



**SOUTHWESTERN COLLEGE
& NEW EARTH INSTITUTE**



CONSCIOUSNESS-CENTERED GRADUATE SCHOOL FOR COUNSELING AND ART THERAPY

MA Faculty Handbook 2022-2023

This Handbook is subject to revision at any time.

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WELCOME

We cannot do what we do without the leadership, inspiration, dedication, and commitment of our full-time, part-time, and adjunct faculty. Thank you.

The **Faculty Handbook** covers policies and procedures applicable to teaching activities at Southwestern College. In order to understand and work effectively with College policies, all faculty members must familiarize themselves with the current Student Handbook, Faculty Handbook, and College Catalog. College policies and procedures are subject to change at any time at the discretion of the college. Faculty members are required to comply with the provisions of the most recently enacted Faculty Handbook. The most updated version will be available via the college website: www.swc.edu

Definitions

Adjunct Faculty

Adjunct faculty are those teachers who are hired to teach fewer than six graduate credit hours per academic year whether online or face to face. This excludes guest speaking, substitute teaching or offering all or part of a New Earth Institute (NEI) course for one of the Certificate programs available for graduate elective credit. Our academic year begins with the fall quarter and concludes with the summer quarter. Their relationship to the college vis-à-vis policies and procedures are governed by the **Faculty Handbook**. They are hired on a quarterly basis per an employment contract. They report to their respective Course Leader. All faculty are ultimately under the authority of the Dean of the College/ Chief Academic Officer.

Part Time Faculty

Part-time faculty are those teachers who are hired to teach six or more graduate credit hours per academic year whether online or face to face. This excludes guest speaking, substitute teaching or offering all or part of a New Earth Institute (NEI) course for one of the Certificate programs available for graduate elective credit. Our academic year begins with the fall quarter and concludes with the summer quarter. Their relationship to the college vis-à-vis policies and procedures are governed by the **Faculty Handbook**. They are hired on a quarterly basis per an employment contract. They report to their respective Course Leader. All faculty are ultimately under the authority of the Dean of the College/ Chief Academic Officer.

Full-Time Faculty

Full-time faculty are hired by the College for 30-40 hours per week and carry substantial curricular responsibilities, such as course leadership, and other related administrative duties. Program faculty report to their respective Program Chairs. Chairs are full-time faculty and report to the Dean. All faculty are ultimately under the authority of the Chief Academic Officer (CAO) who serves as the Dean. Full-time faculty and their relationship to the college vis-à-vis policies and procedures are governed by both the **Staff Handbook** and the **Faculty Handbook**.

Fulltime faculty and/or staff are not paid additionally on a separate contract to supervise SWC students who are completing off-site internships unless there are special circumstances approved by their supervisor. All faculty are ultimately under the authority of the Dean of the College/Chief Academic Officer.

Academic Administrative Staff

Full-time academic administrative staff includes the President, Executive Vice President/New Earth Institute (NEI) Director, Chief Financial Officer (CFO), Chief Technology Officer (CTO), and Chief Academic Officer (CAO)/Dean. These four administrative leaders serve on the College's Executive Council, are members of the Academic Council and regularly attend Faculty Meetings. They may also carry teaching responsibility, serve as course leaders, mentor new faculty, and develop/revise curriculum. Their relationship to the college vis-à-vis policies and procedures are governed by both the **Staff Handbook** and **Faculty Handbook**. Additionally, the President is hired via a multi-year employment contract with the Board of Trustees.

Certificate Program Directors

Certificate Program Directors are hired by the NEI Director in consultation with the Executive Council. They report to the NEI Director. Program Directors are responsible for the curricular development, delivery, marketing, networking, assessment and ongoing improvement of their individual Certificate Programs, which serve both as Continuing Education Credit for clinical professionals and for elective graduate credit for students of the college. Certificate Program Directors are employed per an employment contract for each quarter in which the Certificate Program is offering a course. Arrangements are made with the NEI Director to provide payment to Program Directors, visiting teachers and guest speakers on a case-by-case basis. Certificate Program Directors may or may not also serve as adjunct or part-time faculty, full-time faculty, or academic administrative staff. Their relationship to the college vis-à-vis policies and procedures are governed by their individual employment contracts and by the **Faculty Handbook**.

INTRODUCTION TO SOUTHWESTERN COLLEGE

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 Quimbys' teachings and a teacher of metaphysics from the 1940s 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 the school, students would experience great personal growth and their contributions would help improve the world.

Robert Waterman

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

Early Years

Quimby College offered its first classes in Transformational Education and Counseling in Alamogordo in 1979. Among the twelve members of that first class was Katherine Ninos, the current 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.

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, MA, LPCC, Executive Vice-President of Southwestern College, also serves as the Director of NEI.

Lily Gutierrez, Student and Career Services Director, provides certificate program advising.

Kate Latimer, MA, LPCC, Counseling Program Chair, also serves as the Assistant Director of NEI.

Tierra Nueva Counseling Center of Southwestern College

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 credentialled 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. TNCC also offers a holistic adult IOP program. This comprehensive program will include wraparound services including case management and individual, family, and couples counseling, as needed.

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.

Denise Moore, MA, LPCC, CCTP serves as the Clinical Director. An advisory committee 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.

Mission, Vision, Purpose, Values & 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.

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.

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.

ORGANIZATION OF THE COLLEGE

Board of Trustees

Southwestern College is a private, non-profit higher education corporation registered with the State of New Mexico and accredited by the Higher Learning Commission. Under the governance of the Board of Trustees, the President is the Chief Executive Officer. The Board of Trustees is composed of at least ten 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. There is also a voting student member of the Board of Trustees, elected by the student body for a one-year term annually in April, and a non-voting faculty member elected by faculty for a one-year term each April.

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, The CTO, the Clinical Director of TNCC, the CFO, and the Enrollment Services Director. The President and Executive Council 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.

Southwestern College Committee Structure

The Southwestern College committee structure includes the following standing committees: Executive Council; Academic Council; Staff Meeting; as well as ad hoc committees and formal subcommittees. The structure is designed to provide for a degree of inclusion and participation, which:

1. results in the best institutional decisions possible;
2. creates an environment of shared responsibility for both decisions and outcomes; and
3. uses time and human resources economically and effectively.

Executive Council

The President is responsible for the overall well-being of the institution and supervises the Executive Vice President, Chief Technology Officer, Chief Financial Officer, and the Chief Academic Officer/Dean of the College. These five positions constitute the Executive Council. Together they oversee the activities of the college and spearhead strategic planning.

Southwestern College is committed to building a broad base of participation in its governance process. Key to this commitment is the belief that persons or groups who will be affected by institutional policies should be involved in the development and review of these policies.

Academic Council

Academic Council (AC) shares the vision and responsibility for all academic programs and policies of the institution. Academic Council holds collective/joint responsibility for all accreditation processes, initiatives outcomes, assessment, and remedial actions required. 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 survey (exit, graduate satisfaction, employment/employer Institutional Learning Outcome), retention, persistence, and graduation data, and Learning Circles (reviewing student artifacts using rubrics and learning outcomes). AC is responsible for closing the feedback loop on assessment for ongoing program improvement. There are two assessment retreats held every year – a full-day in the summer and a half-day in the fall.

AC may appoint search committees, ad hoc committees and standing subcommittees on an as-needed basis. Currently these include the Student Success Team, TNCC Leadership Team, and the CACREP Accreditation Task Force.

AC is chaired by the Dean of the College/Chief Academic Officer and members include:

- President
- Executive Vice President/Director of the New Earth Institute
- Counseling Program Chair
- Art Therapy/Counseling Program Chair
- Full-time program faculty
- Tierra Nueva Clinical Director
- Associate Dean of Student & Career Services
- Director of Enrollment Services
- Chief Technology Officer

Others may be invited to attend on an as-needed basis. Generally, AC meets bi-weekly or 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 alignment 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 decisions on grade appeal

Academic Council Subcommittees

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

The Student Success Team (SST) is a formal sub-committee of Academic Council. It oversees all aspects of student success from new student orientation through graduation. The SST serves as the campus Behavior Intervention Team (BIT) and tends to the campus's multicultural awareness and concerns.

The SST reviews policies and procedures to ensure they serve student needs and makes recommended changes to Academic Council for review and approval. SST is responsible for the formal assessment and evaluation of extracurricular activities that promote student success and is committed to continuous improvement.

The committee is chaired by the Associate Dean of Student and Career Services who is responsible for providing Academic Council regular updates on subcommittee decisions.

Standing members include:

- Art Therapy/Counseling Program Chair
- Counseling Program Chair
- Student Services and Field training Coordinator

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 Associate Dean of Student and Career Services and requesting to be placed on the agenda.

Student Success Team Duties:

- Review, assess, and evaluate risks students may present to themselves, others, or the campus community. Take caring, compassionate, and boundaried action when working with students regarding these situations.
- Review, assess and evaluate cultural concerns and equity issues that affect the student body. Take caring, compassionate and boundaried action when addressing situations as they arise.
- Review and discuss faculty-initiated feedback whether brought forth informally through discussion with faculty or submitted formally via the student of concern process [Faculty Initiated Feedback and Referral Form (FIFRF), Notice of Academic Concern (NAC), or Professional Fitness Evaluation (PFE)].
- Review recommended and/or required sanctions based on the completed FIFRF, NAC, or PFE and the meeting with the student and faculty member(s) as described in Part IX of the College Catalog/Student Handbook.
- Recommendations for suspension or expulsion must be brought to the Academic Council for discussion and approval.
- Oversight of ADA accommodations. Any accommodations requiring financial support outside of annual budget allocation must be reviewed and approved by the Executive Council.

- Review and make decisions on requests for student groups or special projects that arise from the student body.

The Associate Dean of Student and Career Services and Program Chairs have been designated by Academic Council to approve the following *Petitions for Program Exception*.

- Personal Counseling – extensions, approval to see faculty for personal counseling, approval of special cases/therapists. Consultation with SST on complex cases is suggested.
- Taking an independent study instead of a regularly scheduled class.
- Completing an elective during internship.
- Zoom to count as classroom attendance (if requested by faculty).
- Requests to change sections after registration or after classes have begun. Consultation with the Registrar and Executive Vice President required.
- First, last and weekend class exceptions with written faculty permission (program chair signature required).
- Out of state internship section requests (program chair signature required).
- Extensions of Petitions for Incomplete (program chair signature required).
- Course prerequisite waivers (program chair signature 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 ensure that academic standards and requirements are being met for field training of practicum students in the Art Therapy/Counseling, Art Therapy for Clinical Professionals, and Counseling programs. The TNCC Leadership Team is chaired by the TNCC Clinical Director and meets biweekly, unless otherwise necessary to address a specific issue or concern. The Chair provides Academic Council with TNCC Leadership Team meeting minutes with updates on subcommittee decisions.

Standing Members

- Art Therapy/Counseling Program Chair
- Counseling Program Chair
- Field Training Clinical Supervisor

TNCC Leadership Team Responsibilities:

- Reviews and updates TNCC policies and procedures as they relate to academic field training
- Reviews and determines action steps in response to Practicum Orientation
- Organizes and delivers Practicum Orientation for new students at TNCC
- Reviews and determines action steps in response to Practicum Orientation Student Evaluations

- Organizes and delivers New Practicum Instructor Training
- Discusses and addresses any concerns in supervision of practicum and internship students at TNCC
- Reviews and discusses ethical, legal, conduct, non-compliance with policies, or other issues involving SWC Practicum or Internship students at TNCC
- Reviews concerns regarding supervision being delivered by Practicum supervisors at TNCC
- Ensures that a licensed supervisor is available to students seeing clients at TNCC during all hours of daily operation

Administrative Staff

Administrative staff as of September 1, 2022, are listed in the Appendix.

Administrative staff meetings are typically held bi-weekly, and less often during summer quarter. The purpose of these meetings is to maintain the communication required for effective decision making within the organization and to encourage conscious relating between staff members. All staff are expected to attend.

Administrative Office Hours

The College administrative office is open from 9am to 5pm, Monday through Friday. The office is closed on Thanksgiving (Thursday & Friday) as well as the week between Christmas and New Year's and all legal holidays when classes are not in session. There are no classes during the entire week of Thanksgiving. If there are classes scheduled on legal holidays, the office is open.

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College Bookstore

The Bookstore is located in the administrative office of Southwestern College. Textbooks, and other books of interest are available for the convenience of the students and faculty. Books may be purchased by cash, check or credit card. Bookstore hours are 9am to 5pm, Monday through Friday. The bookstore is closed whenever the administrative office is closed. Books may be purchased by course instructors at a discount. Faculty members may request a desk copy of texts that will be used in her/his course. Desk copies may also be ordered in advance of the quarter through Dianne in the front office.

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 rest. 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.

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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.

Welcome to Art Therapy

The majority of our students are enrolled in the Art Therapy/Counseling program. They take courses alongside Counseling students in much of our core curriculum in addition to courses with a special emphasis in Art Therapy. Since most faculty will be teaching classes with both Art Therapy/Counseling and Counseling students, we wanted to share this orientation to Art Therapy at SWC with you.

The Southwestern College Art Therapy/Counseling Program has articulated these values and understandings:

- We believe in the transformative quality of art making.
- We believe that students must look deeply into who they are as human beings before becoming therapists.
- We believe that students must have an openness to the transformation within their own art.
- We are a welcoming program and embrace the liveliness and richness of inclusivity and diversity. We welcome the many ways that diverse voices will transform the field of art therapy. We appreciate and encourage the questions about the field that are brought to awareness by diverse voices.
- We understand that we are teaching art therapy in a specific geographic and cultural location.
- We believe in strength-based client work.
- We believe that art is honest and contains strengths and can show resilience.
- We believe that assessment can be used to identify strengths not only pathology.
- We have a theoretical base, and it is art therapy. On top of that foundation, students may pursue additional theoretical approaches.
- When one graduates from this program, one's identity as an art therapist is inherent, present no matter what one's job title or license states.

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.

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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.

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.

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 this 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. Countertransference, 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.

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.

The Transformational Teaching Rubric

In 2017 to further strengthen faculty skills and abilities, the faculty of SWC created a rubric to help articulate exactly what we are striving to do and be as effective teachers in the transformational classroom. It was revised by the Academic Council in 2019 to further align the language with the Institutional Values and Learning Outcomes. The rubric contains descriptive measures for three components deemed essential for the transformational teacher:

1. Ability to engage students
2. Ability to promote transformational learning
3. Ability to authentically deliver course content

Each component is described in four behavior-based levels, which the teacher can demonstrate in the classroom. These four levels are: undeveloped, developing, meets expectations, exceeds expectations.

Through honest self-reflection, a teacher may reflect on a particular day in the classroom or on their learning journey as teachers by using the rubric to mark where they have been, where they are now, and where they are heading as they continue to develop the skills and abilities to teach in the transformational classroom. We believe faculty, like students, are engaged in a highly complex process of learning.

This rubric is intended to help develop excellence among our teachers. Faculty may use it as a self-scoring instrument to track their own development. It may also be an effective tool for engaged discussion between new teachers and their faculty mentors and/or the Dean.

Just as we use rubrics to help guide and define student learning in partnership with our students, this rubric is intended to be a useful tool in partnership with faculty learning. Our overall goal is to support teachers to achieve the fourth, or highest, level, so our faculty may "exceed expectations" in each of the three components.

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The rubric is in Appendix A and is available to faculty under the RUBRICS tab in Populi.

Culturally Responsive Teaching

In 2022, the Student Diversity Task Force developed a definition of culturally responsive teaching, which was adopted by Academic Council in the summer of 2022.

Culturally responsive teachers...

- Ensure Both teacher and students actively contribute to the learning environment.
- Promote interactive, collaborative, and culturally conscious learning activities.
- Engage student prior knowledge and experiences as assets/strengths to build upon in the classroom.
- Foster a sense of belonging for students of all backgrounds and connect students' cultures, languages, and life experiences with what they are learning.
- Use an array of instructional and assessment approaches acknowledging that students learn and express their knowledge in a variety of ways.
- Promote a safe classroom environment in which authentic dialogue can occur and develop and maintain positive, meaningful, caring, and trusting relationships with students.
- Engage in honest communication with students, recognize when ruptures have occurred, and facilitate repair.
- Value and respects students' cultural frames of reference and welcome multiple and varying perspectives.
- Are self-aware of biases and projection and engage authentically and with cultural humility.
- Create an inclusive and safe environment that promotes personal sharing and respects student agency and choice in self-disclosure.
- Call in cultural insensitivity and bias in classroom interactions and leverage these as opportunities to support learning and foster cultural awareness and cultural humility.

Attributes of Successful Southwestern Teachers

- **Self-Reflection:** Successful teachers model the self-reflective and consciousness orientation taught to students, in and out of the classroom.
- **Passion:** Successful teachers demonstrate a passion for facilitating the awakening of students to their own inner wisdom and truth.
- **Based in the Heart:** Successful teachers demonstrate empathic attunement with students, consistent positive regard towards students, and genuine interest in each student's well-being.
- **Spiritually Connected:** Successful teachers have a developing spiritual dimension to their lives and engage in meaningful spiritual practice.
- **Whole-Self Engagement:** Successful teachers bring themselves fully to the encounter with students, actively bidding for relationship and allowing themselves to follow their own perceptions as well.
- **Clear Boundaries:** With students, successful teachers co-create a strong container in the classroom, analogous to the therapeutic alliance, with clear boundaries and expectations from both parties, and follow through in the event that boundaries are crossed or expectations un-met.
- **Partnership Consciousness:** Successful teachers approach the relationship between

teacher and student as a partnership, in which both people have made agreements in order to accomplish a common goal: the student's accomplishment of the learning objectives of the course.

- **Authoritative:** Successful teachers demonstrate a healthy relationship to their own authority in the classroom, able to be authoritative without being authoritarian or permissive.
- **Cultural Awareness:** Successful teachers model consciousness of their own reality systems including assumptions and beliefs and show flexibility and the ability to relate with those who organize reality differently.
- **Experientially Effective:** Successful teachers structure learning as an active process of experimentation through one's own experience and can organize the classroom experience and assignments to facilitate this action on the part of students.
- **Trust:** Successful teachers display a deep trust in the process and in life and are willing to work with the given curriculum as well as the particular needs and intentions of the unique oversoul that is present in each class.
- **Presence:** Successful teachers stay grounded and connected to their own experience and to students, including when patterns and projections/ transferences (their own or students') arise in the classroom.

ASSESSMENT

Institutional Learning Outcomes (ILOs)

Students will:

1. Demonstrate the skills to facilitate transformation in self and others.
2. Demonstrate the ability to examine implicit assumptions embedded in belief systems and how they influence conscious relating.
3. Develop a commitment to multicultural awareness and competency.
4. Demonstrate the knowledge, skills, attitudes, and behaviors necessary to function as a conscious, competent, ethical professional.

Descriptions of 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 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.

Assessment of ILOs

Student development of and proficiency in the Institutional Learning Outcomes (ILO) is assessed using the ILO Survey at three points in the program: 1) New Student Orientation, 2) ePortfolio, and 3) upon program exit.

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.

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 of our programs, curricula, and courses.

Overview of Assessment Instruments regularly reviewed by staff & faculty:

- Institutional Learning Outcomes Survey
- Exit Interview Survey
- Midterm Feedback Surveys
- End of Course Evaluations
- Supervisor assessments of graduate interns
- Ruffalo Noel Levitz Adult Student Satisfaction Survey
- Graduate Satisfaction Survey
- Midterm Feedback Surveys
- ePortfolio
- Final Exams
- Student papers
- Student artwork
- Additional course assignments (projects, presentations, quizzes, annotated bibliographies, etc.)
- Retention, persistence, and graduation Data
- Rubrics tied to student learning, including rubrics for Reflection Papers, Academic Papers, Class Participation, etc.

Process of Assessment Activity:

- Half-day Academic Assessment Retreat in October (annual)
- Full-day Academic Assessment Retreat in June (annual)
- Learning Circles utilizing student learning artifacts for reflection and analysis of program (ongoing, 4-5 Learning Circles are held per academic year)
- Faculty Meetings
- Staff Meetings

Program Learning Outcomes

Art Therapy/Counseling 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.

- Survey the historical development of Art Therapy as a profession, Art Therapy theories and techniques, as a foundation for contemporary Art Therapy professional practice.
- Distinguish among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment process for

individuals, groups, and families.

- Recognize federal and state laws and professional ethics as they apply to the practice of Art Therapy and utilize in clinical and community work.
- Recognize the legal, ethical, and cultural considerations necessary when conducting Art Therapy research.

Skills: Demonstrate clinical skills necessary to practice art therapy as an entry level professional. Distinguish among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families.

- Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.
- Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
- Recognize federal and state laws and professional ethics as they apply to the practice of Art Therapy and utilize in clinical and community work.
- Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.
- Recognize and apply clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being.
- Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.
- Understand and recognize the professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations, advancement of the profession, and incorporate into client and community work
- Participate in professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical practice.
- Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.
- Understand and explore basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.

Attitudes and Behaviors: Demonstrate an ability to engage in reflective practice that includes multicultural awareness, creative inquiry, openness, empathy, respect and conscious relating.

- Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.
- Recognize that Art Therapy, from a multicultural perspective, takes into consideration the

specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.

- Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal art-making to strengthen a personal connection to the creative process, assist in self-awareness, promote well-being, and guide professional practice.

Counseling Program Learning Outcomes

1. Students will examine the history, philosophy, theories and models of the counseling profession.
2. Students will explore the professional roles and responsibilities of counselors in culturally responsive ethical practice.
3. Students will apply multicultural counseling theories and models effectively in working with diverse clients.
4. Students will apply principles of human development in counseling assessment and treatment.
5. Students will apply theories and models of career development in facilitating client life-work planning, decision making, and advocacy.
6. Students will practice and implement foundational clinical skills including therapeutic presence, reflective practice, active listening.
7. Students will apply strategies required for clinical assessment, diagnosis, treatment planning, and intervention.
8. Students will explore theories and models of group counseling and implement therapeutic processes in working with diverse groups.
9. Students will examine the history and basic concepts involved in assessment and testing needed for diagnosis, case conceptualization, treatment planning and clinical intervention.
10. Students will explore and apply research methods to inform ethical and culturally responsive clinical practice, and for program evaluation, planning, and implementation.
11. Students will engage in reflective practice that includes multicultural awareness, creative inquiry, openness, empathy, respect, and conscious relating.

Learning Circles

The Learning Circle is a strategy to accomplish **Student Learning Outcomes Assessment** at Southwestern College.

What is a Learning Circle?

- A Learning Circle is a gathering of faculty, staff, and students to reflect together on student learning in a process of creative inquiry for ongoing **assessment and improvement** of curricular and co-curricular activities. See steps below.
- A Learning Circle consists of a facilitator or facilitators who organize and convene the gathering. Additionally, volunteer participants self-select to be involved.
- Learning Circle participants will read and/or view **student work (artifacts)** and/or student survey results prior to the meeting.

- The Learning Circle will then meet to speak together about what they perceive students are indicating or **demonstrating that they have learned** and/or what their learning needs are.
- Collectively, the Learning Circle learns what students are learning in our courses, academic programs and co-curricular activities.
- Learning Circles may identify program strengths and find ways to celebrate and highlight the successes of student learning. What are we doing well?
- Learning Circles may identify specific strategies that can improve courses, academic programs, co-curricular activities and/or graduation requirements. What do we need to improve?

A Learning Circle is based on our values:

- **Partnership** by bringing students, staff, and faculty together as peers in a mutually beneficial dialogue about student learning
- **Mindfulness** by attentively reviewing student learning materials prior to the gathering and reflecting meaningfully upon the student learning in the presence of others
- **Service** by calling together those who will volunteer their time to participate in a Learning Circle for the benefit of the entire campus community
- **Empowerment** by recognizing the unique perspectives of each member of a Learning Circle and valuing their voice and contributions
- **Love** by gathering with others in a peaceful, respectful way that honors the work of students, staff and faculty

What does a Learning Circle Facilitator do?

Academic Council members, faculty and/or staff may facilitate a Learning Circle for **student learning outcomes assessment**. The Learning Circle facilitator should schedule between 1 ½ to 2 hours. The Learning Circle should have a minimum of four and a maximum of ten participants.

The facilitator is responsible for the following:

1. Work with the Academic Support Services Coordinator, Roberta Koska to do the following:
 - A. Reserve a room and a time.
 - B. Send out the standard email invitation to all faculty, staff, and students to see who would like to participate. The standard email states:

Dear Faculty, Staff and Students,

You are invited to participate in a Learning Circle. The purpose of a Learning Circle is to help us improve our courses, activities, and academic programs. The focus for this Learning Circle is... The facilitator is...

We will meet for an hour and half from ----- to ----- on -(date)----- in the -- (classroom or zoom link).

You will be asked to review the material ahead of time. Once you agree to attend, Athena will send you a calendar invite and email you the material. For this Learning Circle we will be reviewing_____.

Your participation is voluntary, but we seek to be inclusive of multiple voices and perspectives. We hope you can join us!

Please RSVP to robertakoska@swc.edu Thank you!

- C. Roberta will collect RSVPs on a first-come first-attend basis. NOTE:
Participation is voluntary, and no one receives additional compensation for participating.
- D. If the learning circle will be on campus, Roberta will arrange to provide coffee, tea, light snacks (no more than \$10-20 worth of food)
- E. Roberta will make copies of this Learning Circle document to share with all participants.
- F. Roberta will process the paperwork to pay part-time faculty who are invited to serve on a Meta-Assessment Team. The facilitator should inform Roberta of who they are. They should be paid following the team meeting and completion of the report. They are paid at the rate of curriculum development or \$25 per hour. We can expect the meeting and reading the transcript in preparation for the meeting could be a total of 3 hours or \$75.
2. Facilitator selects and prepares the student artifacts. Artifacts can be student artwork, written work, academic papers, reflection papers, annotated bibliographies, clinical writing, quizzes, exams, video presentations, student evaluations of courses or activities, student survey results (from any survey instrument selected by the facilitator for this purpose), etc. It is recommended that student artwork be accompanied by student writing that describes the student's intent, purposes, or what they feel they want to share about their artwork. The student art alongside the student's written statement can be taken together as a student artifact documenting learning.
3. Facilitator requests and receives written student consent (can be via email) for each student's work included in the sample. Students should know their names will be removed, but we are aware that identifying factors could be present in their work. It should be explained this is for the purpose of learning outcomes assessment and in no way affects their grade. Permission to use student responses is not needed for survey results as these are typically anonymous and the results should be compiled into a data set for the purpose of analysis conducted by the Learning Circle.

Facilitator sends selected and prepped student artifacts with student names removed, the course syllabus or syllabi from which the student work is being considered, a copy of the **Institutional Learning Outcomes, Program Learning Outcomes and/or the learning outcomes for the co-curricular activity being assessed.**
4. Facilitator - On one sheet of paper, have the course name or co-curricular activity, the assignment, the course learning outcomes, program learning outcomes and Institutional learning outcomes. Hand this out in the second part of the reflection (see below).
5. If the learning circle is on campus, get the audio recorder from IT and ask for a brief intro into how to use it. She has it set to the exact requirements of our transcriber so use this recorder not anything else. Place the recorder in the center of the room.

- Audio record the gathering and give the audio recording to Dean to get transcribed.
6. If the learning circle is on Zoom, click on the *record* button in Zoom and select *record to the cloud*.
 7. Afterward, the facilitator selects two people who did not participate in the initial Learning Circle to serve on the Meta-Assessment Team (MAT).
 8. Schedule a meeting for the MAT to review the transcript. (See details below on the Meta-Assessment.)

What happens during a Learning Circle?

1. The first part of this document is read aloud from the beginning, entitled, Learning Circles through our values. The facilitator then asks if there are any questions. The purpose of this is to establish the purpose and values of the gathering.
2. Turn on the recorder (if on campus) or click on the record link in Zoom and ask everyone to introduce themselves by first name. This will help the transcriber to identify voices in the transcription.
3. Please remind people to speak loudly and clearly and to face the audio recorder which should be placed in the center of the room.
4. The facilitator(s) will then invite **open genuine dialogue about student learning as demonstrated by the artifacts**.
 - During this time the course, the assignment, the teacher, or the stated learning outcomes are not presented.
 - The entire focus is on what the **student work/artifacts demonstrate**.
 - What does a student have to know to do this work?
 - What are the strengths evident in this work?
 - What questions are raised by this work?
 - Visual work may be shown during the Learning Circle. It does not have to be reviewed ahead of time. Students may be requested to write their own statements about their artwork and these statements can be read alongside the visual work. The focus is on student demonstrations of learning and not interpretation of the meaning of student artwork.
 - Survey results should be distributed ahead of time.
 - Written material should be distributed ahead of time.
5. After about 45 minutes, shift the conversation by passing out the **student learning outcomes**, which could include: course learning outcomes, program learning outcomes, co-curricular activity learning outcomes, and our Institutional learning outcomes. You may also share copies of the course syllabus or syllabi, a description of the assignment or other relevant material to contextualize the student learning artifacts.
6. The student work is then reviewed and discussed in this context.
7. Remember this is an open-ended conversation. Suggestions can be made along with observations, but final decisions will be made at the next step during the meta-assessment.
8. At the conclusion, thank everyone and read aloud the steps of the meta- assessment so everyone knows what is next.

What happens after the Learning Circle? The next step is the Meta-Assessment?

It consists of these steps:

1. The audio recording is transcribed. Give the recording to the Dean to send to the transcriber. If the learning circle took place on Zoom, the facilitator can access the transcript.
2. When it is returned, the Dean will email it to the facilitator who called the original Learning Circle and to Roberta. Roberta will email it to the Meta- Assessment Team.
3. The facilitator selects the Meta-Assessment Team. It is good to have at least 2 members who were not part of the original Learning Circle to bring fresh perspectives. Possibilities of team members to ask include any of the following:
 - Full-time staff members
 - Academic Council members
 - Course Leaders
 - Chairs
 - Directors
 - The Dean
 - Part-time faculty. NOTE: Part-time faculty may be compensated as they are contributing to the curriculum in this step in the process.
4. Prior to meeting, the Meta-Assessment Team reviews the transcript and highlights, themes or significant observations.
5. The facilitator should also make sure that Roberta forwards the student artifacts that were reviewed by the Learning Circle to the Meta Assessment Team members. This provides them with a clearer context as they read the transcript.
6. The Meta-Assessment Team meets to discuss the transcript and agrees to specific next steps.
7. The team completes the **Meta Assessment Team Report** form: <https://newearth.wufoo.com/forms/z1ez0fey0m16bj0/>. This form identifies next steps, timeline, and who will be responsible for further action. This form is then filed with the Dean/CAO.
8. The Dean/CAO will review the completed **Meta Assessment Team Report** and determine if any items require either Academic Council or Executive Council review and approval. If so, the Dean/CAO will invite the facilitator and together they will bring these recommendations to the appropriate body for final decision-making if necessary.

FACULTY POLICIES, PROCESSES & PROCEDURES

Academic Freedom

Academic freedom implies the right and responsibility to present as many sides of controversial subjects as is reasonable and appropriate in the process of teaching and learning. Within the framework of a course, it is the responsibility of all members of the College to respect the dignity of others, to acknowledge their right to express differing opinions and to foster and defend intellectual honesty and freedom of inquiry. Preservation of academic freedom is the responsibility of anyone serving in any instructional capacity at Southwestern College.

Absence Policy

Faculty Lateness

If a faculty member is running late for class due to an emergency, please immediately call the front office and reach either Athena (505-467-6805) or Dianne (505-467-6807). Ask them to put a note up in the classroom asking students to wait. If the faculty member is able to get a message directly to students, that would be preferable. Faculty members can email or text students directly through the class site in Populi.

Faculty Absence, Last Minute or Unplanned

If a faculty member will be missing a class due to sudden illness or family emergency, they should contact their Course Leader as soon as they are aware that they will be missing a class and provide a lesson plan or outline of what needs to be covered for that particular class. If necessary, the Course Leader may assume responsibility for finding an appropriate substitute and completing required paperwork to ensure that the substitute gets paid. The Course Leader may also serve as a substitute.

Faculty Absence, Planned

If a faculty member is aware that they have a serious conflict with a scheduled class period, they should contact their Course Leader to discuss an appropriate substitute. Generally, the best substitutes are other SWC faculty who are familiar with that specific course. Once the Course Leader has approved an appropriate substitute, the faculty member may contact them directly. It will be the Course Leader's responsibility to complete required paperwork to ensure that the substitute gets paid.

Missing More than One Class

If a faculty member misses more than one class due to illness or emergency, they will be docked the pay they would receive per contact hour for the second missed class, as another faculty member would be required to step in and will need to be compensated for that time.

Missing More than Two Classes

If a faculty member knows that they will have to miss more than two classes in any given quarter, the faculty member should not accept the contract to teach in that quarter.

Class Rosters

Class rosters are available in Populi. Faculty are required to keep attendance in Populi. For assistance with Populi usage, please contact IT support, donnaharrington@swc.edu.

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.

However, any faculty member using the existing or additional equipment for the first time **must schedule an appointment** with Seph Turnipseed, Technology Services Coordinator, or Donna

Harrington, Chief Technology Officer, **at least one week in advance**. They will try to accommodate last-minute requests if possible. However, advance notice will ensure that they are able to accommodate your needs and will enable you to be confident about your presentation. These technologies have been provided for classroom teaching purposes only and cannot be removed from the classroom.

Online Technology resources

Technology Services provides a variety of tools and services to support online students, faculty, and staff. Your **Southwestern College** email account (swc.edu) is needed to access any of these resources and services.

Current services include:

- Southwestern College Populi: permanent access to student data, online classes, and all classroom resources.
- Web-based email and software from Microsoft Office 365
- Software may be used as web-based tools
- More than 50 GB of cloud-based storage
- Collaborative spaces using SharePoint and OneDrive
- Shared campus calendar of events and important deadlines
- Office software for **PC, Mac, and mobile** may be downloaded on up to 5 personal devices
- Adobe products for faculty and staff with a business need
- Autodesk products for creativity
- Avast antivirus
- Assistance with configuration and troubleshooting personal devices by appointment.

Contact Information for your Technology Team:

Donna Harrington, Chief Technology Officer and Distance Learning Director, 505-467-6831 or email donnaharrington@swc.edu

Seph Turnipseed, Technology Services Coordinator, 505-467-6832 or email sephturnipseed@swc.edu

Compensation for Adjunct and Part-time Faculty

1. Adjunct and part-time faculty members whether teaching online or on-ground are compensated at an hourly rate determined by post-graduate degree obtained and the cumulative number of hours taught at Southwestern College. The number of units/contract hours taught in the current quarter determines the total compensation for that quarter. A contract will be issued prior to each quarter which specifies the total amount to be paid, as well as the pay schedule for that quarter. Two-thirds of the total will be paid in two payments during the quarter, and the final third will be paid on the payroll date following the registrar's receipt of grades of all students enrolled in the course.
2. The College makes employee deductions from faculty compensation. Faculty members do not need to pay gross receipts tax on their teaching wages.
3. Compensation for adjunct and part-time faculty participation in curriculum development,

on standing committees or for participating in oral examinations is \$25 per meeting. Adjunct and part-time faculty may be asked to participate in evaluation meetings or other student assessment activities in addition to those required by their teaching contracts. For payment to be made, a faculty member must submit a Check Request form to the financial manager after each meeting.

4. When a course is team-taught, the compensation is divided equally among the faculty members. The compensation is based on the compensation rate applicable to the faculty member with the highest degree level.
5. Whenever a faculty member's absence requires a substitute or guest instructor, the substitute will be compensated at the rate of \$35 per contact hour. To determine an appropriate substitute, please consult with your Course Leader. For payment to be made, a faculty member or the course leader must submit a Check Request form to the financial manager.
6. A faculty member is allowed one absence per class per quarter with no deduction from their contract. Further absences may result in contract adjustments. See Absence Policy.
7. Faculty supervising Independent Studies with students are paid half of the Independent Study tuition rate per quarter unit.
8. Intern supervisors who are independently supervising students are paid an hourly rate for individual, triadic and/or group supervision. Intern supervisors report to Department Chairs.
9. Instructors teaching through the College's NEI Certificate Programs receive compensation as described in individual contracts created by the NEI Director. This includes Directors of Certificate Programs.
10. Internship liaisons are paid per contact hour. Liaisons meet with the student and internship supervisor at the beginning, middle and end of each internship quarter.
11. Professional Internship Seminar teachers are paid for two units. If they serve as the faculty person for the out-of-state section of Professional Seminar they are paid per student.

Hiring Process

Potential faculty should submit their resume or curriculum vitae to the appropriate Program Chair or Course Leader. Potential faculty are required to hold the appropriate credentials, including degree and licensure.

An interview is scheduled in which two members of the Academic Council meet in person or via Zoom for online instructors to conduct an in-depth interview to determine fit with the College's mission and their preparation to teach. Prior graduate teaching experience is preferred. Those who conduct the interview complete the Faculty Form for new hires.

If recommended by the interviewees, the entire Academic Council reviews the hiring form and the resume for formal approval.

If approved, the new instructor should follow the steps below:

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New Adjunct Faculty

These are your next steps following Academic Council approval:

1. Please send a copy of your official transcript for the highest degree you've received, and

copies of your licenses to Athena Andriakos athenaandriakos@swc.edu in the front office as soon as you're able to get those to us.

2. Please send to Dianne Deloren DianneDeloren@swc.edu in the front office a short bio and photo for our Faculty Website (you can view it here: <https://www.swc.edu/faculty-2/degree-instructors/#.V0hd8Wb1bRI> — we keep it updated so that current and prospective students may see who is teaching at SWC.
3. Please review the Faculty Handbook to become more familiar with our mission documents, academic programs, and policies. This is important information for you as a faculty member. You will be expected to follow these policies. Contact your Course Leader if you have any questions or concerns.
4. Please become familiar with the College Catalog. It is available to you via the college website.
5. Schedule time with your Course Leader to walk through an orientation to some responsibilities you'll have as instructor, meet key people in the library, front office, and IT. Find your mailbox in the front office, etc. If you are teaching online, please plan a phone call with your Course Leader to become familiar with college procedures and processes.
6. Contact our Chief Technology Officer Donna Harrington, donnaharrington@swc.edu to set up your faculty email and access to our learning management system (Populi).
7. Course syllabi and all course content is housed in our learning management system (Populi). Faculty are required to track weekly attendance, grade assignments, and provide students with feedback within your course(s) in Populi. All synchronous online and on campus courses are structured using the SWC approved synchronous course template including weekly lessons that are organized by overview, course preparation, readings and resources, assignments, and discussions. Asynchronous courses are structured using the SWC approved asynchronous course template including lessons, the first being the Start Here Lesson followed by weekly lessons organized by lesson overview, readings and resources, supplemental resources, discussion, and assignments/learning activities.
8. As all our courses utilize Populi, all new faculty are required to complete the New Faculty Training. This an asynchronous three-week training offered on a quarterly basis 3-5 weeks prior to the start of each quarter. You will receive a \$500.00 stipend upon successful completion. Plan to spend about 5 hours per week for a total of 15 hours (if you are new to technology, it may take 20-25 hours). To enroll in the training, contact Virginia Padilla-Vigil, Dean of the College/Chief Academic Officer vpvigil@swc.edu.
9. You will receive invitations to attend our monthly faculty meetings and are expected to attend whenever you are able. They are held the second Wednesday of every month from 4-6 pm. If scheduled on campus, dinner is prepared, and you will receive 2 CECs for participating in our monthly professional development program. Online teachers who live at a distance have the option of Zooming in for these monthly meetings.

Faculty File

Faculty members must provide the following information for their personnel files before teaching any classes:

- Complete and current resume or CV.
- Official transcript of highest degree awarded.
- Any additional graduate transcripts are encouraged, in particular those that reflect another

area of specialty.

- Documentation of experience and skills as appropriate. Copies of all clinical licenses.
- This material will be made available only to members of the Academic Council and College staff.

Faculty Personnel Requirements

All SWC faculty members are expected to:

1. Support the mission, purposes, and philosophy of the institution.
2. Provide evidence of academic and professional qualifications to teach courses for which they are hired.
3. Demonstrate the competencies one is teaching in a given course.
4. Strive to align instruction with the Transformational Teaching Rubric, Synchronous Course/Instruction Rubric (if teaching online), and the Culturally Responsive Teaching Practices (see appendices).
5. For on campus courses, hold classes at the location designated by the College, unless advance permission for a different location is obtained from the Course Leader.
6. Be on time for all classes. Online instructors must be regularly and consistently engaged with online discussions, substantive responses, and timely review/feedback on student assignments.
7. Track student attendance in Populi as part of implementing the College's attendance policy and tracking student attendance for mandatory federal financial aid reporting.
8. Prep courses prior to each quarter, following the Course Preparation Checklist (see appendices).
9. Grade student assignments and provide them with substantive feedback within one week of submission. In extenuating circumstances, if you are unable to grade on time, communicate with your students and provide them with a timeframe for completion of grading.
10. Grade final assignments and finalize your course no later than one week after the last day of each quarter in ten-week courses and no later than two weeks after the last class in shorter classes. Exceptions to the grading deadline require permission of the Dean/CAO. Final paychecks for faculty on quarterly contracts will be held until grades are submitted.
11. Bring urgent matters related to students or teaching to the attention of the Course Leader, appropriate program chair or the Dean/CAO. In the absence of the Dean/CAO or the appropriate program chair, faculty members may also contact the Executive Vice President or the President.
12. Attend Faculty Meetings and program meetings, graduation ceremonies, meetings of assigned College committees and other events where faculty participation is deemed valuable.
13. Abstain from the use of alcoholic beverages and other substances that may impair or in any way might compromise the performance of contractual duties. Faculty may not bring alcoholic beverages or other substances into a class, use alcohol or other substances while conducting a class, or perform any of their contractual obligations to the College while under the influence of alcohol or other substances.
14. Fulfill all obligations as outlined in faculty contracts and/or job descriptions.
15. Follow ethical and regulatory guidelines applicable to the professions of counseling and

- art therapy.
16. Honor multicultural community standards.
 17. Abide by local, state, and national laws.

Faculty who fail to meet personnel requirements are subject to disciplinary action which may include withholding of paychecks, suspension or termination. Disciplinary action will be administered by the Executive Vice President or Dean depending on the violation. Faculty will be notified in writing of the violation and proposed action.

Contractual Employment for Adjunct and Part-time Faculty - Teaching

Part-time and adjunct faculty members are hired on a quarterly basis for either online or face-to-face instruction. All faculty members are asked to sign a contract which specifies classes to be taught and other responsibilities to be fulfilled. The online teaching contract differs from the on-ground teaching contract in specifying duties and responsibilities.

The college does not promise courses to adjunct and part-time faculty beyond the quarter that they are contracted to teach. Many factors go into deciding who will be invited to teach each quarter, including Student Evaluations of Instruction. Course Leaders are responsible for identifying and mentoring new faculty.

We see an advantage for our students to learn from different faculty, and we seek to ensure that students are not scheduled to take multiple courses from the same teacher in any given quarter. This diversity requires us to continue to develop new relationships with potential faculty. Course Leaders provide close mentorship for new faculty, both on site and online.

Contractual Employment for Adjunct and Part-time Faculty – Curriculum Development, Online Course Development, and Mentoring

Part-time and adjunct faculty members may be invited to assist with curriculum development or mentoring new faculty. For curriculum development, the course leader initiates an Adjunct Faculty Work Contract, defining the scope of work and identifying the number of hours. Faculty are compensated at a rate of \$25 per hour for curriculum development. For mentoring, the course leader initiates an Adjunct Faculty Work Contract and faculty are compensated at a rate of \$25 per hour (1 hour per week/not to exceed 10 hours).

Faculty Work Contract Steps

1. Course leader asks faculty member to assist with curriculum development. Course leader and faculty member agree upon a scope of work and estimated number of hours to complete; or
2. Course Leader asks faculty member to mentor a new faculty member for a particular course.
3. Course leader fills out the Adjunct Faculty Work Contract and emails it to the faculty member to review and sign electronically.
4. Faculty member signs contract and emails it back to the Course Leader.
5. Course leader signs contract and emails it to the Dean for signature.
6. The Dean signs the contract and sends a copy to the HR Coordinator.

7. When scope of work has been completed, the Course Leader emails the HR coordinator to request payment. Note: A contract must be in place to process payment.

For online course development, the Dean will initiate an Online Course Development Contract and faculty are compensated based on the number of units of the course being developed. Only faculty who have successfully completed the online course development training may be contracted to develop online courses.

Online Course Development Contract Steps

1. Course Leader identifies course to be developed and faculty member to develop the course. Note: Only faculty who have successfully completed the Online Course Development Training may be contracted to develop a course.
2. The Dean generates a development contract and sends it to the faculty member for review and signature.
3. Faculty member signs contract and emails it back to the Dean for signature.
4. The Dean signs the contract and sends a copy to the HR Coordinator.
5. Once the course has been completed, the Course Leader reviews the course and fills out a Course Certification.
6. The Course Leader submits the Course Certification to the Chief Technology Officer with a copy to the Dean.
7. The Dean notifies the HR Coordinator that the scope of work has been completed and requesting payment.

Course Leadership

Course Leaders provide consistent quality control of our curriculum through oversight of syllabi and through faculty hiring and mentoring. All curriculum development decisions are to be consistent with the College's mission, Institutional Learning Outcomes, Program Learning Outcomes, and Course Learning Outcomes. Course Leaders are also members of Academic Council except for NEI Certificate Program Directors who serve as Course Leaders for their Programs. For additional support for online instruction, the Distance Learning Director is a resource.

Course Leaders will:

1. Review and update each course syllabus each quarter to bring courses into greater alignment with national accrediting bodies such as CACREP and CAAHEP. Careful content review of each syllabus includes:
 - Course titles and Course descriptions
 - Number of credits
 - Course Learning outcomes
 - Required Readings and Resources
 - Course requirements and assignments
 - Linkage between assignments and course learning outcomes
 - Weekly course outline to make sure course assignments and readings are clearly embedded in the course outline
 - Grading percentages

2. Bring faculty teaching different sections of the same course together to develop and review curriculum and course changes as needed.
3. Inform the bookstore of all required texts.
4. Inform the library of required texts, readings, film viewings, etc.
5. Support faculty in navigating online content in Populi and make sure their faculty enroll in the Online Instructor training.
6. Review midterm feedback from students with their faculty as part of course assessment and faculty mentoring. The midterm feedback form is available in Populi.
7. Provide faculty with support and guidance regarding any student concerns, including Faculty Initiated Feedbacks, Academic Concerns or Professional Fitness. Forms are available in Populi. Completed forms are then given to the Associate Dean of Student & Career Services.
8. Course leaders serve as faculty mentors and will assist faculty to consider transformational processes or practices to deepen student learning, improve classroom dynamics, and/or online classroom management and facilitation, and to reflect meaningfully on their own developing practice as a teacher.
9. Course leaders ultimately determine who will teach which sections of their courses and evaluate faculty members' ability to successfully deliver course material. (See Faculty Peer Evaluation)
10. The Dean will refer complaints from students regarding course activities, faculty instruction, etc., to the appropriate Course Leaders, who will then speak directly with the faculty member regarding these concerns. If complaints are unresolved between the student and course leader, the student may appeal to the Dean.
11. The Dean will work closely with Course Leaders to ensure appropriate assessment activities are taking place in their courses.

MA Programs Course Leader List 2022-2023

Core Curriculum

| Course | Course Leader |
|---|----------------------|
| CN AT 574 Psychology of Altruism: Fundamentals of Helping Relationships | Katherine Ninos |
| CN AT 530-2 Consciousness I: Cultivating the Healing Power of Presence | Katherine Ninos |
| CN AT 531-2 Consciousness II: Cultivating the Healing Presence of Love | Katherine Ninos |
| CN AT 581-2 Psychopathology | Kate Latimer |
| CN AT 543-2 Group Dynamics | Kate Latimer |
| CN AT 523-3 Hermeneutics of Self: Transformation and Healing through Imaginal Ways of Knowing | Kate Latimer |
| CN AT 625-2 Career & Life Development | Kate Latimer |
| CN AT 522-2 Applied Theories of Human Development | Kate Latimer |
| CN AT 542-4 Foundations: History & Theories of Counseling | Katie Brammer |
| CN AT 500-3 Multicultural Awareness | Katie Brammer |

Art Therapy

| Course | Course Leader |
|--|----------------------|
| AT/CN 664-3 Assessment & Appraisal in Art Therapy/Counseling | Jennifer Albright |
| AT/CN 545 Theories of Art Therapy | Jennifer Albright |
| AT/CN 660-2 Professional Ethics in Art Therapy/Counseling | Jennifer Albright |

| | |
|---|-------------------|
| AT/CN 530 History of Art Therapy: Founders & Foundations | Jennifer Albright |
| AT/CN 593 Art Therapy Techniques & Materials | Jennifer Albright |
| AT/CN 594 Studio Art | Jennifer Albright |
| AT/CN 597-2 Multicultural Perspectives in Art Therapy/Counseling with Diverse Populations | Jennifer Albright |
| AT/CN 663-2 Theory and Practice of Family Art Therapy/Counseling | Jennifer Albright |
| AT/CN 665-2 Addiction Assessment and Treatment in AT/Counseling | Jennifer Albright |
| AT/CN 656-2 Art Therapy/Counseling Practicum I plus labs | Jennifer Albright |
| AT/CN 657-2 Art Therapy/Counseling Practicum II plus labs | Jennifer Albright |
| AT/CN 698-6 Professional Seminar in Art Therapy/Counseling: Professional Identity Development | Jennifer Albright |
| AT/CN 698-7 Professional Seminar in Art Therapy/Counseling: Professional Orientation | Jennifer Albright |
| AT/CN 698-6L.2 Art Therapy/Counseling Internship I | Seren Morris |
| AT/CN 698-7L.2 Art Therapy/Counseling Internship II | Seren Morris |
| AT/CN 637-A Capstone Process | Jennifer Albright |
| AT/CN 637-B Capstone Presentations | Jennifer Albright |

Art Therapy for Clinical Professionals

| Course | Course Leader |
|------------------------------|----------------------|
| ATCP 598 Arts Based Research | Jennifer Albright |

Counseling

| Course | Course Leader |
|--|----------------------|
| CN 663-2 Theory and Practice of Family Counseling | Katie Brammer |
| CN 565 and CN 565-3 Addiction, Assessment and Treatment in Counseling | Katie Brammer |
| CN 664-4 Assessment & Appraisal in Counseling | Katie Brammer |
| CN 577-4 Multicultural Perspectives in CN with Diverse Populations | Katie Brammer |
| CN 660-3 Professional Ethics in Counseling | Katie Brammer |
| CN 663-2 Theory & Practice of Family Counseling | Katie Brammer |
| Advanced Counseling Skills | Kate Latimer |
| CN 656-2 Counseling Practicum I plus labs | Kate Latimer |
| CN 657-2 Counseling Practicum II plus labs 698-8 | Kate Latimer |
| Professional Seminar in Counseling I: Counselor Identity Development | Katie Brammer |
| CN 674: Integrated Counseling Skills | Kate Latimer |
| CN 698-7 Professional Seminar in Counseling II: Orientation to the Counseling Profession | Kate Latimer |
| CN 698-8L.2 Counseling Internship I | Kate Latimer |
| CN 698-9L.2 Counseling Internship II | Katie Brammer |

Consciousness in Action

| Course | Course Leader |
|---|----------------------|
| CINA 575 Psychology of Altruism II: The Call to Serve | Marna Hauk |
| CINA 600 Master's Thesis and Presentation | Ann Filemyr |

School Counseling

| Course | Course Leader |
|--|------------------------|
| SCN 500 Foundations of School Counseling | Virginia Padilla-Vigil |
| SCN 600 Comprehensive School Counseling Program Development & Evaluation | Virginia Padilla-Vigil |

Certificate Program

| Course | Course Leader/Director |
|------------------------------------|-------------------------------|
| Addiction, Abuse & Recovery | TBA or Kate Latimer |
| Applied Interpersonal Neurobiology | Kate Cook |
| Children's Mental Health | Cynthia Fulreader |
| Ecotherapy | Rochelle Calvert |
| Human Sexuality | Laura Rademacher |
| Trauma, Grief & Renewal | Ted Wiard |

Syllabus Policy and Procedure

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:

- a. Name of the College
- b. Quarter and year
- c. Course number and title
- d. Course Instructor name, credentials, phone, and email
- e. Course dates, days, and times
- f. Number of quarter units
- g. Administrative policies & statements (attendance; transformational education; plagiarism & academic dishonesty; late papers; disability accommodations.; classroom technology, ILOs; PLOs, etc.)
- h. Method of instruction
- i. Course description
- j. Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), relevant competencies (i.e., CACREP and CAAHEP) and Course

Learning Outcomes (CLOs)

- k. Required reading APA 7th edition (books; chapters; articles),
- l. Required viewing (videos, podcasts, etc.)
- m. Recommended reading and recommended viewing, etc.
 - Course requirements
 - Attendance & class participation
- n. Descriptions of each individual assignment
- o. Final evaluation (indicate the percentage of the final grade given to each assignment)
- p. 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/ Distance Learning Director (CTO/DLD) 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 Academic Support Services Coordinator 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.

Whoever 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 Academic Support Services Coordinator 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:

- Required readings & resources
- Course Outlines
- Assignments
- 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 Academic Support Services Coordinator, 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 & Course Preparation 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 Academic Support Services Coordinator will:

- update basic course information on each syllabus each quarter and send to course leaders for review,
- upload the revised syllabi into Populi,

The REGISTRAR'S OFFICE will:

- create the new course templates in Populi each quarter,
- 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 COURSE LEADER will:

- Review, revise and return course syllabi to the Academic Support Services Coordinator 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/DLD 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/DLD 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; Academic Support Services Coordinator, Library; or CTO/DLD) if any changes in content or configuration are needed to prepare the course for the start of the quarter.

Prior to each quarter the COURSE LEADER will consult with the INSTRUCTOR to update the syllabus for the course including:

- *Assignment Descriptions*
- *Weekly Course Outline*
- *Course Requirements & Percentages*
- *Required Readings*
- *Supplemental, Recommended, or Optional Readings*

The CHIEF TECHNOLOGY OFFICER/DISTANCE LEARNING DIRECTOR will:

enter courses assignments in Populi, including percentage of grade for each assignment.

The INSTRUCTOR will complete the following in Populi to prep courses by the Thursday prior to the start of the academic quarter:*

- verify syllabus has been added,
- post welcome letter, welcome video, and bio in “Message from your Instructor” lesson,
- post a welcome announcement with getting started instructions (after students have been registered),
- post office hour information in “Zoom Office Hours” lesson,
- set assignment due dates,
- make sure rubrics are attached to assignments and discussions,
- review lesson overview and objectives (these cannot be changed),
- review course preparation activities and adjust as needed to fit your schedule/needs,

- review supplemental readings and resources and add or remove to fit your focus,
- check to make sure links are working,
- review assignment descriptions (if missing add them from the syllabus), and
- add pertinent dates to calendar

*A course preparation checklist is provided each quarter.

NOTE: Course Leaders, please notify the CTO/DLD 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.

Evaluation of Students

Faculty members have the responsibility for evaluation of the students within the context of the objectives and standards of the College as described in the approved course rubrics. SWC has developed its own rubrics for:

On-ground student participation

- Online student participation
- Reflection papers
- Academic papers
- Clinical writing
- Core curriculum exams
- Final exams

Evaluation of students and the award of credit must be based on student performance as described in the relevant rubrics. Performance includes class participation, written work, and other assignments listed in the course syllabus. Evaluation must not be based on matters irrelevant to that performance, such as race, gender, sexual orientation, personality, religion, political activity, ideology, or personal philosophy.

Faculty support students by creating an open, transformational, dynamic, and engaging learning environment for high levels of participation. Support includes clear feedback and attention to students’ professional development. Any concern about a student’s success in any course should be discussed directly with the student by the faculty member who may also discuss student concerns with the Course Leader, Associate Dean of Student & Career Services or Dean/CAO.

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 Leader, 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 a 3-year cycle. 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
 - a. What do you want/need to do?
 - b. Why?
 - c. When? Timeline for implementation
 - d. How? Budgetary needs (amounts and narrative)
 - e. Who? Evaluation/assessment of improvement
 - f. How will you know its successful?
16. Summarize any changes already accomplished as a result of the Program Review process.

Learning Management System (Populi)

All faculty are required to utilize Populi for their syllabi, communication, attendance reporting, grading and feedback, and final grades. Additionally, all courses have weekly lessons, and each lesson includes an overview with objectives, course preparation activities for students, readings and resources, assignments (if applicable), and discussions (if applicable). Faculty are encouraged to add weekly supplemental resources to provide opportunities for students to further explore concepts and may customize lessons, with the exception of the overviews, objectives, required assignments, and required readings. New faculty are required to complete the New Faculty Training to learn how to use Populi.

Credit Hour Definition

A credit hour is an amount of student work represented in intended learning outcomes and verified by evidence of student achievement. A credit hour for a face-to-face class typically equals one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class work each week for ten weeks. Therefore, one hour of credit equals a total of ten hours of contact time and twenty hours of outside academic work. A two-credit class will meet for two hours per week and will require four hours of work outside of class per week. A four-credit course will meet for four hours per week with eight hours of outside work per week. Course syllabi should clearly spell out the expectations each week for the completion of out-of-class reading, writing, small group work, etc.

Out-of-class student work may consist of any of the following activities: research, reading, internships, practica, 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 the class; developing and conducting self-care strategies appropriate for professionals in the field, etc.

The credit hour definition is adapted for online classes so that students must demonstrate the comparable number of hours of direct engagement with course materials per week. Relevant online course activities may include completion of assigned readings, quizzes, and exams, viewing online resources such as lectures, videos, podcasts, etc., attending class sessions via

Zoom web conferencing, engaging in online discussions, etc.

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 Associate Dean, Student and Career Services 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 Associate Dean, Student and Career Services 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.

Faculty Appeals Procedure

Southwestern College has appeal procedures for faculty seeking review of academic or administrative decisions. **Academic decisions** include policies about syllabi, course content, textbooks, grading, and other aspects of the teaching process. Academic appeals are subject to the following procedure:

1. The faculty member confers with the Dean, the designated Course Leader, or the appropriate program chair.
2. If the matter is not resolved, the faculty member appeals to the Dean.
3. If the matter is not resolved, the faculty member submits a written appeal to the Academic Council for review. The Academic Council confers with all involved parties.

The Academic Council issues a written response to the faculty member's appeal within two weeks.

4. If the faculty member is not satisfied with the response of the Academic Council, they may submit the appeal to the President. The President may confer with all parties. The President will issue a final written decision within 30 business days. The decision of the President is final.

Administrative decisions include policies about contracts, payment, hiring procedures, evaluation, employee conduct, and other aspects of the contractual relationship.

Administrative appeals are subject to the following appeals procedure:

1. The faculty member confers with the Dean, the Course Leader, or the appropriate program chair.
2. If the matter is not resolved, the faculty member appeals to the Executive Vice President.
3. If the matter is not resolved, the faculty member submits a written appeal to the President for review. The President confers with all involved parties. The President issues a written response within 30 business days. The decision of the President is final.

Professional Development and Educational Benefits for Faculty

Professional Development Opportunities

We offer ongoing opportunities for faculty to engage in professional learning and development activities. Professional Development is highly valued at SWC. To support the continued professional development of our part-time and adjunct faculty, the following is available.

1. All faculty are invited to attend monthly Faculty Meetings, which take place via Zoom, October through June on the second Wednesday of the month from 4-6pm Mountain Time. Formal presentations and discussions are designed to increase skill, awareness and knowledge of transformational education and best practices in graduate education for counselors and art therapists. Faculty with clinical mental health licenses in New Mexico who attend are awarded 2 Continuing Education Credits (CECs) free of charge toward their ongoing licensure.
2. Faculty receive training in Populi and ongoing mentorship in the successful delivery of online courses.
3. Free quarterly lectures are available for mental and behavioral healthcare professionals to receive two CECs. Faculty receive priority to attend these limited enrollment public events.

Educational Benefits

Specific educational benefits designed to enhance professional development are also available. For each quarter that they teach, degree program faculty may take up to five units without charge under the following conditions:

1. Faculty may take degree courses for graded credit or non-graded continuing education units awarded for those with a mental health license in New Mexico.
2. Faculty may enroll in New Earth Institute certificate courses and may receive a partial discount on tuition. For more information, contact the Director of The New Earth

Institute, Katherine Ninos at katherineninos@swc.edu.

3. Faculty may enroll in up to 5 units within one academic year of the faculty member's teaching assignment.
4. Faculty may enroll in a course only if it has enrollment space after all students have been accommodated.
5. If a faculty member chooses not to use this educational benefit for him/herself, this benefit may be transferred to his or her spouse/domestic partner or child, with the approval of Academic Council. Said family member must have the appropriate educational background to qualify for this benefit.

Faculty Compensation for Shadowing

Faculty who are shadowing courses in preparation for teaching them may obtain continuing education credits (CECs) for the seat time. CECs are for those holding a clinical mental health license in New Mexico. The units are awarded based on the seat hours so, for example, a 4.0-unit class would equal 40 hours of CECs. To receive the CECs, the faculty must register for the class and request a Comp Form from the registrar. The Comp Form is then submitted to the Executive Vice President for approval. Once "comped" they are registered for free and have full access to all course materials in Populi. This must occur prior to the start of the class and CECs will not be offered retroactively.

Faculty Evaluation Adjunct and Part-time

Course Leadership Mentoring and Evaluation

Course leaders in close consultation with program chairs and the Dean are responsible for the evaluation of adjunct and part-time faculty.

Faculty mentoring is an ongoing process in which close communication is encouraged between the part-time teacher and the course leader. Quality reflection on teaching is encouraged in an atmosphere of shared responsibility for student learning.

Materials used in the evaluation process may include:

1. Quality of Instruction

- Student evaluations of instruction
- Midterm feedback surveys
- Faculty self-assessment of teaching to include reflection on transformative teaching and learning
- Direct observation of teaching by the Course Leader or Dean will be an option encouraged for new teachers. The course leader or the faculty member may initiate direct observation of teaching. Direct observation should be planned ahead of time, students should be informed, it should be as unobtrusive as possible, the observer should not directly address the class or the teacher but simply serve as a witness and provide feedback later, and it should be for portion of a class but not necessarily the entire course period. **See Transformational Teaching Rubric and SWC Synchronous Course/Instruction Rubric in appendix.**

2. Contribution to Curriculum Development & Assessment

- Collaboration with other faculty teaching different sections of the same course
 - Participation in meetings on course revision and curriculum development
 - Participation in assessment activities.
- 3. Administrative Duties and working as a member of the administrative team**
- Timely submittal of library forms, syllabi, grades, contracts, etc.
 - Attendance at faculty meetings
 - Participation in tracking and reporting student concerns

Outcomes of Evaluation

Course leaders should discuss any concerns about their teaching with the faculty member directly. Others who can be consulted include Program Chair, Dean, other Academic Council members, Library Director, and/or the Chief Technology Officer. The Course Leader may identify specific area(s) for improvement and allow from one quarter to one year for a faculty member to demonstrate improvement in the area(s) identified. The Course Leader in consultation with the Program Chair or Dean may determine that a faculty member is not a suitable teacher for the college and may decide not to continue providing quarterly teaching contracts. Faculty who continues to successfully teach at the College receive incremental raises annually to reward their ongoing commitment and their excellence as teachers.

Mid-Term Feedback Survey

The Midterm Feedback Survey is part of our ongoing assessment practices and our commitment to excellence in teaching and learning. It is a best practice for ongoing improvement and contributes to our assessment of student learning. The Midterm Feedback process gathers immediate feedback from students anonymously in order for a faculty member to reflect on their teaching as well as course content and to make appropriate improvements based on feedback.

While all faculty receive midterm feedback, new faculty are required to use this instrument to gather immediate feedback from students in the middle of the term. It can be used more than once in a quarter if desired. Faculty are highly encouraged to enter into dialogue with students in response to student feedback received.

The Midterm Feedback Survey Process

- The link to survey is added to all courses in Populi by the midpoint of the fourth week of each quarter. The link will show up on the dashboard of each course, where students will be able to access and complete it during the fifth week of the quarter.
- By the midpoint of the fourth week of the quarter, the Dean sends an email out to all faculty asking them to post an announcement letting students know that the survey link is available and encouraging them to complete it.
- Students complete the survey by the midpoint of the fifth week of the quarter.
- By the end of the fifth week of the quarter, the Dean compiles the survey data for each course and emails it to each faculty member.
- For new faculty or faculty teaching a course for the first time, once the faculty member has had a chance to read and reflect on the feedback, they schedule a meeting with their Course Leader to discuss the feedback together. Outcomes of this discussion can include new approaches to course material, a different pedagogical approach, additional readings,

guest speakers, or other relevant responses to address student's needs and meet the course learning objectives. The Transformational Teaching Rubric may also be a useful tool to incorporate at the time of the discussion of the Midterm Feedback Survey data.

- Course leaders document changes that have been made as a result of the Midterm Feedback Survey to track our commitment to continuous improvement through assessment and as an example of closing the feedback loop, a requirement of the Higher Learning Commission.

End of Course Evaluations

End of Course Evaluations are completed by every student for each course. The process is completed on the student's own time out of class. The evaluation form is in Populi. Students do not receive their final grades until their course evaluations are complete. Faculty do not see student evaluations of instruction until all of their grades have been turned in. Then they can access them through Populi. Please see IT services if there is any difficulty with this process.

All course evaluations are reviewed by the Course Leader and the Dean/CAO and may form the basis of decisions to rehire adjunct and part-time faculty or not.

Faculty Facility Rental Policy

Faculty should contact the office manager to schedule use of the College or Counseling Center Facilities for a class, supervision, or other non-College sponsored activities. Such activities are subject to calendar availability and approval by the Executive Vice President and/or Academic Council. Faculty will pay a nominal rental fee and are expected to supply all art supplies or materials needed for the event/s.

Faculty Meetings

Faculty meetings are held on the second Wednesday of each month from 4-6pm Mountain time from October to June. Faculty meetings are to be attended by both Art Therapy and Counseling faculty. These meetings serve a number of purposes: creating connection and cohesion among faculty members, identifying students of concern, and discussing topics intended to maximize our effectiveness in our roles as teachers and professionals. Faculty meetings are not mandatory, but faculty members are strongly encouraged to attend. Faculty who attends receive two Continuing Education Credits (CECs). CECs are for those holding a clinical mental health license in New Mexico

The chairs of the Counseling and Art Therapy programs may hold discipline specific faculty meetings at their discretion.

Annual Faculty Retreat

Prior to the start of Fall Quarter, SWC holds an annual Faculty Retreat. Faculty who attend are paid a \$50 honorarium. Though not strictly required, all adjunct and part-time faculty are strongly encouraged to attend.

The agenda will include administrative and curricular updates, introductions, and an opportunity to deepen our practice as transformational and culturally responsive educators.

Faculty Mentorship

Course Leaders serve as faculty mentors. They meet with faculty prior to teaching a new course, reflect together on student feedback in the fifth week on the Midterm Feedback as well as meet to discuss the quarter-end final Student Evaluations of Instruction.

Any faculty member may also request any experienced and successful teacher at SWC to serve as a ‘faculty mentor,’ and assist them to deliver transformational processes or practices to deepen student learning, improve classroom dynamics, and reflect meaningfully on their own developing practice as a teacher.

Faculty Mentorship supports our commitment to support faculty in delivering experiential, transformational, consciousness-oriented courses. We also seek to develop consistency and coherence across the curriculum to create an educational environment that continuously seeks to increase the awareness and consciousness of the student in multiple dimensions (spiritual, somatic, mental, and emotional), and consistently requires students and faculty to bring their full humanity, their whole selves into the classroom encounter. Finally, we seek to empower faculty to bring their unique gifts, perspective, approaches, and styles into their fullest possible expression in service of the mission of the College.

Field Trip Policy

SWC recognizes the value of bringing students into different contexts to enhance their learning. Please inform your Course Leader of any required field trips. The cost of student travel (gas mileage) is carried by the students. In some circumstances, faculty may be compensated for their mileage. Please discuss with your Course Leader who would be responsible for giving permission for this reimbursement.

Guest Speaker Policy

SWC recognizes the incredible value in bringing guest speakers into the classroom. Some courses, particularly those that address multicultural issues explicitly, would greatly benefit from this diversity of voices and experience. We encourage guest speakers and ask faculty to engage in conversation with their course leader prior to inviting them. The standard rate for paid guest speakers is \$35/hour. In order for this to be processed, please complete the following steps:

Steps to follow:

1. Contact your course leader to discuss your plan for inviting guest speakers.
2. Fill out the Substitute Teacher/Guest Speaker Check Request Form (accessible in Faculty Resource Center in Populi in the Forms folder)
3. Submit it to your course leader for review and approval.
4. Course leader will then send to Accountant / HR Coordinator for processing. Note that the Accountant / HR Coordinator requires a W-9 for new guest speakers. A W-9 is also required for guest speakers that haven’t been paid in over a year to ensure their information is still accurate. Payment for guest speakers will not be processed without a new W-9 or one on file.

Independent Study Policy

Independent Study at SWC is only available with Academic Council approval. Students wishing to initiate an Independent Study should consult first with the Associate Dean of Student & Career Services. Adjunct and part-time faculty may not initiate or approve of studies. Refer to the SWC catalog for more information.

Substitute Policy

With approval from the Course Leader, a teacher may contact another teacher of the same course and request a substitute due to absence. If the Course Leader subs for the class, they will not be compensated, but another adjunct teacher who teaches the class should be compensated according to the appropriate hourly rate. The Substitute Teacher/Guest Speaker Check Request Form should be used to request the check. If in a given quarter, a faculty member needs MORE THAN ONE substitute teacher for the same section of a class to cover a planned or unplanned absence, the faculty member making the request may be docked the pay for the second class. See Absence Policy.

Students Switching Course Sections

Students may not switch out of one section into another section of a course after the first Monday of the quarter without submitting a Petition for Exception to the Academic Council and receiving official approval from AC. AC will consult with the registrar prior to making any decision to find out the total enrollment for the course, class location and whether there is a wait list for the course. If permitted, the student would switch immediately. Following the first week of classes, AC almost never allows a student to switch sections.

Individual teachers of individual sections MAY NOT permit a student to attend their class who is not officially enrolled.

EXPECTATIONS FOR STUDENTS

Assessment of Student Achievement

The four Institutional Learning Outcomes or ILOs form the framework for student assessment. They are reproduced on every course syllabus. They are drawn from the Mission Statement. The Program Learning Outcomes (PLOs) are drawn from the ILOs.

Students are asked to complete a self-assessment instrument measuring their mastery of the four ILOs at the time of new student orientation, after completion of the ePortfolio midway through the program, and upon completion of the Final Exam at the time of graduation. These ILO results are analyzed annually by the Academic Council and the Faculty.

Additionally, the Final Exams focus on questions pertaining to the four ILOs. Department chairs and full-time faculty use rubrics to measure students' response to these exam questions.

Each student evaluation of instruction for every course asks students to respond to how the course supported the students' ongoing transformational growth and ability to facilitate this transformational growth process in others. This constant process of reflection deepens the awareness of the importance of this ILO.

Students at SWC are assessed in an ongoing basis to determine whether they are acquiring the knowledge, skills and attitudes that are the basis for professional competence in counseling and art therapy/counseling as defined by the four ILOs. The criteria are based on those competencies considered essential by national standards as defined by CACREP and CAAHEP.

SWC faculty and staff assess students' demonstration of competencies throughout their time in and out of class, on and off campus, using multiple measures of achievement, frequent opportunities for assessment and multiple faculty evaluators.

Criteria for Evaluation of Assignments

(Grading criteria and/or rubrics for assignments are located in the individual courses in Populi)

General Criteria for Assignments & Presentations

Format Criteria:

- Use of APA style for referencing when directed by instructor
- Proper and aesthetic use of language
- Organization of the entire assignment
- Logical development of ideas
- Cite sources to support assertions and perspectives

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
- Comprehensiveness in meeting criteria

Critical Thinking:

- Critical reflection and analysis
- Consideration of multiple/diverse perspectives
- Curiosity and inquisitiveness
- Connecting theory to practice
- Ability to distinguish intuitive and subjective versus empirical basis for ideas
- Self-Reflection – ability to witness, observe, and process one's experience
- Creativity and originality
- Synthesis

Additional criteria for presentations include effective communication and verbal articulation skills.

Class Participation

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. We value all forms of participation including,

but not limited to verbal contributions, active listening, presence, and responsiveness. The specific criteria include:

- Demonstrated responsibility to the educational experience, including:
 - Class attendance
 - Punctuality
 - Class preparation
 - Following instructors' guidelines and/or instructions
 - Completing assignments ontime
 - Others as designated by the instructor
- Demonstrated ability to observe and reflect on one's own process as indicated by verbal articulation and behavior in the class.
- Demonstrated ability to self-disclose in a way that is appropriate to the classroom situation and that contributes to the learning process.
- Demonstrated ability to allow one's own experience to serve as a vehicle for teaching/learning within the laboratory of the classroom.
- Demonstrated ability to perceive the group dynamics of the class and interact with other students in a way that facilitates the learning process and shows empathic attunement.
- Demonstrated awareness of psychological issues relevant for therapeutic relationships including:
 - Giving and receiving
 - Helplessness and empowerment
 - Freedom and responsibility
 - Expressiveness and containment
 - Altruism and narcissism
 - Flexibility and boundary maintenance

Completion and Return of Class Assignments

Submission of course assignments occur in Populi by the established due date per the course schedule in the syllabus. 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 except in extraordinary circumstances. Graded assignments can be accessed in the assignments in Populi within one week of submission. Faculty provide feedback directly on the assignment using the text annotations tool, on the rubric, and/or in the grading comments.

Competencies of Students *(both in-person and online)*

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

- **Self-Awareness:** Students develop a capacity to track their own emotions, sensations, thoughts, images, behaviors, energy, and spiritual guidance.
- **Other-Awareness:** Students develop a capacity to track the emotions, sensations, thoughts, images, behaviors, energy, and spiritual life of others.
- **Responsibility:** Students develop a capacity to recognize their own power as responsible co-creators of life and practice a reflexive discipline of self-examination that enables them to act consciously and respond meaningfully to life.
- **Empathy:** Students develop a capacity to attune to others and the ability to relax their own system of reality in order to understand another as that person understands himself or herself, to

enable the other to experience feeling ‘felt.’

- **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 intentionally, 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 and within the ethical and legal codes of the field; they continuously seek to discern the highest interest of all concerned and act accordingly.
- **Cultural Awareness and Competence:** Students develop a capacity to understand their own cultural and reality systems and are able to recognize and respect differences in others.
- **Professional Awareness and Competence:** Students develop a strong grasp of the “state of the art” in the fields of Counseling or Art Therapy. They understand and demonstrate competence in current theoretical orientations, paradigms, regulations, and requirements for practice.

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

Principles of Behavior

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

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

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

Though some level of tension between members of our community may be unavoidable, we can strive as a community to minimize negative interactions by maintaining focus on the fact that we are all simply

people ultimately devoting our energies to the health and well-being of others, and that each member of the community is striving to provide service to others.

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

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

Student Conduct

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

The College expects students to meet standards of behavior on campus that ensure consideration, respect and safety for all students, faculty, and staff. Failure to maintain appropriate behavior may lead to institutional sanctions for any of the following:

1. Academic dishonesty (plagiarism, cheating, fraud).
2. Violent behavior toward self or others. (See Non-Violence Policy.)
3. Substance abuse.
4. Breach of confidentiality.
5. Sexual involvement with practicum or internship clients.
6. Counseling practice outside of the context of graduate training.
7. Dual relationships with faculty, staff or clients.
8. Theft or destruction of college property.
9. Failure to meet financial obligations to the College.
10. Behavior that threatens the personal health or safety of others.
11. Disruptive or disrespectful behavior toward a student or instructor.
12. Refusal to follow instructor guidelines in class.
13. Violation of applicable federal, state, and local laws and college rules and regulations.
14. Failure to adhere to the ethical guidelines put forth in the Codes of the ACA, the AATA, and the NM Counseling and Therapy Practice Board, for example:

“Section F.5.Student and Supervisee Responsibilities

F.5.b. Impairment

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

Ethical Guidelines

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

Additionally, students must become familiar with the ethical codes of their chosen profession and abide by these throughout their work as therapists-in-training.

The College staff asks that faculty who become aware of student ethical violations report those violations to the Executive Vice President, Dean or the appropriate program chair.

Serious ethical violations may lead to suspension or expulsion.

Late Paper Policy

Late papers will be marked down a ½ grade for each day late. Or faculty may provide students with a different late paper policy in writing on the first day of class.

Grading of Course Assignments

Faculty should strive to grade student assignments as soon as possible and within 7 days from the time they are submitted. Faculty should provide clear and substantive feedback, noting strengths and constructive critique to support student learning and growth. Faculty are encouraged to leverage the grading/feedback tools in Populi including the general grading comments, assignment rubrics, and directly on assignment submissions using the annotation tool.

Student Attendance Policy

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.***

- CECs are not available for partial attendance of NEI classes.

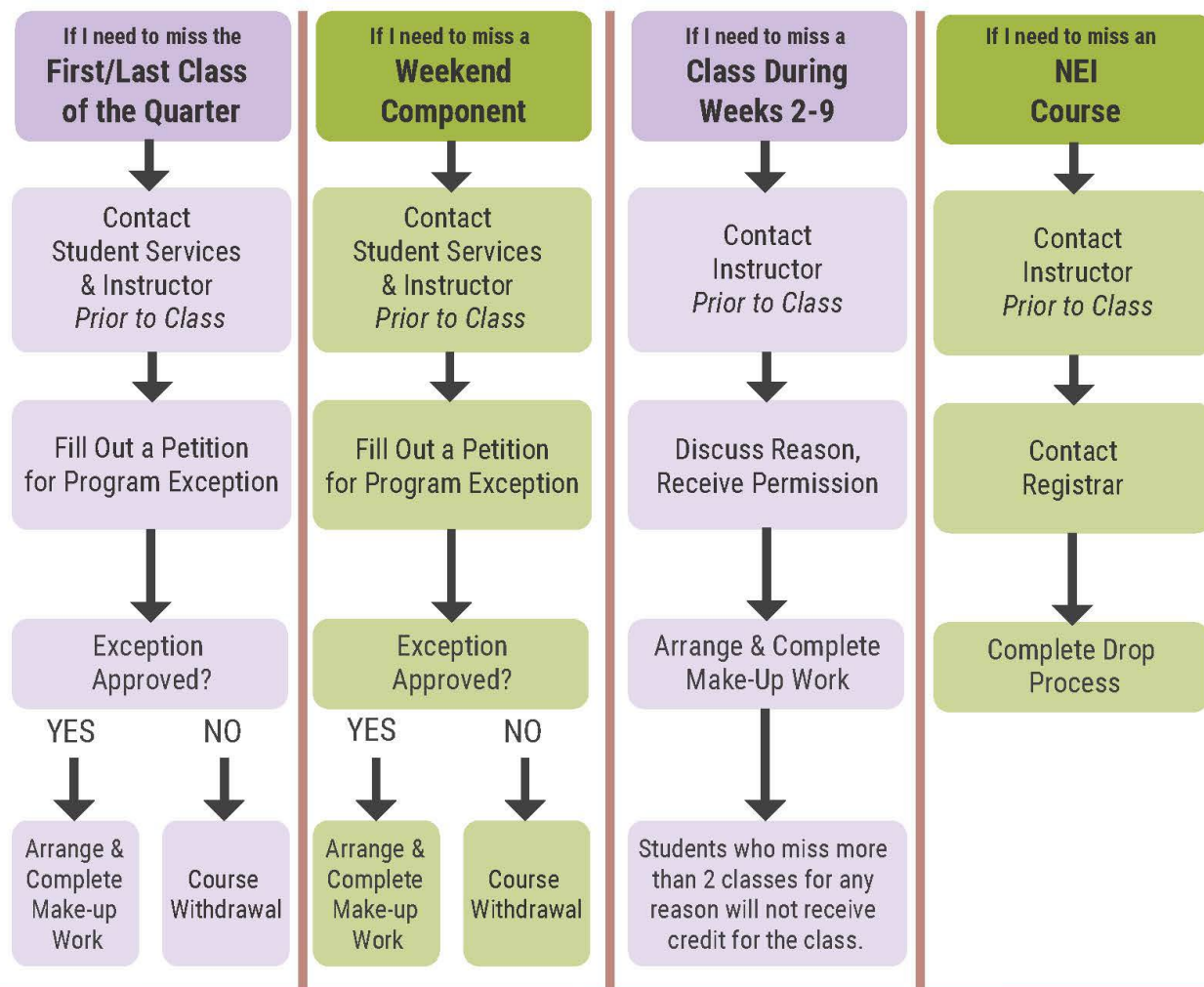
Any exception to the class attendance policy must be approved by Academic Council, or their designee, via the *Petition for Program Exception* form.

**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.****



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.

CECs are not available for partial attendance of NEI Courses.

CONTACT

Associate Dean of Student & Career Services

TBA – 505-467-6603

Registrar

Andrea Pacheco – 505-467-6809

andreapacheco@swc.edu

Academic Services Coordinator

Roberta 505-467-6827

robertakoska@swc.edu

EXCUSED OR UNEXCUSED

Instructor is notified PRIOR to class for:
Illness
Family Death
Emergency
Unforeseen Circumstances

Makeup Work Completed

Instructor not notified or is notified AFTER class

There is no justifiable reason for missing class

Makeup Work Not Completed

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.

Course Modality Definitions:

Asynchronous:

Asynchronous courses do not meet at a scheduled time. All coursework is completed in Populi and interactions occur through the discussion board and other interactive learning activities, which may include video reflections/responses. Assignments and learning activities are due per the course schedule and deadlines in Populi.

Synchronous:

Synchronous courses meet at a scheduled time via Zoom. The majority of interaction occurs through Zoom during scheduled class meetings and assignments are submitted through Populi.

Synchronous + Asynchronous:

Synchronous + Asynchronous courses meet at a scheduled time via Zoom and have asynchronous learning activities. These courses are intentionally scheduled to meet for less than the required hours to reduce time in Zoom - e.g. reducing meeting time from 4 hours to 3 hours and replacing 1 hour with asynchronous learning activities.

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 due dates set by the instructor.

Student Participation

A high level of academic achievement, participation in classes and regular attendance at classes is required. At the discretion of the instructor, class participation that is below passing level may result in a failing grade for the course. Please use the Rubric for Participation found in the rubrics section of Populi to determine what is expected regarding student participation.

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.

To request accommodations students:

- Complete the ADA Accommodations Form and attach documentation concerning your disability

(See appendix for form).

- Return completed form to the Associate Dean of Student & Career Services.
- Reasonable accommodations will be identified and approved by the Associate Dean of Student & Career Services (with consultation from the Dean, Academic Council, and Program Chairs as needed) and listed on the ADA Accommodations Form. The form provides students and faculty a clear agreement regarding appropriate accommodations.

The ADA Accommodation Form is returned to the student who is responsible for giving each of their faculty members a copy of it each quarter. It is the student's responsibility to inform their faculty and practicum and internship supervisors of their approved accommodations.

Unless a release is signed, the Associate Dean of Student & Career Services will not share any information, or even that an ADA Accommodation form has been filed, with faculty or staff other than indicated above. It is the student's responsibility to disclose as necessary.

Grading

Audit

Due to the experiential nature of the curriculum, the College does not permit students to audit courses.

Grading System

Grades are given at the end of each quarter to indicate the quality of students' work. The grading procedure is stated on the syllabus for each class and the grading percentages are also included on every syllabus.

Faculty evaluation of student performance must include class attendance and participation, written assignments, and class projects. The grading system is as follows:

| <u>Letter Grade</u> | | <u>Grade point per unit of credit</u> |
|---------------------|----------------------------|---------------------------------------|
| A+ | Outstanding performance | 4 |
| A | Excellent performance | 4 |
| A- | Very good performance | 3.75 |
| B+ | Good performance | 3.5 |
| B | Acceptable performance | 3.0 |
| B- | Minimal performance | 2.75 |
| C+/C | Unsatisfactory performance | 2.0 |
| D/F | Failure | 0 |
| I | Incomplete | 0 |
| SP | Satisfactory Progress | 4 |
| P | Passing | 4 |
| U | Unsatisfactory | 0 |
| IW | Instructor Withdrawal | 0 |
| W | Withdrawal | 0 |
| AW | Administrative Withdrawal | 0 |
| IPR | In Process | 0 |

All work done by the student in courses, independent studies, practica and internship is evaluated by instructors and recorded on the permanent transcript. See below for details on grading Practicum labs and Internship.

In courses of ten-week duration, grades are entered into Populi no later than one week from the last day of the quarter. In classes of shorter duration, grades are due two weeks after the last class. Faculty must enter grade documentation for each student. This includes a course grade and a narrative statement providing feedback on the student's work that forms the basis for the grade. Please assign every student a grade, even if a student has not completed all work assigned in the course. Assign a grade that reflects your estimation of the grade that student would receive if no more assignments were submitted. All grades will be available to the students.

Grades of 'C', 'D', or 'F' will not be counted as fulfilling degree requirements. When a student is given a grade of 'C+' or below in a degree program course, the course must be retaken.

Students requesting a grade change must follow the procedure for appeal of a grade. Faculty will be consulted in the event of an appeal (See "Student Appeal of a Grade".)

Under exceptional circumstances, Instructors may initiate a student's withdrawal from his or her class. (See Appendix for Form). This decision is made in conjunction with the Dean and the Academic Council.

Grading Practicum Classes & Labs

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

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

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

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

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

Grading Professional Seminars & Internships

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

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

For Internship II, a student who has completed all their hours and clinical notes will receive a P and can proceed toward graduation.

For Internship II, a student who has not yet completed all their hours or paperwork but ***who is able to complete it within five weeks***, should request an Incomplete from the Program Chair. The student should follow the POLICY FOR AN INCOMPLETE. They will then have five weeks to complete their hours and paperwork.

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

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

Incomplete Policy

Giving an Incomplete is ultimately the prerogative of the instructor. Determination of the circumstances warranting an Incomplete is made by the instructor in consultation with the Dean. Students requesting Incompletes should speak with their instructors as soon as possible. Except in cases of emergency (i.e., illness, death in the family), Incompletes in ten-week courses must be negotiated by the end of the ninth week of classes. In shorter classes an agreement between the instructor and student must be reached before the end of the course.

Instructors may assign an Incomplete on the final grade documentation form if an emergency prevents a student from following through with the application procedures during the quarter. However, the student must apply for an Incomplete as soon as circumstances allow and, in any event, no later than the first week of the next quarter. There is a \$50 administrative fee due when the student submits the Petition for Incomplete form (*See Appendix for form*). Students requesting an Incomplete must meet the following requirements:

1. Consultation with course instructor.
2. Submission of a Petition for Incomplete on the form on our website and Populi in student

forms folder).

3. Signatures of student and instructor on the Incomplete form. Original form is given to the registrar who then informs the Business Office.

The Incomplete coursework must be submitted to the instructor by the end of the fifth week after the last class meeting. If coursework is not completed and submitted to the instructor prior to the end of the fifth week, and the instructor has not submitted a Change of Grade form to the registrar by the end of the fifth week, the grade will automatically be changed to an F. If the student does not enroll in the consecutive quarter, then the Incomplete will remain on the transcript until such time as the student re-enrolls in classes.

Any exception to the Incomplete Policy must be negotiated with the instructor then submitted to the Dean on a Petition for Exception form. The Dean consults with Academic Council prior to approving or disapproving this exception.

If a student has not completed the course work for a class and has not submitted a Petition for Incomplete with the registrar, the instructor should not assign an Incomplete grade. Instead, the instructor should assign the grade appropriate for the work completed.

Student Appeal of a Grade

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

1. After receiving a grade, the student has one quarter within which to appeal it. If more than one quarter following the posting of the grade has elapsed, the student may not appeal the grade.
2. To appeal a grade, the student completes the Petition for a Grade Change form and submits it to the faculty member. They may also email or speak directly with the faculty member. If there are sufficient grounds to reconsider the grade, the faculty member may complete the Petition for Grade Change form and give it to the Program Chair for approval.
3. If the matter is not resolved directly between the student and the faculty member, then the student submits the Petition for Grade Change form, along with any supporting documentation, such as course work and rubrics, to the Dean who consults with the Academic Council. If there are sufficient grounds demonstrated to the Academic Council, the Dean may complete and submit a Petition for Grade Change form.
4. The decision of the Academic Council is final. There is no further appeal.

Repetition of Courses

At the discretion of Academic Council, a course may be repeated to improve a previous grade or to gain a deeper understanding of the course competencies. A course counted for degree requirements must be repeated if a student receives a C+ grade or below. Students must pay the current tuition for a class they repeat. The last grade earned in each course will be used to calculate the GPA.

STUDENTS OF CONCERN

There are times that students may experience difficulties at SWC for either academic or behavioral reasons. When students are experiencing such difficulties, it is important that concerns are addressed in a comprehensive and expedient way. When an instructor is concerned about a student, it is important

that the Associate Dean Student & Career Services be notified. This process can be helpful in determining the scope of the concerns, and what potential remedies may be most appropriate. Students of concern are also discussed during monthly faculty meetings.

Gate-keeping Function of Southwestern College

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

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 a *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 Associate Dean Student and Career Services.

Submitted forms, supporting documentation, and communication regarding student conduct are kept in the Associate Dean, Student and Career Service'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 Associate Dean, Student and Career Services 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 Associate Dean of Student & Career Services. Then:

- The Associate Dean 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:
 - 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 Associate Dean with an explanation of the SST's requirements, if any.
- If the student is not suspended or expelled, the Associate Dean 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 Associate Dean, Student and Career Services. Then:

- The Associate Dean 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 Associate Dean with an explanation of the SST's requirements, if any.
- If the student is not suspended or expelled, the Associate Dean 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.

Student Success Coaching

We believe in positive growth and change as part of undergoing a transformational learning process. Since this is the case, we have added a feature to our student services entitled, "Student Success Coaching." Designated faculty and staff may serve as Student Success Coaches to assist students in creating concrete plans for personal growth directed at greater success. These student success plans are created in a collaborative process between the student and their success coach.

Students may request a Student Success Coach, or in some cases, students may be required to work with a Success Coach. If the student has received a Faculty Initiated Feedback, Academic Concern or Professional Fitness form from any faculty member, or if a staff member has submitted a complaint concerning a student's behavior, then the Academic Council may require a student to meet with a Success Coach and complete a Student Success Plan. This strategy could significantly assist a student in meeting the college's expectations for professional behavior and academic success.

The Associate Dean of Student & Career Services, Dean, or any member of the Academic Council may also recommend that a student consider speaking with a Success Coach as an option to support their success.

If required, the student must complete a Student Success Plan with the guidance of their coach. Together they would discuss and agree to strategies that support success. It is recommended that student-coach pairs will utilize S.M.A.R.T. Goals (Specific, Measurable, Attainable, Realistic, and Timely). Once completed, a copy of the signed Student Success Plan would be kept in the Associate Dean, Student & Career Services office. If there are recurring concerns regarding either academic or behavioral issues, the plan would form the basis of any additional requirements or recommendations as determined by the Academic Council.

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

See the Associate Dean, Student & Career Services for more information.

CAMPUS POLICIES

Crime Statistics

As of this time, there have been no reported occurrences of murder, rape, aggravated assault, or motor vehicle theft on the Southwestern College campus. Nor have any crimes relating to liquor- law violations, drug-abuse violations or weapons possession been reported at the College or any off-campus College sponsored function. No offenses considered to be hate crimes have been reported. Should any of the above crimes occur, they will be reported immediately to the proper authorities and summarized in the next security report.

Driving On and Around Campus

Our campus is surrounded by a wall, which creates a blind entrance. It is important that students, staff, and faculty exercise proper caution when entering and leaving campus and do so at a slow rate of speed. Additionally, ours is a pedestrian campus. It is important that each of us, as we drive on campus drives slowly, so as to minimize the possibility of an accident. Park in designated areas only and not on barked areas.

Duty to Report

If a student, faculty member or staff member suspects a student may cause harm to themselves or others, they have a duty to report their concern to the Associate Dean of Student and Career Services, TBA at (505) 467-6603. 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.

Safety & Security

It is the intention of Southwestern College to provide a safe and healthy work environment. Safe working conditions are of primary importance. Faculty members 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. Faculty members are expected to report any unsafe conditions to the Office Manager (OM).

Campus Security

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

to the law.

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

Staff and faculty are encouraged to be responsible for their own security and the security of others by making sure that no one is left alone to lock up buildings at night and on weekends whenever possible. To report any suspicious activity or person seen in the parking lots or loitering around vehicles, inside buildings or around Southwestern College campus, or another type of emergency, such as medical or an act of violence, call 911 if appropriate and then notify the OM and/or a member of the Executive Council.

Campus Alert Policy

This policy provides guidelines regarding the use of campus alert systems including text messaging, email and other direct alert broadcast tools.

Policy Statement

Through this policy SWC commits to enhancing the quality of life of the campus community by integrating the best practices of safety and security. It acknowledges the potential need for immediate alert and possible lockdown of all campus buildings.

Definition

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

Policy Process

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

Statement of Accountability and Responsibility

The President, through the Campus Safety and Security Officer (CTO), shall be responsible for enforcing Security procedures and policies. The Campus Safety and Security Officer shall work with the

different departments and offices to comply with this policy and develop procedures that will enforce this policy regarding awareness, prevention, and remediation.

Workplace Injuries

If you should ever be injured, however slightly, while on Southwestern College business or on Southwestern College property, report it immediately to your supervisor and seek appropriate medical attention. If your supervisor is unavailable, report it immediately to the OM and then notify your supervisor when she/he becomes available. If the injury is serious, call 911 first if necessary. Staff members are required to report any on the job injury in a timely manner and complete a claim form with the CFO. This should be done as soon as possible, ideally within three days of the injury.

Questions regarding workers' compensation insurance and any workers' compensation documents should be directed to the CFO. Southwestern College assumes no responsibility, liability, etc., for staff or faculty family members, friends, or others while on Southwestern College premises for any reason.

Medical Attention

Southwestern College requires faculty members to notify the OM and/or your supervisor when medical attention is required for any reason, accident or illness, when you are teaching. For minor injuries, first aid will be administered.

Weapons Policy

Southwestern College property covered by this policy includes all Southwestern College owned or leased buildings including Tierra Nueva Counseling Center, and surrounding areas such as sidewalks, walkways, driveways and parking lots under the College's ownership or control.

Southwestern College prohibits all persons who enter Southwestern College property from carrying a handgun, firearm, knife, or prohibited weapon of any kind onto the property regardless of whether the person is licensed to carry the weapon or not. The only exceptions to this policy will be police officers and/or security guards. Grounds and maintenance personnel may carry knives for tools if needed in their work.

Southwestern College faculty members are also prohibited from carrying a weapon while in the course and scope of performing their job for Southwestern College, whether they are on Southwestern College property at the time or not and whether they are licensed to carry a handgun or not. Weapons are prohibited at any Southwestern College sponsored functions such as exhibits or social functions.

If you have a question about whether an item is covered by this policy, please contact the EC. It is the Individual faculty member's responsibility to make sure that any item brought to campus is not prohibited by this policy.

Southwestern College reserves the right to conduct searches on its property or authorize searches by law enforcement on its property with or without the staff or faculty being present. Failure to abide by all terms and conditions of the policies described above may result in corrective action up to and including termination.

Further, carrying a weapon onto Southwestern College property in violation of this policy will be considered an act of criminal trespass and will be grounds for immediate removal from the Southwestern College property and may result in termination and prosecution.

Workplace Violence Prevention

Southwestern College is committed to preventing workplace violence and to maintaining a safe work environment. To do so, Southwestern College has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on Southwestern College's premises.

- All staff and faculty members, including supervisors and temporary staff members, should be treated with courtesy and respect at all times. Faculty members are expected to refrain from fighting, "horseplay," or other conduct that may be dangerous to others.
- In addition to Southwestern College's Workplace Harassment Policy, conduct that threatens, intimidates, or coerces another staff or faculty member, student, client, or a member of the public at any time will not be tolerated.
- All threats of (or actual) violence, both direct and indirect, should be reported to a member of the Executive Council. This includes threats by staff or faculty members, as well as threats by students, vendors, solicitors, or other members of the public. When reporting a threat of violence, you should be as specific and detailed as possible.
- All suspicious individuals or activities should also be reported as soon as possible to the OM or a member of the Executive Council. The identity of the individual making a report will be protected as much as is practical.
- In order to maintain workplace safety and the integrity of the investigation, Southwestern College may suspend staff or faculty members, either with or without pay, pending investigation.
- Faculty members should disclose any restraining orders and/or threats of violence made against the faculty member or the College to their supervisors.
- Anyone determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines will be subject to prompt corrective action up to and including termination of employment.

Fire and Emergency Preparedness

The best preparation for a possible fire emergency must take place before such an event may occur. Your personal safety is of utmost importance. Familiarize yourself with the exits from all points within the building. Note the placement of fire extinguishers. Familiarize yourself with the instructions on each fire extinguisher and determine if you are capable of handling this equipment in a safe, effective manner, should the need arise. Reference maps indicating exits and the location of fire extinguishers are located in each building.

In case of an actual fire, you are not expected to fight a fire. Your only priority is to exit safely. However, if you feel the use of a fire extinguisher will assist in your exit from the building, please use one. Once you have exited the building, call 911 immediately from a safe location. If possible, stay on the phone and provide all relevant information as requested by the 911 dispatcher.

Only use a fire extinguisher if you are capable and the fire is of small origin (such as an office trash can). Fires can continue to smolder long after visible flames have been smothered, and fires of an electrical nature may re-ignite once systems are placed back online.

If you are asked to evacuate the building, you should:

- Proceed to the nearest exit in an orderly manner.
- Help anyone who is having difficulty evacuating the premises.
- Await instructions on when it is safe to return to your building.

After the building has been evacuated: Immediately notify the President, the Executive Vice President, the Dean/CAO, the CFO, or the OM using the list of phone numbers given to you previously. If someone is missing, such as a staff member scheduled to work that day, or a student enrolled in the class being taught that day, the Fire Department must be notified immediately of the possibility that someone is still in the building and their likely whereabouts.

Smoking

Southwestern College buildings are smoke-free environments. This policy includes cigarettes, e-cigarettes, pipes, and cigars. If you do smoke, you must do so outdoors and away from any doors, windows, or ventilations systems. Faculty members who choose to smoke are permitted to do so only during the break periods and never during class, even if the class is meeting outdoors. Smoking is only permitted 20 or more feet away from doors and ventilation systems. All cigarette butts must be disposed of in designated receptacles.

Alcohol and Controlled Substances

Southwestern College realizes that the misuse of drugs and alcohol impairs staff health and productivity. Drug and alcohol problems result in unsafe working conditions for all staff members. The College is committed to maintaining a productive, safe, and healthy work environment, free of unauthorized drug and alcohol use.

Any faculty involved in the unlawful use, sale, manufacturing, dispensing or possession of controlled substances, illicit drugs and alcohol on College premises or work sites, or working under the influence of such substances, will be subject to corrective action up to and including termination and referral for prosecution.

Southwestern College reserves the right to hold social events where alcohol may be served during event hours. At any such events, patrons will be held socially and legally responsible for their behavior resulting from alcohol consumption.

We also prohibit the use of a legally obtained drug (prescriptions or over-the-counter medications) during teaching when such use adversely affects the faculty's job performance or safety, or the safety of other staff members and/or students.

If you have been prescribed medications that might adversely affect your job performance or safety, you may be asked to provide SWC with a note from a physician indicating that you are able to return to work and whether or not you will need accommodations to perform your job duties. SWC will make every reasonable effort to make accommodations when possible.

If your performance on the job appears to be degraded through the use of controlled substances outside of the workplace, management will address the issue in a confidential setting. Management recognizes that this subject is a delicate one, and one which requires honest input and support from both you and management.

Southwestern College Assets and Security

During the course of conducting business, different types of information will be presented and utilized. Some of this information may be general public knowledge, while other information is sensitive and for use by Southwestern College personnel only.

While we intend to have a comfortable and relaxed working environment, it will be incumbent upon staff members to ensure that SWC's assets are utilized and conserved in a manner that is consistent with the goals of the College. While this is a fairly broad statement, it translates into a set of very simple policies: Office supplies should be used for College purposes only. Computer equipment should be used for the development or execution of Southwestern College activities. Business trip expenses should be incurred at a reasonable and careful rate. In short, College assets should be used only for business purposes. By minimizing the costs of doing business, you will greatly assist in the financial sustainability of the College.

Personal Property

Southwestern College accepts no responsibility for personal property which may be brought to or stored on Southwestern College facilities, and such property may be inspected or monitored in the ordinary course of conducting business.

Emergency Procedures

Emergencies that arise on College property warrant immediate action. When appropriate, faculty should identify witnesses and report incidents to the President, vice President or other supervisory staff members. When appropriate, faculty should call the Fire Department, local police, or state police. An ambulance should always be called in the event of a serious physical injury. The general emergency number is 911.

Emergency Response and Evacuation Plan

The objective of this Emergency Response & Evacuation Plan is to ensure that all building occupants evacuate the building properly and safely in the event of a fire or any other type of emergency.

Most fires involve only one area within the building and usually only require the evacuation of the affected floor as well as the floor above and floor below. In the event of a full building evacuation the floor with the emergency will be evacuated first, followed by the floor below and/or floor above. This enables an orderly evacuation without obstructing the stairs.

Via the phone system: Dial #5055 and everyone in all buildings will hear the announcement. You will be given instructions on how to respond to the emergency. Listen carefully and proceed as instructed.

If you are asked to evacuate the building, you should:

- **Proceed** to the nearest emergency exit in an orderly manner.
- **Help** anyone who is having difficulty evacuating the premises.
- **Listen** for any additional instructions from the communication system.
- **Await** instructions on when it is safe to return to your floor.

Evacuation Procedures

After the decision to evacuate the entire building has been made:

1. Immediately notify Ann Filemyr, President, at 505-467-6823 or Katherine Ninos, Executive Vice President, at 505-690-0215; Virginia Padilla-Vigil, Dean/CAO, at 505-467-6821; or Athena Andriakos, Office Manager at 505-467-6805.
2. The ‘Captain’ will notify all personnel & students via intercom system that all occupants should immediately prepare for evacuation. The Office Manager or Chief Administrative Assistant will ‘Captain’ the evacuation, instructing all occupants where to assemble. In the summertime assemble at the labyrinth area, in the winter at the Art Therapy Building or the Steiner Room, first floor classroom in the main building, depending on what building is affected. For evening classes, the faculty member will make the decision on evacuating the building.
3. If someone is missing, such as a staff member scheduled to work that day or a student enrolled in the class being taught that day, the Fire Department must be notified immediately of the possibility that someone is still in the building and their likely whereabouts.

Emergency Telephone Numbers

Police/Fire/Ambulance**911**
Campus Office Manager’s Desk..... **505-467-6805**

Report Other Emergencies

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, notify Ann Filemyr, President, at 505-467-6823; Katherine Ninos, Executive Vice President, at 505-690-0215; Virginia Padilla-Vigil, Dean/CAO, at 505-467-6821; or Athena Andriakos, Office Manager, at 505-467-6805. They will call 911 and alert the emergency alert team.

Property of Southwestern College

All computers, technology, and communications systems, including e-mail and the Internet, utilized at Southwestern College are the property of Southwestern College. In this connection, no e-mail messages are private but rather are public information, and staff should not expect that their messages would be kept private. Further, Southwestern College reserves the right to periodically review or inspect a staff member’s e-mail and files on the computer system as deemed necessary and appropriate and to disclose the contents thereof to law enforcement or other third parties with or without notice to the sender or receiver. This is not intended to, nor will it be interpreted as requiring staff to provide passwords to any personal Social Networking accounts in violation of New Mexico’s Social Media Privacy Act.

Information Privacy

Southwestern College exercises certain methods to restrict access to computers, electronic mail, the Internet, and voice mail in order to protect these systems against external parties or entities obtaining unauthorized access.

All staff should understand that these systems are intended for business use, and all content obtained, created, or stored on Southwestern College equipment is considered to be the property of Southwestern College. This includes, but is not limited to, computer data and information, electronic mail, and voice mail.

Therefore, individuals using Southwestern College's business equipment should also have no expectation that any information stored on any Southwestern College computer (whether contained on a computer hard drive or computer disks), voice mails, network computers, or in any other manner will be private.

Southwestern College has the right to regularly monitor all electronic mail messages, voice mail, Internet access, and computer content. As such, Southwestern College has the right to inspect the contents of computers, electronic mail, or voice mail in the course of an investigation triggered by indications of unacceptable behavior, or as necessary or desired, to locate needed information that is not more readily available by some other less intrusive means.

If necessary, Southwestern College may disclose the contents of computers, voice mail, and electronic mail properly obtained for some legitimate business purpose. Given Southwestern College's right to retrieve and read any electronic mail messages, such messages should be treated as confidential by other staff and accessed only by the intended recipient.

Content of Communication

Staff accessing the Internet or using e-mail are representing Southwestern College. Staff are responsible for seeing that e-mail and the Internet are used in an effective, ethical, and lawful manner. Each staff member is responsible for the content of all text, audio, or images that they place or send over e-mail or the Internet. The obtainment of text, audio, or images must only be for the support of legitimate Southwestern College activities. Emails where the staff member is representing themselves as a SWC staff member must not promote one's private individual business ventures or personal matter.

The use of e-mail and the Internet must not disrupt the operation of the Southwestern College network or the networks of other users, nor interfere with the staff member's productivity.

Voice Mail Policy

Southwestern College reserves the right to obtain access to all voice mail messages left on or transmitted over the Southwestern College telephone and voice mail system. As such, faculty should not assume that such messages are private and confidential or that Southwestern College or its designated representatives will not have a need to access and review this information.

Electronic Mail (E-mail) Policy Overview

Electronic mail or “email” is a Southwestern College (SWC or College) asset and falls under the guidelines contained herein. Email messages are considered the same as formal written SWC correspondence. This policy outlines the administration, operation, and maintenance of the SWC email by students, faculty, staff, administrators, and members of the governing board.

E-mail Policy Statement

SWC shall follow information technology management standards in higher education to manage and to administer its electronic mail system including security and access to ensure the effective and efficient use of electronic mail for academic and administrative use. Students, faculty, staff, and members of the governing board shall have no expectation of privacy on the use of the SWC email and shall adhere to the administration and ethical use of the SWC email system.

See the Populi file folder on Information Technology policies for more detail.

Information Technology (IT) Resources, General Use and Security Policy Overview

Southwestern College (SWC or College) provides information technology resources to fulfill its mission. This policy establishes guidelines to protect the confidentiality, availability, and integrity of SWC’s information technology resources based on relevant laws and regulations.

The policy also establishes appropriate security requirements and restrictions on accessing and using SWC’s information technology resources.

Information Technology Resources, General Use and Security Policy Statement

- a. SWC is committed to the effective, efficient, ethical, and lawful use of its information technology resources to meet its mission, vision, and objectives.
- b. SWC supports the use of technology for the open exchange of information and ideas in accordance with established policies on academic freedom.
- c. All users are responsible for using information technology resources with awareness of and compliance with security, privacy, policies, and internal processes and controls.
- d. SWC is dedicated to the protection of the rights of copyright holders and complies with all copyright laws including the Digital Millennium Copyright Act and the Higher Education Opportunity Act.
- e. SWC is committed to the protection of privacy and confidential data under the Family Educational and Privacy Rights Act (FERPA) and in accordance with other appropriate laws.
- f. Information technology security is intended to protect access and usage, therefore SWC will limit risks through a combination of technology, procedures, enforcement, assessment, and awareness to minimize the risk of security incidents.

See the Populi file folder on Information Technology policies for more detail.

Information Security Policy Overview

The purpose of this policy is to provide a set of guidelines for the protection of Southwestern College (SWC or College) information while maintaining accessibility. Ultimately, the College is committed to protect sensitive and confidential student information. It is the intent of the College, to minimize the risk of incidents and reduce the impact to a manageable level through a combination of technology, standards, enforcement, and awareness.

Information Security Policy Statement

Southwestern College (SWC or College) is committed to the protection of sensitive, personally identifiable information, and other information residing in its systems, protected by federal and state laws. The exposure of sensitive information to unauthorized individuals could cause irreparable harm to the College and/or to the campus community that might subject the College to fines or other sanctions. The College shall implement measures to prevent, to promote awareness of, and to mitigate the risks regarding access and use of information.

See the Populi file folder on Information Technology policies for more detail.

Intellectual Property Policy Overview

The primary functions of institutions of higher education are education, research, the expansion of knowledge and the application of that knowledge to advance the common good. It is in the context of advancing the common good that Southwestern College supports and encourages faculty and staff to contribute to the campus community in meaningful ways. The public interest is best served by creating an intellectual environment whereby creative efforts and innovations can be encouraged and rewarded, while still retaining for the college and its learning communities reasonable access to, and use of, the intellectual property for whose creation the college has provided assistance. The college supports the development, production, and dissemination of intellectual property by its faculty members and related staff.

Intellectual Property Policy Statement

The College supports an atmosphere that fosters innovation, progressive instruction, creative expression, and the free exchange of ideas. Employees are encouraged to publish and copyright, invent, and patent materials and objects of their own creation that will contribute to the advancement of knowledge. See the Populi file folder on Information Technology policies for more detail.

Guidelines for Social Media Use

Southwestern College's Social Media presence is intended to fulfill the following purposes:

- To be a celebration of the College, its students, alumni, staff, faculty, and community
- To serve as a marketing initiative to attract, educate, and entertain prospective students and faculty
- To help build a sense of community and sharing among the various constituencies of SWC/NEI, including prospective students and community members and organizations to provide educational, inspirational, and useful information to the world (blogs, job opportunities, event announcements, course and program announcements, curated materials from the web, for example)
- To serve as a tool for fundraising
- To serve as a vehicle of expression for members of the Southwestern College community

Principles We Embrace:

- Mutual Respect
- Creativity
- Positive point of view
- Promotion of Education
- Conscious Reflection

- Being Helpful
- Diversity of voices and experiences
- Focus on what we are for rather than what we are against

Censorship and Ethical Considerations

Censorship in principle is anathema to social media. In the ideal environment, discussion, respectful disagreement, the presentation of diverse points of view, and conscious participation are all welcomed and encouraged. Recognizing that we do not live in an “ideal environment”, where the above principles are practiced at all times, we encourage our constituents to bring to another’s attention if their post(s) on Southwestern College Social Media sites are inconsistent with the above principles.

Across the professions of Psychology, Counseling, and Art Therapy, there exists an ethical principle that when a professional has concerns about another professional’s behavior, she or he will first go to that person, if at all possible, and discuss their concerns. In the event that no satisfactory agreement or solution can be reached at that level, the person can bring it to the next level of authority. This principle is also endorsed in the Southwestern College Social Media guidelines. It is to be remembered that differences of opinion are simply that, and that complaints are not appropriate unless and until 1) preferably the matter has been discussed with the individual responsible for the concern, and 2) the matter contravenes one of the principles discussed above. Debating matters such as politics, sports, or religious beliefs should be left to individual discussions, or personal web pages and Social Media accounts rather than the Social Media platforms of the College.

Additionally, in the event of abusive, belligerent, racist, sexist, or other behaviors that contravene the above principles and/or other principles of civil common sense, The President in her role as Social Media administrator, retains the right to delete posts, unfriend/unfollow participants, and/or block a user from using the platform.

Marketing and Social Media

Because much of a culture is not immediately obvious or available to a casual or outside visitor to Southwestern College (in person or online), we especially encourage the following:

- Images (with or without captions) that give others a sense of life on campus, with fellow students, in class (with permission), or socializing with other students (on campus, in restaurants, on hikes, on the Plaza, at local events, and the like)
- Blogs that offer a sense of the author’s personal experience at SWC, in a class (confidentiality to be maintained when discussing others unless permission is sought and granted); blogs that shed light on life in Santa Fe (Music on the Plaza, as an example) or New Mexico in general (White Sands, Chimayo, Taos, Petroglyphs, Pueblo dances, and the like). Remember that the reality of New Mexico life may not be the easiest concept to grasp for somebody from, for example, New England (and vice-versa.)
- Confidentiality and permission for the use of photos and videos are important. At group settings on campus, photos and video may be taken and used for media purposes, and all students have the right to sign or not sign permission to use an image appropriately upon arrival at the College.
- In the event that an image is posted that the subject prefers were not, she or he can request that it be removed, and all efforts will be made to do so.

- The College will, from time to time, hold ‘photo-shoots’ on campus, with volunteers who agree to be photographed or video-taped, and those images will be used whenever possible for marketing purposes.

Remember –

- Everything we post on social media becomes potentially available to the entire world.
- Your post can be screenshot, photographed, forwarded, saved, reposted and so on, even if you leave it up for only a minute – then it’s too late to delete it.
- Sometimes we may have a certain sub-group of friends in mind when we post and forget that it will be visible to ALL our contacts in Facebook, Instagram, or wherever. That could be ***embarrassing***. Writing about (or posting photos of) your weekend escapades or vacations may not be a good idea. Think about it ahead of time. Would it be OK if your colleagues, supervisors, or clients read the post?
- Posting about clients is never a good idea, even if it’s only “I saw my first client today!” We may not want our ‘first client’ reading that post.
- And remember, the illusion of privacy in social media is just that. There are many ways that posts can get out of our control, and fast. So always use your best judgement.

While recognizing that each of the Social Media platforms has its own unique feel and presentation, these guidelines are considered good practice across all platforms (Facebook, Pinterest, Instagram, Google Plus, Linked In, Blogging, Twitter, and so on.) The President, as Social Media administrator, retains the right to extend or rescind editorial or administrative status to any individuals for SWC’s various Social Media accounts.

Internet Policy

As part of Southwestern College’s commitment to the utilization of new technologies, our faculty has access to the Internet. Southwestern College reserves the right to monitor all Internet access, and to block those sites that Southwestern College deems to be offensive or undesirable. In addition, staff found to be visiting sites that aren’t blocked, but are subsequently found to be offensive, are subject to review and possible corrective action. Offensive sites include, but are not limited to, sites focusing on pornography, violence, hate groups, and similarly objectionable material of no business relevance.

In order to ensure the protection of Southwestern College from the threat of viruses, individuals hacking into servers, and compliance with copyright laws, the additional following rules and guidelines regarding Internet usage have been adopted:

Southwestern College reserves the right to implement software and systems that can monitor and record all Internet usage. Such security systems are capable of recording (for each and every user) each World Wide Web site visit, each chat, newsgroup or email message, and each file transfer into and out of our internal networks, and we reserve the right to do so at any time. No staff member should have any expectation of privacy as to his or her Internet usage. SWC may review Internet activity and analyze usage patterns and may choose to publicize this data to assure that Southwestern College Internet resources are devoted to maintaining the highest levels of productivity.

Southwestern College reserves the right to inspect any and all files stored in all areas of the network in order to assure compliance with policy.

Any faculty member who attempts to disable, defeat, or circumvent any Southwestern College security facility will be subject to corrective action, up to and including termination. No faculty member may use Southwestern College's Internet facilities knowingly to disable or overload any computer system or network or to circumvent any system intended to protect the privacy or security of another user.

Files and/or applications that are downloaded from the Internet must be scanned with virus detection software before installation or execution. Southwestern College has taken steps to put systems in place to scan for such viruses. As such, no faculty member shall take steps to circumvent these systems that are in place to detect a virus and, if necessary, to prevent its spread. Additionally, no software or applications may be installed without the pre-approval of the Chief Technology Officer.

Sexually explicit material may not be accessed via the Internet. The display of any kind of sexually explicit image or document on any Southwestern College system is a violation of our policy on sexual harassment. In addition, sexually explicit material may not be archived, stored, distributed, edited, or recorded using our network or computing resources. Any faculty member doing so will be subject to corrective action, up to and including termination.

Southwestern College's Internet facilities, or any computing resources, must not be used to violate the laws and regulations of the United States, or any other nation, or the laws and regulations of any state, city, province, or other local jurisdiction in any material way. Use of any Southwestern College resources for illegal activity is grounds for immediate dismissal. Additionally, Southwestern College will cooperate with any legitimate law enforcement activity.

Southwestern College will comply with reasonable requests from law enforcement and regulatory agencies for logs, diaries, and available archives on any individual's Internet activities.

Staff shall not place Southwestern College material (copyrighted software, internal business-related correspondence, etc.) on any publicly accessible Internet computer without prior permission from Chief Technology Officer.

The Internet does not guarantee the privacy and confidentiality of information. Sensitive material transferred over the Internet may be at risk of detection by a third-party. Staff must exercise caution and care when transferring such material in any form. Unless otherwise noted, all software on the Internet should be considered copyrighted work. Therefore, our faculty is prohibited from downloading software and/or modifying any such files without permission from the copyright holder and the Chief Technology Officer.

Any infringing activity by a faculty member may have a serious impact on SWC. Therefore, Southwestern College may choose to hold the faculty member liable for their actions.

Any software or files downloaded via the Internet into the Southwestern College network becomes the property of Southwestern College.

No faculty member may use Southwestern College facilities knowingly to download or distribute pirated software, music, or data.

No faculty member may use Southwestern College's Internet facilities to deliberately propagate any virus, worm, Trojan horse, or trap door program code. Faculty may not use Southwestern College Internet access to download entertainment software or games or to play games against opponents over the Internet.

Only those faculty members or officials who are duly authorized by the President or Executive Vice President to speak to the media, to analysts or in public gatherings on behalf of Southwestern College may speak/write in the name of Southwestern College to any newsgroup or chat room.

Other faculty members may participate in newsgroups or chats in the course of business when relevant to their duties assuming they have the permission of their supervisor, but they do so as individuals speaking only for themselves. Where an individual participant is identified as a staff member or agent of this College, the staff member must refrain from any unauthorized political advocacy and must refrain from the unauthorized endorsement or appearance of endorsement by Southwestern College of any commercial product or service. Only those Southwestern College officials who are authorized by the President or Executive Vice President to speak to the media, to analysts, or in public gatherings on behalf of Southwestern College should do so.

Storage and Retention of Communications

Southwestern College reserves the right to retain or routinely delete e-mail on the College's network. However, the automatic deletion of electronic records will be suspended, and appropriate steps taken to preserve these records once litigation, formal investigation, or other action make it necessary and/or appropriate to so preserve them. Any staff member having reason to believe or know that such preservation has become necessary and/or appropriate must notify the Chief Technology Officer.

Licensed Software

It is Southwestern College's policy that only correctly licensed software may be loaded onto Southwestern College computers. No software may be loaded without first obtaining the express permission of the Chief Technology Officer. Software includes business applications, shareware, entertainment software, games, screensavers, and demonstration software. If you are unsure whether a piece of software requires a license, please contact the Chief Technology Officer. The use of unlicensed software is illegal, and a staff member could be personally liable to prosecution for civil breaches of copyright that are directly attributable to their actions. If you require further information on the law surrounding copyright, please contact the Chief Technology Officer. The copying of software media is also prohibited.

Viruses

More damage to files may be caused by inappropriate corrective action than by the viruses themselves. If a College computer gets a virus, turn it off and leave it off until you find out what to do. All instances of viruses on Southwestern College machines must be reported to the Chief Technology Officer, who will then be in a position to minimize the resulting impact at the earliest opportunity.

Computers and Computer Software Policy

It is the policy of Southwestern College to respect all computer software copyrights and to adhere to any and all terms of all software licenses to which Southwestern College is a party. Southwestern College users may not duplicate any licensed software or related documentation for use either on Southwestern College premises or elsewhere unless Southwestern College is expressly authorized to do so by agreement with the licensor and without the permission of the Chief Technology Officer. Unauthorized duplication of software may subject users and/or Southwestern College to both civil and criminal penalties under the United States Copyright Act. According to the US Copyright Act, illegal reproduction of software is subject to civil damages of as much as \$100,000 per title infringed, and criminal penalties, including fines of as much as \$250,000 per title infringed and imprisonment of up to five years.

A Southwestern College user who makes, acquires, or uses unauthorized copies of software will be subject to corrective action as appropriate under the circumstances, up to and including termination of employment. Southwestern College does not condone the illegal duplication of software and will not tolerate it. Southwestern College users may use software on local area networks or on multiple machines only in accordance with the applicable software license agreements.

Computers are College-owned assets and must be kept both software-legal and virus-free. Only software purchased by Southwestern College may be used. No software is to be installed by individuals without the prior approval of the Chief Technology Officer.

Typically, College-owned software cannot be taken home and loaded on a user's home computer if it also resides on an office computer. Southwestern College may perform occasional, unscheduled, audits of all PCs, including portables, to ensure that Southwestern College is in compliance with all software licenses.

Downloads

All downloaded data and programs must be checked for viruses, and a proper license to use the software must be obtained where appropriate. Permission must be granted by the Chief Technology Officer prior to downloading any software from the Internet.

Data Protection

The Internet is public domain. At no time should any proprietary business information about Southwestern College be posted to the Internet or an e-mail recipient without first obtaining permission from the President or Executive Vice President. Only the President, Executive Vice President or a staff member specifically designated by the President or EVP may speak to the media or similar third party via the Internet on behalf of SWC.

Note, however, that nothing in this policy is intended to, nor will it be interpreted to limit or interfere with your rights under Section 7 of the National Labor Relations Act or as requiring staff to provide passwords to any personal Social Networking accounts in violation of New Mexico's Social Media Privacy Act.

Library Policies and Procedures

Quimby Memorial Library (QML) staff is dedicated to working closely with instructors, to guarantee provision of required reading and other course resources. Librarians obtain required resources, establish methods for accessing media, and create digital copies of readings for upload to courses in Populi. Librarians are further dedicated to providing access to resources in various formats, which support divergent learners and offer opportunities for maximum engagement with texts and media. In order to ensure timeliness and accuracy in all resources provided by librarians, it's vital that instructors communicate their resource-related needs and expectations to the Library Director, prior to the start of each quarter.

Coordinating with the library on required resource provision and utilizing the services offered by the library for preparing digital readings for student access will ensure:

- quality, as the library has access to professional scanning equipment and software, which allow for the meeting of high standards for any documents or PDFs it produces;
- accessibility, as the library strives to provide resources in a variety of formats, to accommodate various learning styles, including audiobooks, interactive ebooks, and when possible, PDFs which are compatible with character recognition and text-to-speech software;
- continuity, as the library aims for consistent formatting and quality across all in-house PDFs it produces and adheres to file naming conventions, which reflect APA standards for citation.

Resources

QML is an academic library, providing access to resources which advance learning, promote engaging scholarship, and reflect a diversity of ideas, backgrounds, and perspectives. QML's physical space houses greater than 9,000 circulating items (comprising the library's **Main Collection**), as well as three limited-access archives:

- **The Academic Journal Archive** features over 3,500 issues from peer reviewed journals, published roughly between 1980 and 2018. This archive contains historic research in the vield of applied psychology and therapeutic modalities.
- **The Edith Wallace Collection** is a compilation of books and other print media on Jungian and archetypal psychology and expressive therapies. Many of the items in this collection were owned by the famed psychologist herself, while others were contributed by the members of the Jungian Society of Santa Fe, NM.
- **The Quimby Collection** is an archive of books and related documents on metaphysics, comparative religion, and Christian mysticism. In addition to being a valuable collection of unique items, many of them rare, it originally served as the textual foundation for the college's inception as well as its earliest mission and educational efforts.

Resources in QML's Main Collection can be browsed and searched via its [online card catalog](#). Members of the SWC community may also check account status, renew checkouts, and place holds on items, within the online library module.

Along with its physical holdings, QML provides the SWC community access to a digital library, which includes greater than 200,000 ebooks, 5 million academic articles, and curated collections of remote-access videos and audiobooks.

The concentration of QML's collections, both physical and digital, is on applied psychology, art therapy, counseling, therapeutic modalities, and foundational texts on psychology, sociology, and human behavior. Collections are curated to support SWC students, faculty, and staff in both their scholarly and clinical work. Clinical practice workbooks, diagnostic aides, and items on art therapy directives are well represented, as is contemporary research into neuroscience and evidence-based therapeutic approaches.

In addition to these resources, QML staff offers support to the SWC community by providing reference help; facilitating access to requested items not in the library's holdings; collecting/creating and providing access to educational resources, such as research and APA tutorials; and assisting users in accessing and effectively engaging with all library resources, platforms, and enabling technologies. Suggestions for new acquisitions or for access to other informational resources that would help meet the needs of the SWC community are always welcome.

Borrowing Procedures

Southwestern College students, faculty, and staff have access to all of QML's circulating, digital, and archived resources.

QML is a member of the New Mexico Consortium of Academic Libraries. This membership allows Southwestern College students and faculty to borrow directly from the physical holdings of virtually all academic libraries in New Mexico. To participate in the direct borrowing program, students and faculty must obtain Passport Certificates to other lending libraries.

QML is also a member of the OCLC Interlibrary Loan service, by which its librarians are able to connect to a global network of resource-sharing libraries and provide users with virtually any requested digital resource or physical media.

Borrowing Terms

Items in the Main Collection may be borrowed for 21 days. Patrons may renew any item for an additional period of 21 days up to three times so long as there are no outstanding requests on a given title from other library users.

Students, faculty, and staff may check out up to 15 items at a time and do not accrue late fees for overdue items. They will receive notices of overdue items, via email and within Populi, until they have returned or renewed the items. Students who have overdue items on their accounts are required to return the items, prior to receiving graduation clearance from the library. If a book is damaged or lost while checked out, the borrower will be required to pay for the cost of replacing the book.

Reserve Materials

Prior to the beginning of each quarter, QML staff places on reserve at least one copy of all the items listed as required resources on course syllabi. The reservation of these items is designed to provide on-campus students with an option for accessing assigned readings, at any time, during the library's hours of operation. The reserved materials also guarantee access for library staff, so that they may immediately respond to any requests for copies or PDFs of assigned sections, from distance students or faculty.

Reserved items are accessible only to students. Students may access these items for in-library use (including copying/scanning) and/or check out up to two items from the reserves, for up to three days. Students cannot renew reserve items, but librarians will extend checkouts for reserve items, if a student contacts them with a stated need, and no other students have already requested access to the item in question. Students cannot place holds on reserved items.

Copyright Policy

QML is committed to providing free, equal access to texts required within and supportive of the curriculum of Southwestern College, within the bounds of fair use allowances, under U.S. Copyright law, section 107. The library's policy on the reproduction, digitization, and distribution of copyrighted materials (in book or ebook formats) for the purposes of scholarship is summarized as follows:

When the library is not able to provide access to required course materials, in published book or ebook format, via the official licensing of said books/ebooks for inclusion in a library database, library staff will create and distribute digital copies of segments of said materials. In-house digital reproduction and distribution of content from copyrighted books/ebooks at QML is subject to the following restriction: **No more than 10 percent or a single chapter of a published book will be reproduced for digital (or physical) distribution.** If the requested segment of a book comprises greater than 10 percent of the whole but is contained within a single chapter, that segment will be reproduced for distribution, even if the single chapter constitutes more than 10 percent of the whole. Conversely, should the requested segment include multiple chapters but remain under 10 percent of a given title, that segment will also be reproduced for distribution.

Prior to commencing classes at the start of each quarter, all faculty will be issued a user agreement, which details the library's policy on reproducing copyrighted content as well as implications of that policy for course design and the assignment of resources.

Distance Education Library Services Policies

Section 1. Introduction and Mission Statement:

In its Standards for Distance Learning Library Services, the Association of College and Research Libraries articulates a principle of access entitlement as follows: "All students, faculty members, administrators, staff members, or any other members of an institution of higher education are entitled to the library services and resources of that institution, including direct communication with the appropriate library personnel, regardless of where they are physically located in relation to the campus; where they attend class in relation to the institution's main campus; or the modality by which they take

courses” (ACRL, 2016). This Access Entitlement Principle, along with Quimby Memorial Library’s mission to support the learning, research, and scholarly efforts of the entire Southwestern College community, serve together as the foundation for the library’s establishing and maintaining equal access of library services to distance education students.

Quimby Memorial Library Mission Statement:

The Mission of Quimby Memorial Library (hereafter referred to as QML) is to support the curriculum and community of Southwestern College (hereafter referred to as SWC) by: Working to develop and maintain a relevant, current, and balanced collection of traditional and electronic resources, representing a diversity of approaches and perspectives, designed to reflect, support, and challenge the SWC community and the college curriculum. Promoting information literacy, information humility, and critical thinking skills, through instruction, video tutorials, and resource acquisition efforts. Providing access to (and guidance in using) database aggregations and other academic software curated to support research needs characteristic of SWC students and faculty. Providing reference and other one-on-one assistance that meets the highest standards of customer service.

Section 2: Management Policy

Distance Education Library Services Mission:

It is the mission of Distance Education Library Services to strive to provide students attending SWC, via distance education courses, access to library services that are of equal standard to those provided to on-campus students.

The goals and objectives of Distance Education Library Services include:

1. Establishment, maintenance, promotion, and guidance in optimal use of remotely available platforms for resource access. This includes databases and web-based software and services, which the library subscribes to and configures for remote access.
2. Integration of library services and library-prepared digital resources into SWC’s College Management System (Populi.web) and other existing remotely accessible platforms, to maximize ease of access to QML services/resources for distance students.
3. Design and creation of remotely accessible print and video tutorials, which orient distance students to library services, provide guidance and instruction on the use of research databases, and share information on changes in QML (policy updates, new software, new acquisitions, etc.).
4. To work with SWC administrators and instructors to devise solutions for resource/services provision to distance students and establish QML’s presence in course configurations in the early stages of online course design.
5. To work to extend to distance students the hospitality and personalized service characteristic of QML, by devising methods for increasing ease of access, offering one- day turnaround for requests, and maintaining communication via email.

Section 3: Provision of Resources for Distance Students

In accordance with the ACRL (2016) Access Entitlement Principle and QML’s mission of inclusion (both detailed in section 1), QML strives to provide remote access to resources equal or equivalent to those accessible to on-campus students. To this objective, Distance Education Library Services strive to:

1. Provide remote access (as accessible) to all articles, book chapters, videos, and podcasts designated as required.
2. Acquire eBooks, when available, of required and supportive textbooks and configure them for remote access.
3. Acquire and configure for remote access curriculum-supportive eBooks and other digital media.
4. Meet the instructional and research needs of online faculty.
5. Keep distance students apprised of developments in the library (including new resources, new software, password changes, and policy changes), through email and online chat.
6. Scan and electronically deliver to distance students requested sections of physical books and journals, as long as the section requested does not exceed 10 percent of a book's total numeric page count (timing for provision of this service may change quarterly, depending on library staffing and schedules. Students will be informed of such changes prior to each quarter's beginning).

Section 4: Library Services for Distance Students

The ACRL Standards for Distance Learning Library Services dictate that “Library personnel must be made directly available to the distance learning community through instruction, interaction, and intervention in the provision of library services and in facilitating successful use of library resources, particularly electronic resources requiring computer and digital literacy, and information literacy skills” (ACRL, 2016). The distance education librarian aims to be accessible to distance students via several platforms and to a variety of ends, including:

1. Offering reference services and addressing all student questions/requests, via chat (in Populi), email, telephone, and in person.
2. Creating and publishing online tutorials.
3. The provision of digital resources via interlibrary loan.
4. Configuring access to digital resources for compatibility with SWC's technical infrastructure.
5. Facilitating information and resource sharing among students, by creating and maintaining an online space for library-related discussion, frequently asked questions, file uploads & downloads, and student/librarian engagement, via a designated online group.

Pet and Service Animal Policy

Faculty, staff, students, counselors, and art therapists are not allowed to bring pets to work, to class or to the 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.

Sex Offenses

Southwestern College recognizes that sexual assault and rape constitute crimes that have medical, psychological, educational, social, sexual, and legal implications for the victim. Each year, the College will distribute information regarding the prevention and reporting of rape, acquaintance rape and other sex offenses at the Orientation meeting which occurs before students begin classes. This information will include policies regarding the reporting of such a crime as well as a statement about the importance

of preserving evidence after the crime has occurred. Students will be encouraged to report such crimes to the proper law enforcement agency and will be notified of the Dean's willingness to assist the student in this process.

Students will be referred to the Solace Crisis Treatment Center and the College will change a student's academic schedule if requested by the victim if those changes are possible. The College does recognize the victim's right to report the incident without filing a complaint on campus or in the criminal court. The College also recognizes the need to protect the victim's confidentiality and will honor such requests to the maximum extent feasible, consistent with the College's responsibility to maintain a safe environment.

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

Sexual Harassment Policy

Sexual harassment is considered an act of discrimination under Title VII of the Civil Rights Act of 1964 as amended. The College functions in compliance with this act. The College does not condone and will not permit acts of sexual harassment. All employees and students are required to abide by this policy.

Sexual harassment refers to behavior of a sexual nature which is unwelcome and personally offensive to its recipient. Sexual harassment is a form of misconduct which is demeaning to another person and undermines the integrity of the employment relationship.

Unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made an implicit or explicit condition of an individual's employment.
- Submission to or rejection of such conduct is used as a basis for an employment decision. Sexualized conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an environment which is intimidating, hostile or offensive to an employee. For example: unwanted physical contact, foul language, sexually oriented propositions, jokes or remarks, obscene gestures or the display of sexually explicit pictures, cartoons or other materials which may be considered offensive.

Sexual Harassment Complaint Procedure

Any employee who feels that he or she has been sexually harassed should immediately report the matter to his or her supervisor. If that person believes that it would be inappropriate to contact his or her supervisor, the employee should immediately contact the Executive Vice President or President. If the President is the subject of the harassment, the individual should immediately contact the Chair of the Board of Trustees.

Any supervisor or manager who becomes aware of any possible sexual harassment should advise the Executive Vice President or President immediately. The employment of any person who registers a complaint will not be adversely affected. The Executive Vice President or President will handle the

matter in a lawful manner to ensure that objectionable conduct does not continue. All complaints of sexual harassment will be investigated in as discreet and confidential a manner as possible. The rights of all parties to the investigation will be protected appropriately. Sexual harassment is subject to disciplinary action, including termination of employment and prosecution.

Snow Day Policy

Classes are rarely cancelled for snow but are sometimes delayed by one or two hours. Faculty, staff, and students will receive an email notice of delays or cancellations of morning classes by 7am; by 11am for afternoon classes, and by 3pm for evening classes. You can also enable text messaging through the Populi data base if you set up your account to receive them. Announcements of delays or cancellations may also be posted on the homepage of the swc.edu website and on the College's Facebook page. ***If there is no delay or cancellation, there may be no notification.***

Student Complaint/Grievance Policy

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

Student Complaint or Grievance about Faulty, 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 Associate Dean of Student and Career Services/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 Associate Dean of Student and Career Services/Title IX Coordinator and/or the appropriate supervisor (see organizational chart in Appendix 1) will follow-up with you regarding this concern. The Associate Dean of Student and Career Services 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 Associate Dean of Student and Career Services/Title IX Coordinator 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 Associate Dean of Student and Career Services/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>. The student reserves the right to communicate this complaint to our accrediting agency, The Higher Learning Commission (HLC) by sending questions or complaints to complaints@hlcommission.org.

Student 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 Associate Dean, Student and Career Services 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 Associate Dean, Student and Career Services.
- The Associate Dean will work with the student to create a plan for how to address and resolve the concern.
- The Associate Dean 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 Associate Dean's office for five years.

Use of the Fire Pit

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

1. The use of the fire pit is limited to instructor-supervised use. Students are not authorized to start fires on their own.
2. Any use of the fire pit must be approved by the front office. The instructor must inform the office manager of when the fire is taking place. In the approval process, one of the factors considered is weather conditions. During seasons of high fire danger and/or high winds it is inadvisable to have ceremonial fires. Furthermore, there are occasions that we must contact the fire department, depending on the season and weather conditions, in order to use the fire pit.
3. Once approval is obtained, those using the fire pit must bring, use and remove their own wood and fire-making supplies, and this must be supervised by the instructor during the entire process from start to finish.
4. A hose connected to a water supply must be brought out to the fire before the fire is started, both as a safety precaution as well as to extinguish the fire thoroughly and completely when done.
5. Once the use of the fire pit is completed, those using the fire pit are fully responsible for totally extinguishing the fire with plenty of water, so as to avoid any and all potential for the fire to catch or spread elsewhere, and for removing unused supplies. Please do not leave the immediate area until coals are cool to the touch and there is no smoke at all.

Using the fire pit in a way inconsistent with the above procedure might necessitate a closing of the fire pit, which would diminish the richness we are able to provide in proper ceremonial process. Furthermore, because of a serious risk of harm or damage in its improper use, students using the fire pit without following the above procedures may be subject to behavioral probation.

Whistleblower Protection Policy

- A. **Application.** This Whistleblower Protection Policy applies to all of the Organization's staff and faculty, whether full-time, part-time, or temporary employees, to all volunteers, to all who provide contract services, and to all officers and directors, each of whom shall be entitled to protection.
- B. **Reporting Credible Information.** A protected person shall be encouraged to report information relating to illegal practices or violations of policies of the Organization (a "Violation") that such person in good faith has reasonable cause to believe is credible. Information shall be reported to the Finance Director (the "Compliance Officer"), unless the report relates to the Compliance Officer, in which case the report shall be made to the Board of Trustees which shall be responsible to provide an alternative procedure. Anyone reporting a Violation must act in good faith and have reasonable grounds for believing that the information shared in the report indicates that a Violation has occurred.
- C. **Investigating Information.** The Compliance Officer shall promptly investigate each such report and prepare a written report to the Board of Trustees. In connection with such investigation all persons entitled to protection shall provide the Compliance Officer with credible information. All actions of the Compliance Officer in receiving and investigating the report and additional information shall endeavor to protect the confidentiality of all persons entitled to protection.
- D. **Confidentiality.** The Organization encourages anyone reporting a Violation to identify himself or herself when making a report in order to facilitate the investigation of the Violation. However, reports may be submitted anonymously by "Whistleblower Reporting Form" (*See Appendix*) and mailing it to Southwestern College, 3960 San Felipe Rd., Santa Fe New Mexico 87507. Please mail to the attention of the Chief Financial Officer or the Board of Trustees. Reports of Violations or suspected Violations will be kept confidential to the extent possible, with the understanding that confidentiality may not be maintained where identification is required by law or in order to enable the Organization or law enforcement to conduct an adequate investigation.
- E. **Protection from Retaliation.** No person entitled to protection shall be subjected to retaliation, intimidation, harassment, or other adverse action for reporting information in accordance with this Policy. Any person entitled to protection who believes that he or she is the subject of any form of retaliation for such participation should immediately report the same as a violation of and in accordance with this Policy. Any individual within the Organization who retaliates against another individual who has reported a Violation in good faith or who, in good faith, has cooperated in the investigation of a Violation is subject to discipline, including termination of employment or volunteer status.
- F. **Dissemination and Implementation of Policy.** This Policy shall be disseminated in writing to all affected constituencies. The Organization shall adopt procedures for implementation of this Policy, which may include:
 - 1. documenting reported Violations;
 - 2. working with legal counsel to decide whether the reported Violation requires review by the Compliance Officer or should be directed to another person or department;
 - 3. keeping the Board of Trustees informed of the progress of the investigation;
 - 4. interviewing employees;
 - 5. requesting and reviewing relevant documents, and/or requesting that an auditor or

- counsel investigate the complaint; and
6. preparing a written record of the reported violation and its disposition, to be retained for a specified period of time.

The procedures for implementation of this Policy shall include a process for communicating with a complainant about the status of the complaint, to the extent that the complainant's identity is disclosed, and to the extent consistent with any privacy or confidentiality limitations.

Appendix A: SWC Rubric for Transformational Teaching

| Components | 1 UNDEVELOPED | 2 DEVELOPING | 3 MEETS EXPECTATIONS | 4 EXCEEDS EXPECTATIONS |
|---|--|--|--|--|
| 1. Ability to engage students | Boring, dull, unenthusiastic, disconnected. May deliver content but in a unidirectional didactic manner through lecture or PowerPoint. Not relational. Not engaged with students as individuals nor with the class as a group setting. | Encourages some participation, allows for very formal relationships, but is rigid about course activity resulting in a teaching style which is very conventional with the teacher delivering content uni-directionally. (i.e., The ‘empty vessel’ model of education.) | Teacher is relational & responsive to what comes up during the class period; engages students both as individuals and as members of an active group. Students are engaged in a variety of ways including provocative questions; lively discussion that encourages multiple perspectives; role-playing; team work; creative projects; honesty; in-class activity; problem-solving; dyad or triad work; sharing. | Teacher is highly relational. Utilizes multiple strategies to promote student engagement in an integrated way; inspires students; is an excellent communicator. Demonstrates the ability to facilitate the co-creation of a learning community in which students are deeply engaged and express ownership of course material and their own learning. |
| 2. Promotes transformational learning | Distracted, unresponsive, disorganized, confused; poor classroom management skill; poor time management; has a negative attitude toward students’ ability to grow and change. | Sincere desire to promote transformational learning but nervous, unsure, and/or doubtful about ability to provide a safe yet flexible learning environment. Learning how to deliver course content, respond to what comes up in class & manage time for experiential activities. | Effectively manages classroom dynamics and time. Ability to be flexible, relaxed responsive to what students present in the moment. Uses what comes up during class as ‘teachable moments. Expresses both humility and curiosity. Responds to the collective wisdom of the class participants. | Facilitates a container for transformational learning within which students feel open yet safe to be witnessed as they undergo their own individual transformative processes. Trusts and engages with the collective wisdom of the class participants and each student as a partner in the learning process. |
| 3. Authenticity in delivering course content | Declares no familiarity with the course material or syllabus. Conversely declares oneself the only master of all course content. | Openly shares knowledge of course content and expresses enthusiasm for personal learning curve in relationship to the syllabus. | Deeply familiar with syllabus & course content; shares from experience; engages current theories/ practices; demonstrates willingness to keep learning; invites collective inquiry. | Inhabits course content and balances delivery with inspiration of students’ learning; provides leadership in developing theories, practices, and pedagogy congruent with course content. |

Appendix B: SWC Synchronous Online Course/Teaching Rubric

| Criteria | Met | Developing | Not/Met |
|--|---|--|--|
| Organization | Follows Template - Course organization is clear, consistent and supports ease of navigation. | Some elements of the template are absent or there are issues with the organization of the course that may present issues with student navigation. | Course does not follow template or there are significant issues with the organization of the course. |
| Self-Evaluation/Reflection on Organization | | | |
| [Type your evaluation/reflection here] | | | |
| Variation of Instructional Tools | Multiple tools are leveraged for student, interaction, engagement, and learning, and to empower student voice (e.g. use of interactive tools and apps, breakout groups, frequent check-ins, videos, podcasts, use of visuals, graphic organizers, infographics, PowerPoints, etc.) | Limited tools are leveraged to enhance student interaction, engagement and learning, and to empower student voice e.g. use of interactive tools and apps, breakout groups, frequent check-ins, videos, podcasts, use of visuals, graphic organizers, infographics, PowerPoints, etc.) | Minimal or no tools are leveraged to enhance student interaction, engagement, learning and to empower student voice. |
| Self-Evaluation/Reflection on Variation of Instructional Tools | | | |
| [Type your evaluation/reflection here] | | | |
| Variation of instructional strategies | Multiple instructional strategies are used to support interaction, engagement, and learning and to meet the diverse learning styles and needs of students (e.g. whole group discussions, small group discussions, online discussions, dyads, experientials/creative directives, student-led activities, presentations and sharing, art-based activities, etc.) | Limited instructional strategies are used to support student interaction, engagement and learning and to meet the diverse learning styles and needs of students (e.g. whole group discussions, small group discussions, online discussions, dyads, experientials/creative directives, student-led activities, presentations and sharing, art-based activities, etc.) | Minimal or no variation of instructional strategies to support student interaction, engagement and learning and to meet the diverse learning styles and needs of students |
| Self-Evaluation/Reflection on Variation of Instructional Strategies | | | |
| [Type your evaluation/reflection] | | | |
| Community & Connection | Meaningful opportunities for students to interact with each other and the instructor in between classes that serve to foster community, collaboration, and connection are provided. Examples include virtual office hours (including availability before or after class), sharing college resources and opportunities with students, and asynchronous components (e.g., online discussions, bulletin board announcements, wikis, blogs, etc.) | Limited opportunities for students to interact with each other and the instructor in between classes that serve to foster community, collaboration, and connection are provided. | Minimal or no opportunities for students to interact with each other and the instructor in between classes that serve to foster community, collaboration, and connection are provided. |
| Self-Evaluation/Reflection on Community & Connection | | | |
| [Type your evaluation/reflection here] | | | |

Appendix C: SWC Asynchronous Online Course/Teaching Rubric

| Criteria | Met | Developing | Not/Met |
|--|---|--|--|
| Organization | Follows Template - Course organization is clear, consistent and supports ease of navigation (e.g., use of consistent and standard fonts, follows accessibility rules, use of visuals to balance text, ease of navigation, etc.) | Some elements of the template are absent or there are issues with the organization of the course that may present issues with student navigation (e.g., use of consistent and standard fonts, follows accessibility rules, use of visuals to balance text, ease of navigation, etc.) | Course does not follow template or there are significant issues with the organization of the course. |
| Self-Evaluation/Reflection on Organization | | | |
| [Type your evaluation/reflection here] | | | |
| Variation of Instructional Tools & Resources | A strong variety of tools and resources are leveraged to foster student interaction and engagement, to support and enhance learning, and to meet the diverse learning styles, preferences, and needs of students (e.g., use of interactive tools and apps, videos, podcasts, use of visuals, graphic organizers, web resources, infographics, slide shows, etc.) | Some variety tools and resources are leveraged to foster student interaction and engagement, to support and enhance learning, and to meet the diverse learning styles, preferences, and needs of students (e.g., use of interactive tools and apps, videos, podcasts, use of visuals, graphic organizers, web resources, infographics, slide shows, etc.) | Minimal or no variety of tools and resources are leveraged to foster student interaction and engagement, to support and enhance learning, and to meet the diverse learning styles, preferences, and needs of students. |
| Self-Evaluation/Reflection on Variation of Instructional Tools | | | |
| [Type your evaluation/reflection here] | | | |
| Variation of instructional strategies | A strong variety of instructional strategies are used to support meaningful and engaging interaction with the content, other students and the instructor. (e.g. facilitated online discussions, video reflections, mini-lectures, lesson overview videos, dyads, experientials/creative directives, student-led activities, presentations and sharing, art-based activities, etc.). | Some variety of instructional strategies are used to support meaningful and engaging interaction with the content, other students and the instructor. (e.g. facilitated online discussions, video reflections, mini-lectures, lesson overview videos, dyads, experientials/creative directives, student-led activities, presentations and sharing, art-based activities, etc.) | Minimal or no variation of instructional strategies to support meaningful and engaging interaction with the content, other students and the instructor. |
| Self-Evaluation/Reflection on Variation of Instructional Strategies | | | |
| [Type your evaluation/reflection] | | | |
| Community & Connection | Substantive and meaningful opportunities for students to interact with each other and the instructor that serve to foster community, collaboration, and connection are provided. Examples include virtual office hours, optional synchronous meetings, regular bulletin board announcements, course café optional discussion board. | Some opportunities for students to interact with each other and the instructor that serve to foster community, collaboration, and connection are provided. Examples include virtual office hours, optional synchronous meetings, regular bulletin board announcements, course café optional discussion board. | Minimal or no opportunities for students to interact with each other and the instructor that serve to foster community, collaboration, and connection are provided. |
| Self-Evaluation/Reflection on Community & Connection | | | |
| [Type your evaluation/reflection here] | | | |

Appendix D: Culturally Responsive Teaching & Curriculum

Definitions developed by the Student Diversity Task Force: Sheyenne Johnson, TJ Fortune, Zoe Palmer, Jenn Ray, Will DeSmit, Raimy Engel, Brenda Cruz-Flores, Deanne Gestes, and Virginia Padilla-Vigil and adopted by Academic Council, Summer 2022

Culturally Responsive Teaching – Culturally responsive teachers

- Ensure Both teacher and students actively contribute to the learning environment.
- Promote interactive, collaborative, and culturally conscious learning activities.
- Engage student prior knowledge and experiences as assets/strengths to build upon in the classroom.
- Foster a sense of belonging for students of all backgrounds and connect students' cultures, languages, and life experiences with what they are learning.
- Use an array of instructional and assessment approaches acknowledging that students learn and express their knowledge in a variety of ways.
- Promote a safe classroom environment in which authentic dialogue can occur and develop and maintain positive, meaningful, caring, and trusting relationships with students.
- Engage in honest communication with students, recognize when ruptures have occurred, and facilitate repair.
- Value and respects students' cultural frames of reference and welcome multiple and varying perspectives.
- Are self-aware of biases and projection and engage authentically and with cultural humility.
- Create an inclusive and safe environment that promotes personal sharing and respects student agency and choice in self-disclosure.
- Call in cultural insensitivity and bias in classroom interactions and leverage these as opportunities to support learning and foster cultural awareness and cultural humility.

Culturally Responsive Curriculum –

- Diverse voices and perspectives are represented in the curriculum and reading materials.
- Cultural bias and cultural appropriation are acknowledged and addressed as they become apparent to minimize unconscious bias and blind spots.
- Acknowledges the legitimacy of different cultures, not just the dominant culture.
- Encourages intercultural understanding.
- Integrates cultural aspects into the curriculum.
- Creates opportunities for unpacking and processing readings in class allowing for integration of diverse perspectives.
- Integrates multicultural awareness, perspectives, issues, and approaches in an intentional way.

Appendix E: Course Preparation Checklist

Personalize:

- ☐ Add an image that reflects the course (click on the image at the top left hand corner of your course and click edit and upload your image)
- ☐ Add welcome letter to “A Message from your Instructor” lesson
- ☐ Add welcome video to “A Message from your Instructor” lesson
- ☐ Add bio to “A Message from your Instructor” lesson
- ☐ Add Zoom office hours and links to “Zoom Office Hours” lesson
- ☐ Post a greeting in the bulletin board directing students to view the “A Message from your Instructor” lesson. Ask students to set up their notifications so that they receive updates of class activity.

Due Dates:

- ☐ Set due dates for assignments
- ☐ Make sure rubrics are attached to assignments and discussions

Review Course Content:

- ☐ Review the syllabus course description and verify that it matches the course description right above it in your course in Populi (go to the syllabus page of the course)
- ☐ Review each lesson overview and objectives
- ☐ Review course preparation and adjust and needed to fit your schedule/needs
- ☐ Review supplemental readings and resources and add or remove to fit your focus. Note: if your course does not have supplemental readings and resources, you are highly encouraged to add at least 1-2 supplemental resources for each lesson to provide students with the opportunity to expand their learning.
- ☐ Check to make sure links are working (if they are not, let your course leader know)

Calendar:

- ☐ Add pertinent dates in the calendar (Note: You **do not** have to add due dates for assignments as these are automatically added to your calendar once you set the correct due dates in the assignments.)

Email students and post a welcome & getting started announcement on the bulletin board of your course in Populi:

- ☐ Post a “welcome and getting started” announcement on your bulletin board of your course in Populi. The purpose of the announcement is two-fold 1) to connect with your students prior to the start of the quarter, and 2) to give your students instructions on how to get started (e.g., point out the course prep for the upcoming class and instruct students to go to the lessons in your course and review the welcome from your instructor lesson and lesson 1).

Appendix F: 2022-2026 Academic Calendar

2022-2023

FALL QUARTER 2022

Classes Begin Monday, September 26, 2022

Graduation, Saturday, November 5, 2022

Thanksgiving Break Nov. 21–25, 2022

Classes End Sunday, December 11, 2022

Winter Break Dec. 12, 2022–January 2, 2023

WINTER QUARTER 2023

Classes Begin Monday, January 9, 2023

Classes End Sunday, March 19, 2023

Spring Break March 20–April 2, 2023

SPRING QUARTER 2023

Classes Begin Monday, April 3, 2023

Classes End Sunday, June 11, 2023

Summer Break June 12–23, 2023

SUMMER QUARTER 2023

Classes Begin Monday, June 26, 2023

Classes End Sunday, September 3, 2023

Fall Break September 4–24, 2023

2024-2025

FALL QUARTER 2024

Classes Begin Monday, September 23, 2024

Graduation, Saturday, November 2, 2024

Thanksgiving Break Nov. 25–29, 2024

Classes End Sunday, December 8, 2024

Winter Break Dec. 9, 2024–January 5, 2025

WINTER QUARTER 2025

Classes Begin Monday, January 6, 2025

Classes End Sunday, March 16, 2025

Spring Break March 17–30, 2025

SPRING QUARTER 2025

Classes Begin Monday, March 31, 2025

Classes End Sunday, June 8, 2025

Summer Break June 9–22, 2025

SUMMER QUARTER 2025

Classes Begin Monday, June 23, 2025

Classes End Sunday, August 21, 2025

Fall Break September 1–21, 2025

2023-2024

FALL QUARTER 2023

Classes Begin Monday, September 25, 2023

Graduation, Saturday, November 4, 2023

Thanksgiving Break Nov. 20–24, 2023

Classes End Sunday, December 10, 2023

Winter Break Dec. 11, 2023–January 7, 2024
(4 weeks)

WINTER QUARTER 2024

Classes Begin Monday, January 8, 2024

Classes End Sunday, March 17, 2024

Spring Break March 18–31, 2024

SPRING QUARTER 2024

Classes Begin Monday, April 1, 2024

Classes End Sunday, June 9, 2024

Summer Break June 10–23, 2024

SUMMER QUARTER 2024

Classes Begin Monday, June 24, 2024

Classes End Sunday, September 1, 2024

Fall Break September 2–22, 2024

2025-2026

FALL QUARTER 2025

Classes Begin Monday, September 22, 2025

Graduation, Saturday, November 1, 2025

Thanksgiving Break Nov. 24–28, 2025

Classes End Sunday, December 7, 2025

Winter Break Dec. 8, 2025–January 4, 2026
(4 weeks)

WINTER QUARTER 2026

Classes Begin Monday, January 5, 2026

Classes End Sunday, March 15, 2026

Spring Break March 16–29, 2026

SPRING QUARTER 2026

Classes Begin Monday, March 30, 2026

Classes End Sunday, June 7, 2026

Summer Break June 8–21, 2026

SUMMER QUARTER 2026

Classes Begin Monday, June 22, 2026

Classes End Sunday, August 30, 2026

Fall Break August 31–September 20, 2026

Appendix G: Administrative Staff

Athena Andriakos, BA, Office Manager

Lara J. Barela, MA, Ed, Director of Financial Aid

Katie Brammer, PhD, Counseling Program Faculty

Rochelle Calvert, PhD, Director of the Ecotherapy Certificate Program

Kate Cook, MA, LPCC, TEP, Director of the Applied Interpersonal Neurobiology Certificate Program

Brenda Cruz-Flores, BS, Enrollment Services Associate

Dianne Deloren, Chief Administrative Support

Ann Filemyr, PhD, President of Southwestern College and Director of the PhD Program in Visionary Practice and Regenerative Leadership

Allison Frank, MBA, Chief Financial Officer

Cynthia Fulreader, MA, LPC, Director of the Children's Mental Health Certificate Program

Ron Gleason, Grounds Manager

Lily Gutierrez, MA, Director of Student and Career Services

Esperanza Griego, Accountant & HR Coordinator

Larry Harkcom, MSLS, Library Director

Donna Harrington, MBA, Chief Technology Officer and Director of Distance Learning

Marna Hauk, PhD, Associate Director of the PhD Program in Visionary Practice and Regenerative Leadership

Nova Kennett, BA, Bursar/ Student Accounts

Jennifer Albright Knash, DAT, ATRL-BC, LPCC/AODA, LPAT, CCTP, Art Therapy Program Chair

Roberta Koska, BA, Academic Support Services Coordinator

Kate Latimer, MA, LPCC, Counseling Program Chair

Michelle Lynn, MA, LMHC, Student and Client Services Coordinator, Tierra Nueva Counseling Center

Eric Melero, Groundskeeper

Seren Morris, M.Div., MA, ATR-BC, LPCC, Director of Field Training

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

Andrea Pacheco, BBA, Registrar

Dru Phoenix, MA, LMHC, Director of Enrollment Services

Laura Rademacher, MA, CST, Director of the Human Sexuality Certificate Program

Michelle Scarber, BA, Financial Aid Advisor

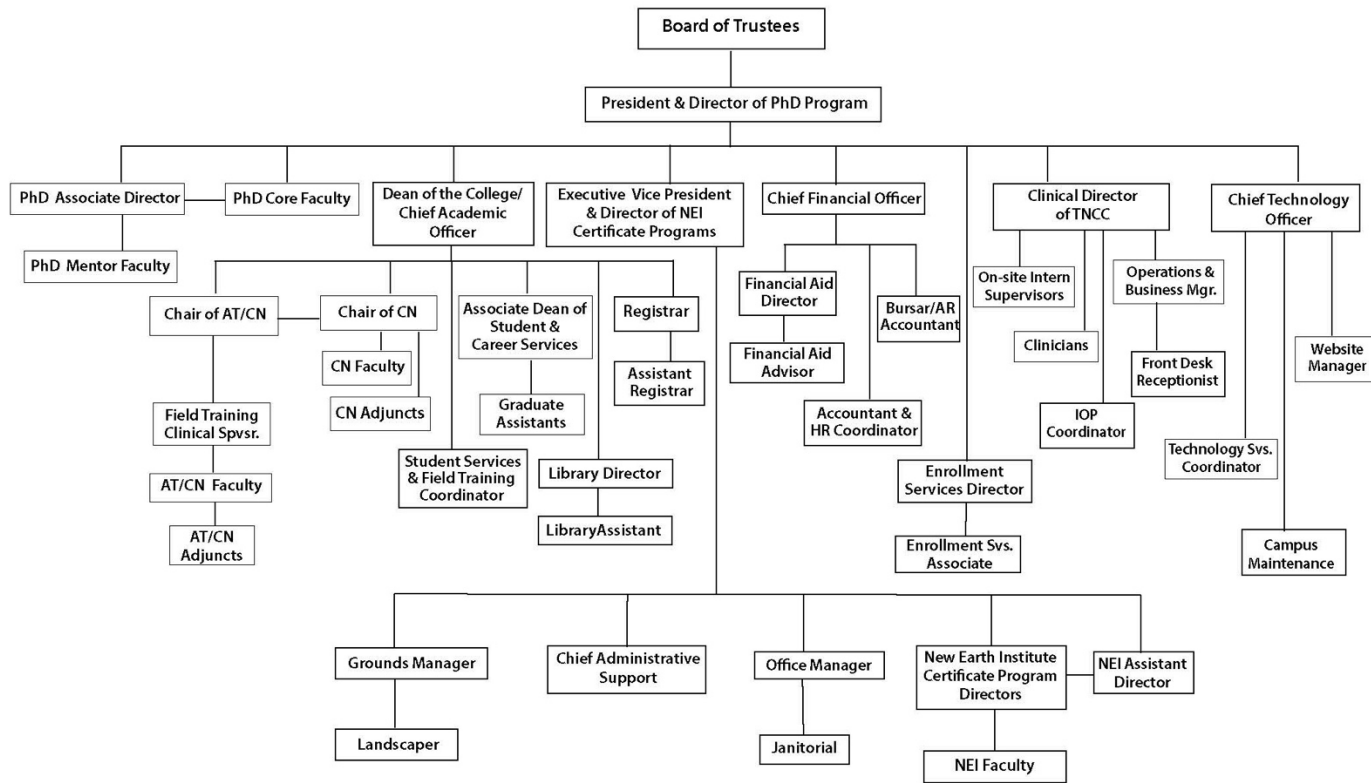
Ammon Treasure, BS, Library Assistant

Seph Turnipseed, BFA, Technology Coordinator

Virginia Padilla Vigil, PhD, Dean of the College/Chief Academic Officer

Ted Wiard, EdD, Director of the Trauma, Grief, and Renewal Certificate Program

Appendix H: SWC Organizational Chart



Revised Aug. 2022

Appendix I: Board of Trustees

Miguel Acosta, BA

Board Member

Nena Anaya, MA

Board Member

Robert Bidal, MBA

Board Vice Chair

Janelle Bohannon, MA

Board Member

Elijah Chong, MA

Board Member

Duchess Dale, HRS

Board Member

Cynthia Fulreader, MA

Board Member

Juan Carlos Gonzales, PhD

Board Member

Whitney Joiner

Student Board Member

Tina Ludutsky-Taylor, PhD

Board Member

Greer McSpadden, MSW

Board Member

Victor Nelson, MDiv

Board Member

Deborah Schroder, MS

Faculty Board Member

Kathryn Tijerina, JD

Board Member

Stephen Wall, JD

Board Chair

Robert Waterman, EdD

Board Member

*President Emeritus of Southwestern
College*

***Ex-Officio* Board Members:**

Ann Filemyr, PhD

President of Southwestern College

Katherine Ninos, MA

*Executive Vice President of
Southwestern College, Board Secretary*

Allison Frank, MBA

*Chief Financial Officer of Southwestern
College, Board Treasurer*

Krishna Madappa, MBA

Board Member Emeritu

Appendix J: Faculty

Rob Belgrod

BS Art Therapy, CUNY; MPS Art Therapy, School of Visual Arts; ATR-BC, LPAT, LCAT

Mary Kathryn Brammer

BS Psychology and Criminal Justice, Drury University; M.S. Counseling, Missouri State University; PhD Counselor Education, University of New Mexico; LPC

Rochelle Calvert

BA Psychology, California State University; MA Experimental Psychology, California State University; PhD Clinical Psychology, Alliant International University; CMT, SEP

Eric Castonguay

BA Childhood Studies, Child Welfare, & Family Services, Plymouth State University, New Hampshire; MA Counseling, Southwestern College, Santa Fe, NM; LCMHC, LPCC

Wendy Chapin

BA Theater and History, University of Colorado at Boulder; M. Art Therapy, Southwestern College

Kate Cook

BA. Education, University of New Mexico; MA Psychology, Antioch University; Certified Psychodrama Practitioner, LPCC, TEP

Jessi Cross

BFA Printmaking, Maine College of Art; MA Art Therapy/Counseling; ATR, LPAT, LPCC

Aimée Dale Lucius

MA Counseling, Southwestern College; LPCC, LMHC

Maria Luisa Diaz de Leon Zuloaga

BA Psychology, Instituto Tecnológico y de Estudios Superiores de Occidente, Jalisco, Mexico; MA Engaged Humanities with Emphasis in Depth Psychology, Pacifica Graduate Institute; REAT, RSME/T

Katherine Dzieken

PhD Rehabilitation Counseling, Syracuse University; M.S., University of Wisconsin-Whitewater; Counseling & Guidance, MA, Business Administration, Western New Mexico University; BA Sociology & Social Work, University of Wisconsin-Madison; LPCC, LPC, CRC

Roxie Ehlert

B.A. Cultural Studies and Communications, Antioch College; MA Art Therapy, School of the Art Institute of Chicago; ATR, LCPC

Ann Filemyr

BPh Creative and Performing Arts, Grand Valley State University; MA English/Creative Writing, University of Wisconsin-Milwaukee; PhD Environmental Communications, The Union Institute and University

Lorraine Freedle

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Cynthia Fulreader

BS World Issues and Community Education, School for International Training, Brattleboro, VT; MA Counseling, Southwestern College; LPC

Juan Carlos Gonzalez

BA University of Miami, Psychology; MA University of Miami, Clinical Psychology; PhD University of Miami, Clinical Psychology; Licensed Psychologist

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MA Art Therapy & Counseling, Southwestern College; B.A. Psychology, College of Santa Fe; ATR-BC, CAADC, LPC

Diane Haug

BA Psychology, University of Texas, Austin; MA Special Education of the Emotionally Disturbed, University of Texas, Austin; LPCC

Marna Hauk

BA Comparative Literature, Reed College; MA Culture and Spirituality, Holy Names University Sophia Center; PhD Sustainability Education, Prescott College

Drew Hutchinson

MA Counseling Psychology, JFK University; LMFT

Debra Irizarry

MA Clinical Art Therapy and Mental Health Counseling, Post-Long Island University; ATR-BC, LCAT, LPAT

Deborah John

B.S. Art Education, University of Vermont; MA Art Therapy, Vermont College; PhD Expressive Therapies, Lesley University; LCAT

Elia Khalaf

MA Art Therapy & Counseling, New York University; LMHC, ATR

Jennifer Albright Knash

BA English, Tulane University; MA Counseling Southwestern College; Doctorate in Art Therapy, Mount Mary University

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BS Computer Animation, Art Institute of Philadelphia; MA Art Therapy/Counseling, Southwestern College; ATR-BC

Carolina Lorenzo

BA Psychology, Trinity College; MA Somatic Psychology, Naropa University;

Kate Latimer

BA Social Science, Humboldt State University; MA Counseling, Southwestern College; LPCC

Patricia Lopez

BS Art Education, Southwestern Oklahoma State University; MA Art Therapy/Counseling, Southwestern College

Seren Morris

BA Philosophy and Religion, Appalachian State University; M.Div. Emory University; MA Art Therapy, Southwestern College; ATR-BC, LPCC

Katherine M. Ninos

BA Psychology, Alfred University; MA Counseling and Education, Quimby College; LPCC

John Olesen

BA Theater/English, Hampshire College; MA Arts Administration, New York University; MA Counseling Psychology, Antioch University, MA; CP, PAT

Virginia Padilla Vigil

BA Elementary Education, College of Santa Fe; MA Counseling College of Santa Fe; PhD Language, Literacy and Sociocultural Studies, University of New Mexico

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BA Environment, Population, Organismic Biology, University of Colorado at Boulder; MA Counseling Psychology and Counselor Education, University of Colorado at Denver and Health Sciences Center; LPCC

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BA Theater Arts, University of Minnesota, Twin Cities; MA. Marriage and Family Therapy, Argosy University; LMFT, CST, CST-S

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BA Sociology, Dunbarton College of the Holy Cross; MA Transpersonal Studies, Institute of Transpersonal Psychology; MA. Art Therapy, George Washington University; LPAT, REAT, RPP, CIMI

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BSN Nursing, University of Wisconsin; MA and PhD, California Institute of Integral Studies; Licensed Psychologist

Alisha Shelbourn

BS Art Therapy/Graphic Design, Edgewood College; MA. Art Therapy, Southwestern College; LPAT

Susanne Stockman

BA Humanistic Psychology, University of Massachusetts; MA Counseling, Southwestern College; PhD Depth Psychology, Pacifica Graduate Institute; LPCC

Christina Taylor

BS Elementary and Art Education; MA Art Therapy, The College of New Rochelle; ATR-BC, LCAT, LPC

Andrea Verswijver

MA Counseling, Southwestern College; M.S. Conflict Analysis and Resolution, George Mason University; MA Latin American Studies, University of New Mexico; BA Major in Latin American Studies, Minor in History, University of New Mexico; LPCC

April Vogel

B.A. Psychology, Stanford University; PhD Clinical Psychology, University of Miami; Licensed Psychologist

Robert Waterman

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

Micaela Wood

MA Art Therapy & Counseling, Southwestern College; BA, Psychology, Trinity Christian College; LPC

Ted Wiard

BA Elementary Education, New Mexico State University; MA Counseling with Concentration in Grief and Loss, Southwestern College, Santa Fe, NM; Ed.D. Organizational Leadership, Grand Canyon University; LPCC, CGC

Marie Wilson

BFA Virginia Commonwealth University; MA Art Therapy, Norwich University; PhD Addiction Psychology, Capella University; LPC, ACS, CSAT-S, ATR-BC, ATCS