will provide a deeper understanding of working with people from a multicultural perspective. This course is congruent with the standards of competency developed by the National Career Development Association and with the standards of competency published by CACREP for Career and Life Development.

**HS 5000 Sexual Attitudes and Development**

2 units

Participants will be introduced to developmental sexuality from a biopsychosocial perspective. Sexual issues across the life span will be explored using expressive arts therapies. This course will use the Sexual Attitudes Reassessment (SAR) to provide participants with opportunities to challenge, examine, and reshape current sexual beliefs and attitudes. Topics to be explored include sexual myth, sexual orientation, gender identity, alternative relationships, BDSM, kink, disability and aging. This self-exploration allows participants to become more comfortable with a wide variety of sexual attitudes, behaviors, practices and subcultures.

**HS 5300 Clinical Skills: Theorizing and Thinking About Sexual Issues in Psychotherapy**

2 units

Despite the important role sexuality plays in our lives, research suggests that clients and therapists alike find talking about sexual issues particularly difficult. In this core course, we’ll explore ways to minimize dissociative responses and stay therapeutically engaged. We will discuss and apply theories that help us think about, reflect, feel into, ask questions, and enrich conversations about sexual issues with clients. In the service of helping therapists feel more competent and comfortable working with sexual issues, we’ll explore diverse models for
working with a broad range of sexual issues. These include dilemmas of desire and sexual compulsivity; the anatomy of an affair and the dynamics of its aftermath; models for helping clients deal with the consequences of childhood sexual abuse; monogamy, polyamory, and open relationships; and erotic transference-countertransference.

**HS 5400 Erotic Intelligence and Pleasure Literacy**  2 units

Because much traditional (abstinence only) sex education is associated with managing risk (pregnancy prevention, HIV) and discouraging sexual expression in young adulthood, there are often gaps in knowledge regarding erotic intelligence. This course emphasizes helping clients to develop a more conscious, less shame-laden relationship to pleasure. Participants will refine their skills in articulating their own desires and improving communication with sexual partners. It will also help clinicians to enhance their own sexual intelligence, learn about anatomy, physiology, sex toys and role-playing, as well as sex-positive ways to impart this kind of information to clients.

**HS 5500 Clinical Skills: Working with Sexual Issues in Psychotherapy**  2 units

This course introduces participants to models for working with sexual issues. Participants will become acquainted with a variety of theoretical approaches to help clients explore their sexual lives, to develop a more satisfying sensual and erotic life, and to understand the personal, social, and cultural influences that shape their sexual attitudes, desires and behaviors. This course helps practitioners develop a listening perspective and therapeutic attitude that cultivates a safe, curious, non-shaming exploration of sexual issues. This includes ways of listening to what clients say (content) and how they communicate (process) about the intimate details of their inner lives. Content areas to be explored include sex addiction, sexual orientation, transgender issues, treating sexual disorders and sexual trauma, as well as working with kink and poly clients. Emphasis will be placed on each participant developing their own model for working with issues of sexuality in psychotherapy.

**HS 5600 Variations on Coupledom: From Celibate to Single to Polyamorous**  2 units

This course introduces clinicians to a range of relationship possibilities. It begins by exploring celibacy, single life and dating, and expands into an in-depth discussion of alternative relationships. Participants will be introduced to contemporary dating practices and ways of helping clients negotiate the internal and external demands associated with living a single life in search of a relationship. Clinicians will also be exposed to the culture of open or polyamorous relationships – which can take the form of (but is not limited to) primary and/or secondary relationships, long distance relationships, quad bonds, triads, and swingers. In this highly interactive workshop, clinicians will be introduced to ways of assisting clients in managing pressures, jealousy, the transition from monogamy, relationship imbalances, double standards & sharing time, as well as discrimination.

**HS 5700 Innocence Betrayed: Understanding Sexual Abuse and Trauma**  2 units

Mental health professionals working with traumatized individuals need to understand both the emotional/behavioral manifestations of trauma as well as the physical impact of psychological trauma. This course takes an in-depth look at sexual trauma – focusing on childhood sexual abuse, sexual assault in adulthood, and covert incest. Heavy emphasis is placed on the clinical phenomena associated with sexual trauma such as dissociation, the impact of trauma on transference and countertransference dynamics, the erotization of fear, the compulsion of self-abuse, as well as the neurobiology of trauma. Participants will learn basic principles of trauma
informed care, art therapy and cognitive-behavioral interventions, as well as case conceptualization skills for working in a long-term, depth-oriented context.

**HS 5700-2 Understanding and Working with Sexual Trauma**  
2 units

Mental health professionals working with traumatized individuals need to understand both the emotional/behavioral manifestations of trauma as well as the physical impact of psychological trauma. This course takes an in-depth look at sexual trauma – focusing on childhood sexual abuse, sexual assault in adulthood, and covert incest. Heavy emphasis is placed on the clinical phenomena associated with sexual trauma such as dissociation, the impact of trauma on transference and countertransference dynamics, the erotization of fear, the compulsion of self-abuse, as well as the neurobiology of trauma. Participants will learn basic principles of trauma-informed care, art therapy and cognitive-behavioral interventions, as well as case conceptualization skills for working in a long-term, depth-oriented context.

**HS 5800 Touch and Embodiment**  
2 units

This course expands participant’s awareness and sensation through breath, movement, touch and communication. Drawing from body-based therapies like somatic experiencing, Hakomi, Five Rhythms and mindfulness-based practices, participants will learn methods for becoming more attuned to physical sensation and thus more fully embodied. Participants will be encouraged to explore messages from the body and develop a deeper relationship to pleasure and sensation through body-based practices facilitated by several different body-based therapists. Finally, participants will learn how to apply these techniques and interventions to help clients become more safely embodied and enhance their sexual/sensual lives.

**HS 5900 Anatomy of Couples Therapy**  
2 units

Drawing from the work of John Gottman, Stephen Mitchell, and Ester Perel, this clinically-oriented course introduces participants to current theory and practice for working with couples. Particular emphasis is placed on the actualization of self-experience in the context of relationship, developing a capacity for mutual recognition and empathic attunement, and the capacity to renegotiate the relationship based on a more conscious understanding of each partner’s individual subjectivity. Connections between consent and pleasure, and the dichotomy of safety versus passion will be examined. Students are introduced to diverse ways of working with couples’ desire discrepancies, infidelities and loss of interest.

**IMH 5100A Overview of Infant Mental Health: Neurobiology, Regulation and the Developing Brain**  
2 units

This course provides students with an overview and introductory understanding of Infant Mental Health, including a working definition and essential professional competencies. Participants will engage in activities that will foster observation and reflection skills while increasing knowledge of brain development; sensory and regulatory systems; neurobiology of attachment; relationship formation; caregiver capacities; attachment and developmental trauma and its effects on the growing infant/toddler; the caregiver-child dyad and family system.

**IMH 5200-2 Focus on Attachment & Development: Use of Self, Theoretical Foundations and Reflective Practices**  
2 units
This course incorporates knowledge of neurobiology, attachment and development through use of the essential reflective component of infant mental health practice. Participants will be presented with an overview of attachment theory, domains of infant/child development, relationship formation, concepts of reflective supervision and parallel process. Students will become familiar with theoretical foundations, reflective practice, and the use of self in the context of infant mental health services. Participants will acquire skills in observing, listening, theorizing, and reflecting through multi-modal expressive arts activities.

**IMH 5300A Relationship as Client: Child-Caregiver Dyadic Interaction and the Family System**  
This course offers opportunity to deepen understanding and assessment of child-caregiver dyadic interaction as well as intervention and treatment approaches to providing services for this vulnerable population and their families. Participants will cultivate skills including observation and communication of relational assessment and interaction patterns within the child-caregiver dyad in the family system. Students will develop and deepen observation and reflective skills through collaborative learning as participants engage in interactive discussion, utilization of image and video, and engagement in expressive arts activities.

**IMH 5400A From Reflection to Action: Reflective Practice, Intervention, & Treatment**  
This course offers knowledge and skills development related to exploration of reflective practice, trauma-informed interventions, treatment planning, and cultural awareness. Participants will become acquainted with methods of assessment, intervention and treatment. Students will explore and reflect upon skills development related to infant mental health competencies, such as multiple perspectives and diversity, and how to further incorporate and apply knowledge and skills in various settings. Knowledge and skills acquisition will proceed through expressive arts activities and discussion.

**TE 5100 Ceremony, Ancient Narrative and Healing**  
During this weekend course we will experience the power and depth of ancient narrative and its relevance to our present day lives. We will work together as a community to create healing through building a sweat lodge and joining in the ceremony. This sharing creates a dynamic understanding of our purpose and place in the cosmos.

**TE 5200 The Council of All Beings**  
Students will re-create “The Council of All Beings” in this weekend intensive, deepening their personal relationships with the other-than-human community. Our focus will be on the experience of our inter-relatedness and inter-dependence with plants, animals, water, soil, etc. We will explore the concept of the sacred as a defining quality for all expressions of life, including: weather systems, geologic features, land forms, animals, plants, cosmic beings such as the sun and moon, minerals and people. Experiential activities and traditional stories drawn from a variety of cultures will strengthen our ability to experience life as embodied consciousness or embodied spirit.

**TE 5300 Sacred Connections: Plants, Animals, People and Place**  
This weekend intensive emphasizes our connection with the sacred within and around us. It explores the
relationship between the inner landscapes of the human psyche and the outer landscapes of wild nature, including our ancient and abiding inter-relatedness and inter-dependence with plants, animals, water, soil, etc. Questions that we will explore include the concept of the sacred as a defining quality for all expressions of life, including: weather systems, geologic features, land forms, animals, plants, cosmic beings such as the sun and moon, minerals and people. Experiential activities will strengthen our ability to experience life as embodied consciousness or embodied spirit. We will consider our own profound experiences of relationship with other-than-human beings as a source of personal and planetary healing. This course satisfies requirements for the Ecotherapy Certificate.

**TE 5400 Exploring Kinship Relations Using Ecotherapy and Art Therapy**  
2 units

This team-taught course utilizes techniques in both art therapy and ecotherapy to address the rupture between human and other-than-human life. The subsequent intergenerational trauma is often carried unconsciously as an inarticulate but deep longing to fully connect and belong. The kinship relationships we are seeking to heal include our biological forebears or ancestors; our cultural lineages and identities; our relationships with the other-than-human life we depend upon, including air, fire, water, earth and the animals, plants, stones, stars that form our sense of place and family. We will utilize nature, mindfulness and art-making processes to access unconscious messages, emotions, memories and beliefs about who we are and where we come from as a strategy of healing.

**TE 5500 Dreams, Visions and The Sacred**  
2 units

This weekend intensive will explore human consciousness in direct relationship with the consciousness of animals, plants, land forms, weather systems, ancestral and other spirits. Though we are linked with these other-than-human beings, modernity denies the reality of human interdependence. Much of this relationship resides in the unconscious and is carried forward in our longing, myth-making, art-making and through indigenous wisdom traditions. Awareness of our interrelationship with nature may arise through personal dreams and visions that transmit the knowledge everything is alive despite hundreds of years of repression. The existence of the sacred is persistent. This weekend will engage participants in a ceremonial circle for the purpose of awakening our dreams, visions and experiences as conscious partners with animals, plants, earth, sky and spirit.

**TE 5550 Haiku, Nature and Poetry**  
2 units

This weekend intensive will weave together our lived experience of nature with the immediacy of poetic language. Exercises in mindfulness will be engaged to heighten our awareness of breath, wind, earth, sun, body and being. Special guest Natalie Goldberg will be joining us to share the art and practice of ancient Japanese haiku and how it has been used as a technique for becoming present. Ann will provide opportunities to experience the American and Native American nature poetry traditions of awe at the natural world, conscious awareness of kinship, and grief for the loss of the sacred sense of nature. Participants should bring their own journals, fast-writing pens, water bottles, daypacks.

**TE 5700 Wilderness Fast**  
2 units

The ceremony of vision quest or fasting in the wilderness has long been practiced to assist with major life transitions. It is a deeply transformative experience in which participants spend four days alone with no food
and a minimum of material comforts. The three stages of rite of passage (severance, threshold, and incorporation) are guided by experienced facilitators who also provide instruction in basic wilderness safety and support for this unique opportunity for personal transformation and deep contact with nature in a wilderness environment. The structure for this wilderness fast is taught by the School of Lost Borders and drawn from Native American cultural practices, though it is not identical to the specific Vison Quest ceremonies of any cultural group.

**TE/AIN 5600 Earth Body, Earth Mind**

In this weekend intensive, we will begin decolonizing our imaginations so we can experience deeper, more embodied relationships with each other and with the myriad forms of life in nature. We will learn relevant, relational neuroscience and share experiential adventures of inner and outer wilderness. We will explore how this applies to clinical practice.

**TGR 5100 Counseling Skills for Trauma and Grief**

This course focuses on identifying and treating complicated grief and trauma. We will explore theories of trauma, complicated grief and traumatic grief. Through readings, experiential exercises, guided imagery and group interactions, the students will develop skills to support a healthy grieving process for individual clients who have experienced loss, trauma, complicated grief or traumatic grief. The role of ritual in healing grief will be explored. Extraordinary experiences, spiritual emergency and near-death experiences will be discussed. Counseling skills to deal with these issues will be demonstrated experientially.

**TGR 5200 Dying to Know: Issues of Death & Dying for the Professional**

This course will cover the basic principles of care for the dying person, hospice philosophy and practice, exploration of the impact of different kinds of deaths, issues for survivors, the family system, and the psychology of death throughout the lifespan. Psychosocial aspects and transformative potential of life-threatening illness, and counseling patients and their families across the cancer continuum will be introduced. We will explore both knowledge and beliefs about death, and how to help others in their dying journey. We will explore the questions of “What dies and What doesn’t?”, mortality and immortality. The groundwork of the weekend will include our own consciousness, views, values, and concerns regarding death and dying.

**TGR 5300 The Art of Healing Grief and Trauma**

Poetry, music, writing and drama are utilized as vehicles for transformation through the expression of the profound mysteries of life, death and transition. Participants experience their own personal guidance through and exercise in embodied art and meditation. Art therapy interventions are explored.

**TGR 5400 Trauma Theory, Process and Interventions**

This course will cover trauma theory, PTSD and traumatic grief. We will explore the neurobiology of trauma, the brain, the body and the mind. Experiential exercises will assist each person in assessing the effect of trauma in their own lives. Participants will gain an organized set of skills and knowledge to intervene effectively with
traumatized clients. The interventions discussed will be framed in the context of a sequential three-stage treatment model. We will focus on building client resilience. Vicarious trauma as it affects the therapist will be addressed.

**TGR 5500 Theories of the Grief Process & Bereavement Interventions 2 units**

This course describes the grief process from various perspectives and models, with the study and treatment of grief and loss as the initial focus. Discussion of cross-cultural issues, traumatic grief, the role of substance abuse, special populations, AIDS-related grief and the creation of effective support systems is included in the course content.

**TGR 5600 Ethics, Self-Compassion and Professional Issues 2 units**

Topics include ethical principles, legal tools for planning, compassion fatigue and the necessity of self-care to prevent burnout. Other professional issues are explored. Participants are encouraged to identify ethical issues affecting their professional practice.