



**SOUTHWESTERN COLLEGE
& NEW EARTH INSTITUTE**



CONSCIOUSNESS-CENTERED GRADUATE SCHOOL
3960 San Felipe Road, Santa Fe, New Mexico 87507 www.swc.edu

MA College Catalog 2023-2024

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A Letter from the President Fall 2023

Dear Graduate Students,

You are about to embark on an adventure! It is a learning journey and like any journey, what happens along the way cannot be predicted. There is a map. We call it the curriculum. And the map is marked with specific steps. We call these steps the courses that you will take. We have planned these courses carefully, thoughtfully, and created a clear sequence of courses to guide you on your journey, each step helping to prepare for the next. We have done this with you and your learning in mind. But this doesn't mean we know how you will experience the journey. For each one of you, there will be different challenges, unexpected turns, and delicious *AHA!* moments of insight and realization.

We wish for you to feel supported along this journey, to know you are not alone even when you feel most alone. We want this journey to prepare you for greater self-awareness, greater capacity, and with every step to bring you closer to who you dream of becoming. We take your dreams seriously, knowing that what you hope to do, how you hope to be, is a sacred call which you have answered. Thank you. Thank you for listening and being able to respond.

As your President, I am a great dreamer. I believe in the power of the unseen, the unknown, the potentiality within us, and the power of possibility around us. This is why I have devoted my life to learning, teaching, leading, and following. I honor my inner guidance, and I honor yours. Let us come together and make a positive difference. What we do, what we think, what we say, and who we are truly matters.

I am so looking forward to sharing this journey with you.

Dream strong,



Dr. Ann Filemyr, PhD
President, Southwestern College & the New Earth Institute
CEO, Tierra Nueva Counseling Center
Founder/Director, PhD in Visionary Practice & Regenerative Leadership



PART I: INTRODUCTION TO SOUTHWESTERN COLLEGE

The College Catalog covers information about Southwestern College's master's degree and certificate programs, admissions requirements, and course offerings, as well as policies and procedures applicable to students enrolled at Southwestern College. Academic requirements listed are applicable for students admitted during the 2023-2024 academic year.

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

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

About Southwestern College

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

Degree Programs

- Master of Arts in Counseling
- Master of Arts in Art Therapy/Counseling*
- Master of Arts in Art Therapy for Clinical Professionals*
- Master of Arts Consciousness in Action
- Doctor of Philosophy in Visionary Practice and Regenerative Leadership

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

Concentrations

- Consciousness in Action
- School Counseling

Certificate Programs

- Addictions, Abuse and Recovery
- Applied Interpersonal Neurobiology
- Children's Mental Health
- Ecotherapy
- Human Sexuality

- Psychedelic Studies
- Trauma, Grief, and Renewal

Distance Education

All degree programs are available as distance education. The doctoral program requires three on-ground residencies in addition to distance classes.

For information about admissions, visit <https://www.swc.edu/overview/>

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

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

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

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).

Accreditation and NM State Registration

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

Higher Learning Commission (HLC)

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

[Commission on the Accreditation of Allied Health Programs \(CAAHEP\)](#)

[Accreditation Council for Art Therapy Education \(ACATE\)](#)

4875 Eisenhower Avenue, Suite 240
Alexandria, VA 22304
acatecouncil@gmail.com
(724) 830-1140

[New Mexico Higher Education Department](#)

2044 Galisteo Street, Suite 4, Santa Fe, NM 87505-2100. Ph. (505) 476-8400

Mission, Vision, Purpose, Values and Goals

Mission Statement

Transforming Consciousness through Education

Vision Statement

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

Statement of Purpose

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

Values

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

Institutional Goals

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

Institutional Learning Outcomes (ILOs)

Students will:

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

Statement of Diversity

We at Southwestern College (SWC), New Earth Institute (NEI) and Tierra Nueva Counseling Center (TNCC) strive to be aware of, understand, promote, and celebrate diversity in its broadest sense. We are still a work in progress, still learning about other cultures and ways of looking at, and moving through, the world. We view this as an ongoing learning journey, never assuming we have quite arrived. We value cultural humility.

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

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

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

We invite you to grow with us.

Roots of Southwestern College’s Educational Philosophy

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

Ralph Waldo Emerson

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

Rudolf Steiner

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

John Dewey

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

Carl Jung

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

Abraham Maslow

Abraham Maslow’s model of self-actualization is a humanistic corollary to the Eastern and Western views of self and soul. Maslow observed that seven fundamental human needs guide experience, inspire choice and motivate behavior. These needs are survival, safety, shelter, nurture, esteem, actualization, and awareness. As individuals gain the ability to fulfill these needs, their lives progress from basic

survival to self-actualization and the awakening of the transpersonal self. Humanistic and transpersonal approaches to psychology and education define personal development as soul work. These approaches form the foundation of the Southwestern College curriculum.

History of Southwestern College

Phineas Quimby and New Thought

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

Neva Dell Hunter

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

Robert Waterman

Dr. Robert Waterman, EdD, LPCC is a student and protégé of Neva Dell Hunter, founded Quimby College, based significantly on Hunter’s vision and inspiration. He is the co-founder of the College and as such, grounded the curriculum in the educational philosophies of Ralph Waldo Emerson, Rudolf Steiner, John Dewey, Carl Rogers, Carl Jung, Abraham Maslow and the perennial wisdom traditions of the East and West. He holds the title President Emeritus and is a lifelong, voting member of the Board of Trustees.

Early Years

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

Southwestern College/New Earth Institute Today

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

- Addictions, Abuse & Recovery
- Applied Interpersonal Neurobiology
- Children’s Mental Health

- Ecotherapy
- Human Sexuality
- Psychedelic Studies
- Trauma, Grief & Renewal

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

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

Introduction to the Transformational Learning Process

At Southwestern College, Transformational Education is:

- **Person Centered.** It recognizes the student at the heart of the learning experience, and it calls forth the potential for development and service from each person.
- **Holistic.** It facilitates intellectual, emotional, and spiritual development. It fosters growth through an integrated, multi- and trans-theoretical approach to professional practice.
- **Experiential.** It teaches concepts through experience as it interweaves academic and applied learning. It promotes the development of knowledge and character.
- **Reflective.** It creates a conscious dialogue between theory and experience. It fosters self-awareness as a foundation for professional practice.
- **Somatic.** We introduce using the body as a learning and teaching tool through movement disciplines and awareness exercises.

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

The Transformational Classroom (on-ground and online)

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

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

Because 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. Counter-transference, in this context, is a reaction of the instructor to the transference of a student. The ability to reflect on the possible basis for the transference and to stay engaged with the instructor and the class in which it occurred in the mutual exploration and eventual resolutions of those “transference moments” is important. The larger goal is for students to be responsible for their actions in all relationships.
- The ability to be at the same time vulnerable and contained, open and yet responsible for one's own inner process, self-disclosing and also aware of the importance of sharing time with others.
- The ability to develop an observer self who can track one's own inner process while responding to the transformational opportunities provided in each class throughout the curriculum.
- The ability to provide service and guidance for others in need of a transformative therapeutic process.

The Educational Encounter

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

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

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

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

Teaching at Southwestern College

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

Teaching Philosophy

The model for teaching and learning at the College is depicted in the unfolding rose at the heart of our logo and is expressed in the Old Latin word at the root of education: “*Educare*”, to bring forth what is within. Drawing from the pedagogic lineages of Phineas Parkhurst Quimby, John Dewey, Ralph Waldo Emerson, and Rudolf Steiner, the College has taught since its first days that “the power within you is greater than that of the world.” Our educational model invites the student to know rather than to believe, to anchor in one's direct lived experience of reality and then bridge to consensual reality, rather than the reverse. Because lived experience involves more than the thinking process alone, learning is recognized as more than a mental process of analysis and the formation of positions and opinions. Learning becomes a whole-self process in which multiple modes of perception can be accessed – the somatic, the imaginal, the mental, the emotional, and non-ordinary states of consciousness and spiritual realms – in order to expand and transform consciousness. These multiple perceptual resources, so rarely accessed in traditional education, enable learning to take place at multiple levels across consciousness, exponentially multiplying the depth of understanding and the capacity for meaningful integration of what has been learned.

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

The Roles of the Teacher

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

The College views effective faculty as therapeutic professionals who can bring the benefit of their experience into the classroom. Southwestern College faculty members participate in relevant professional associations and qualify for the appropriate licenses and certifications. A preference for reflective practitioners serves the holistic, applied focus of the College's curriculum.

The faculty is expected to interact fairly and constructively with all students. The faculty fosters in students a respect for differing points of view, an ability to evaluate ideas and theories, the capacity to think intelligently and the ability to act appropriately.

Several faculty members are engaged in the administration of Southwestern College. This is consistent with the holistic approach of the College's organizational structure and development. By defining faculty and administration as complementary activities, the College maintains consistency between its holistic educational philosophy and the actual functioning of the organization.

The Teacher as Model to Students

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

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

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

The Teacher as Facilitator for Students

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

The role of course material (such as books, theories, techniques, and the teacher's own expertise) shifts in this model, from serving as the primary content of the course to serving two different functions: first, as a gateway to the student's own awareness and consciousness, a means of supporting the student in

accessing one's own experience (through challenging existing beliefs, presenting new information which awakens the student to this information in themselves or their experience, or other means); and secondly, as a description of the "lay of the land" in the profession, to enable the student to successfully navigate and understand the existing paradigms in the field. Course material, rather than being offered as mental propositions and arguments with which one must decide to agree or disagree, is instead presented as an opportunity for exploring one's own consciousness, and as a reality system with which one must find a way to relate.

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

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 Vice President of Academic and Student Affairs.

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.

The rubric 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.

Student Learning Outcomes

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

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

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

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

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

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

Southwestern College Institutional Learning Outcomes (ILOs)

Students will:

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

In Part One of the program, “transformation” relates to the experience of exploring oneself. Students learn to apply theories and methods of counseling and art therapy to their own experience and use this process to transform their consciousness. A central aspect of this is cultivating awareness of the dynamic relationship between how one impacts and is impacted by others, whether relating to individuals, communities, or the world. In Part Two of the Program, the focus broadens to include

helping others with their transformational process. This largely takes place in the counseling and art therapy relationships that the students develop in practicum and internship. The supervisory relationships as well as the continuation of personal therapy allow students to continue their own growth process as they hone their professional helping and healing skills and identity.

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

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

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

3. Develop a commitment to multicultural awareness and competency.

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

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

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

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

Counseling Program Learning Outcomes (PLOs)

Students will:

1. Examine the history, philosophy, theories, and models of the counseling profession.
2. Explore the professional roles and responsibilities of counselors in culturally responsive ethical practice.
3. Apply multicultural counseling theories and models effectively in working with diverse clients.
4. 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. Practice and implement foundational clinical skills including therapeutic presence, reflective practice, active listening.
7. Apply strategies required for clinical assessment, diagnosis, treatment planning, and intervention.
8. Explore theories and models of group counseling and implement therapeutic processes in working with diverse groups.
9. Examine the history and basic concepts involved in assessment and testing needed for diagnosis, case conceptualization, treatment planning and clinical intervention.
10. Explore and apply research methods to inform ethical and culturally responsive clinical practice, and for program evaluation, planning, and implementation.
11. Engage in reflective practice that includes multicultural awareness, creative inquiry, openness, empathy, respect, and conscious relating.

Art Therapy/Counseling & Art Therapy for Clinical Professionals Learning Outcomes (PLOs)

Students Will:

Knowledge: Demonstrate an ability to understand the theory, ethics, and professional/clinical protocols necessary to practice art therapy/counseling as an entry level professional and consistent with national and state accrediting bodies and professional organizations.

- (A) Survey the historical development of Art Therapy as a profession, Art Therapy theories and techniques, as a foundation for contemporary Art Therapy professional practice.
- (B) 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.
- (F) Recognize federal and state laws and professional ethics as they apply to the practice of Art Therapy and utilize in clinical and community work.
- (I) Recognize the legal, ethical, and cultural considerations necessary when conducting Art Therapy research.

Skills: Demonstrate the clinical skills necessary to practice art therapy/counseling as an entry level professional.

- (B) 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.
- (D) 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.
- (E) Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.

- (F) Recognize federal and state laws and professional ethics as they apply to the practice of Art Therapy and utilize in clinical and community work.
- (G) Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.
- (H) 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.
- (J) 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.
- (K) 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.
- (M) Participate in professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical practice.
- (N) 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.
- (O) 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.

- (N) 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.
- (C) 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.
- (L) 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.

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 Form
- Exit Interview survey
- Midterm Feedback Survey
- End of Course Evaluations

- Supervisor assessments of graduate interns
- Ruffalo Noel Levitz Adult Student Satisfaction Survey
- Graduate Satisfaction Survey
- ePortfolio
- 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

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

The College's Commitments to Learning and Training

Southwestern College supports learning outcomes in the following ways:

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

Learning Outcome Table Policy

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

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

Learning Outcome Tables may be used by students to improve their own understanding of how assignments are linked to learning outcomes. Students may also use LOTs to submit to state licensing boards to indicate the alignment of Southwestern's Counseling and Counseling/Art Therapy curriculum with national standards and accrediting bodies such as 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.

Organization of the College

Board of Trustees

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

Student Board of Trustees Member Nomination Process

Nominee Eligibility:

- Any Part-one Southwestern master's degree student in good standing who can commit to a full year of service starting and ending with the May annual Board of Trustees meetings.

Who may nominate:

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

Voting:

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

Term of Service:

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

Executive, Academic and Administrative Staff

The President is responsible for the overall well-being of the institution and supervises the Executive Vice President, the Vice President of Academic and Student Affairs (VPASA), 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 of Student Affairs develops and oversees faculty policies and procedures related to the academic activities of the college.

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 Vice President of Academic and Student Affairs. These five positions constitute the Executive Council. Together they oversee the activities of the college and spearhead strategic planning.

Committee on Safety and Security – a subcommittee of Executive Council

The Committee on Safety and Security (COSS) is a standing subcommittee of Southwestern College's Executive Council, and its members are appointed by the Executive Council. The members include the Chief Technology Officer & Safety and Security Officer, Chief Financial Officer, Vice President of Academic and Student Affairs, Dean of Student Affairs, TNCC Operations Manager, IT Coordinator, Director of Enrollment Services, and a student member. The student is a member of the Board, or it can be a member selected by the Student Success Team.

The purpose of COSS is to oversee campus preparedness so that staff, faculty, clients, and students would be able to respond effectively in an emergency situation which includes writing or updating emergency policies and procedures to ensure they are in compliance with state and federal mandates and Higher Learning Commission requirements. COSS also provides leadership for educating the campus community on these policies and procedures. In addition, the committee is responsible for the Annual Safety & Security Report to include crime statistics, policies and procedures and guidelines.

Academic Council

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

AC serves as the central assessment committee and regularly reviews assessment data gathered through 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 as needed. Current subcommittees include the TNCC Leadership Team and CACREP Accreditation Task Force.

AC is chaired by the Vice President of Academic and Student Affairs. Members include:

- President
- Executive Vice President/Director of the New Earth Institute
- Vice President of Academic and Student Affairs
- Dean of Student Affairs
- Counseling Program Chair
- Art Therapy/Counseling Program Chair

Others may be invited to attend on an as-needed basis. Generally, AC meets weekly twelve months of the year.

AC oversees the following:

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

Academic Council Subcommittees

TNCC Leadership Team (Academic)

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 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

Southwestern College office hours are 9am to 5pm, Monday through Friday. The main office is open on all legal holidays if there are classes scheduled. Individual office hours may vary on holidays. The college is closed the Friday after Thanksgiving and the week between Christmas and New Year's Day.

Tierra Nueva Counseling Center (TNCC)

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

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

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

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

TNCC is overseen by a clinical director (see appendix for contact information). 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.

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.

PART II: ADMISSIONS

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

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

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

General Information

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

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

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

Southwestern College admits MA students in the fall, winter, and spring quarters (depending upon the program) and choose a pace (part time or full time) to move through the program. Students are able to change their pace during consultation with the Dean of Student Affairs. PhD students are only admitted in the fall quarter.

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

Admissions Requirements

MA Consciousness in Action

1. A bachelor's degree from an accredited institution. In addition to the undergraduate degree, the College also recognizes the importance of life experience, community service and personal

motivation as indicators of academic success. These factors, along with a personal statement that describes professional and educational goals and intentions, will enhance the likelihood of admission for applicants.

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

Applicants may be invited to an interview with Admissions. Due to the applied and holistic nature of the program, the applicant's presentation of self, including communication and reflective skills in the admissions interview, are critical factors in the determination of acceptance. This program will be available for online or on-site learning to obtain this degree.

MA Counseling

1. A bachelor's degree from an accredited institution. In addition to the undergraduate degree, the College also recognizes the importance of life experience, community service and personal motivation as indicators of academic success in the counseling field. These factors, along with a personal statement that describes professional and educational goals and intentions, will enhance the likelihood of admission for applicants.
2. Completed three classes or a minimum of 9 semester credits of undergraduate psychology coursework with a grade of "B-" or better or "Pass" if taken pass/fail. Of the 9 undergraduate semester credits in psychology coursework, **Abnormal Psychology and Developmental Psychology are required**. One additional psychology elective of the applicant's choice is also required. Examples of undergraduate elective courses are Introduction to Psychology, Personality Theory, Social Psychology and Addictions, to name a few. An addictions class could help to prepare you for a credential in the field during your program. All psychology prerequisites must be completed prior to full-time enrollment.
3. All application information must be complete prior to admission, including:
 - Application to Southwestern College with a nonrefundable \$50 application fee
 - Current resumé
 - Official transcripts from all colleges and universities attended
 - Typed personal statement of professional and educational goals and intentions
 - Two letters of recommendation

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

MA Art Therapy/Counseling

1. A bachelor's degree from an accredited institution. In addition to the undergraduate degree, the College also recognizes the importance of life experience, community service and personal motivation as indicators of future academic success in the art therapy/counseling field. These factors,

along with a personal statement that describes professional and educational goals and intentions, will greatly enhance the likelihood of admission for applicants.

2. Completed three classes or a minimum of 9 semester credits of undergraduate psychology coursework with a grade of "B-" or better or "Pass" if taken pass/fail. Of the 9 undergraduate semester credits in psychology coursework, **Abnormal Psychology and Developmental Psychology are required**. One additional psychology elective of the applicant's choice is also required. Examples of undergraduate elective courses are Introduction to Psychology, Personality Theory, Social Psychology and Addictions, to name a few. An addictions class could help to prepare you for a credential in the field during your program. All psychology prerequisites must be completed prior to full-time enrollment.
3. Completed six courses and a minimum of 18 semester credits in undergraduate studio art. **Painting, a 3-dimensional course** (i.e., ceramics, sculpture, or jewelry-making, etc.) and four studio art electives of the applicant's choice are required.
It is recommended that these studio art courses be taken at an accredited institution of higher education. Coursework taken in private or community settings may be accepted provided it has been group instruction and it meets Southwestern College requirements. If the student selects private or community coursework, a minimum of 75 hours in each medium is required to fulfill the studio requirements. A letter from the instructor documenting the length of class, hours per class and total studio hours completed must be submitted for approval. It will be decided on a case-by-case basis. Individual studio instruction may not be accepted due to the lack of classroom experience. Studio art courses must be taken for a grade of 'C' or better or on a pass/fail basis. Audited courses are not accepted.
4. Art portfolio of 12 to 15 images with at least three media represented. The art portfolio can be downloaded into the online application, or the applicant can send it as a thumb drive. The art portfolio will not be returned to the applicant.

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

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

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

MA Art Therapy for Clinical Professionals

1. Masters degree in counseling or social work or other clinical degree in the field of mental health.
2. Application to Southwestern College with a nonrefundable \$50 application fee
3. Current resumé
4. Official transcripts from all colleges and universities attended
5. Typed personal statement of professional and education goals;
6. Art portfolio (12-15 images)
7. Two letters of recommendation

8. Art portfolio of 12-15 images with at least 3 different media represented. The art portfolio can be downloaded on our online application or mailed as a flash drive along with the application. The art portfolio will not be returned to the applicant. Eligible applicants will be invited to an admissions selection interview.
9. Six courses and a minimum of 18 semester credits in undergraduate studio art. Painting, a 3-dimensional course (i.e., ceramics, sculpture, or jewelry-making, etc.) and four studio art electives of the applicant's choice are required. These classes can be completed at a community college if needed.

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

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

College Studies

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

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

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

Professional Studies

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

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

Certificate Programs

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

International Student Admissions

Southwestern College admits qualified international students. The application deadline for non-citizens is six months prior to the intended quarter of enrollment. International students should request

international student application information from the Director of Enrollment Services at admissions@swc.edu.

Prior to speaking with SWC admissions, an international student should read the International Student Guidebook on our website at <https://www.swc.edu/international-students/>. All students who are not United States citizens or permanent residents must apply to Southwestern College under the following stipulations:

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

Doctoral Student Admissions

Students who would like to apply for the PhD Visionary Practice and Regenerative Leadership program must have a masters' degree. Details in the Admissions process for this degree can be found on our website at www.swc.edu and in the Doctoral Student Catalog or you can contact admissions@swc and they will provide you with a copy.

Admissions Decisions

Decisions regarding degree program admissions are based on consideration of:

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

Full Admission

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

Conditional Admission

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

Declined or Deferred Admission

Southwestern College retains the right to deny or defer acceptance of any candidate based on its own judgment of the readiness and/or suitability of the applicant to engage the curriculum effectively. This

can be due to personal or situational variables. Sometimes the nature of a life transition is such that, in the view of the College, engaging in the SWC experience would not be in the best interest of the candidate, and possibly not in the best interest of the College, the other students or faculty.

All admissions decisions are final, and they are not subject to negotiation or appeal. The admissions committee cannot answer questions concerning the specific reasons an application is rejected. An applicant denied admission by a program may contact the Director of Enrollment Services to discuss steps needed to bolster the application and reapply in the future.

Rescinded Acceptance

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

Re-Admission

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

Students who begin coursework towards their degree and then discontinue classes for more than one year must meet with the Director of Enrollment Services and submit a new application with a \$50 application fee and a personal statement. Students who have taken coursework in the College Studies Program or Professional Studies Program must submit a new application and \$25 application fee after a one-year period of having taken no additional coursework. The Director of Enrollment Services will review the request to be re-admitted in consultation with the Program Chair. Reinstatement is not automatic and is decided upon on a case-by-case basis.

Students have six years from the start of the program to complete graduation requirements, including the required internship hours. If longer than six years has passed from the start of the program, re-admission requires a complete application and acceptance process and coursework needs to be completed again (*See Degree and Certificate Completion*).

For any exceptions to this policy to be made, the student must write a letter of appeal and submit to the Vice President of Academic and Student Affairs. The Vice President of Academic and Student Affairs will consult with the Director of Enrollment Services and the Program Chair to make a decision. This decision cannot be appealed.

Enrollment Deposit

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

Transfer Policy

If you have completed course work at a regionally accredited college or university prospective students may request courses be transferred. A Transferred course can be used to satisfy course requirements at

SWC. All transfer credit is evaluated on a case-by-case basis. External coursework may be considered for transfer credit if all of the following conditions are met:

1. The course work is completed at a regionally accredited institution.
2. The course work is substantially similar to Southwestern College courses.
3. A syllabi and course description is included in the proposal for transfer credit.
4. The final grade posted for each potential transfer course is a 'B-' grade (or better).
5. The course work was taken for "Credit" at the university/college.
6. No more than 21 semester credits or 31.5 quarter units of credit for work done elsewhere may be counted toward a graduate degree at Southwestern College.
7. The course included experiential components.
8. The transfer proposal is submitted only after completing the admissions process and receiving an "acceptance" from SWC for a degree program.

The transfer coursework must first be officially accepted into Southwestern College by the Director of Enrollment Services and the degree Program Chair or Program Director.

Steps for Transfer of Credits to SWC Program

1. A Prospective student may obtain a consultation with the Director of Enrollment Services to receive a general idea of what may be transferable from your prior graduate institution.
2. The prospective student applies and once accepted they will submit syllabi from prior graduate school to the Director of Enrollment Services for evaluation. The Transfer Evaluation Request form is then completed by the accepted applicant and the Director of Enrollment Services.
3. Our evaluative process includes an assessment of academic and experiential components that are listed in the syllabus including course objectives, required reading, assignment/projects and academic papers and this is accomplished by the Director of Enrollment Services and the Degree Program Chair.
4. Each course proposed for transfer is evaluated separately.
5. A decision is made to approve or decline each individual course and it is recorded on the Transfer Evaluation Request and signed by the Degree Program Chair and the Director of Enrollment Services.

Admissions Frequently Asked Questions (FAQ)

Is Southwestern College accredited?

Yes. Southwestern College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The MA in Art Therapy/Counseling Program and the MA in Art Therapy for Clinical professionals is accredited by CAAHEP (Commission on Accreditation of Allied Health Education Programs). You can learn more about this by contacting admissions@swc.edu.

Does Southwestern College offer undergraduate or PhD studies?

We do not offer undergraduate studies. Southwestern College does offer master's programs, specialty certificate programs and continuing education courses. There is a PhD program called Visionary Practice and Regenerative Leadership. Contact admissions@swc.edu for more information.

Do you offer distance learning?

Yes, we now offer our MA in Counseling and MA in Art Therapy/Counseling programs in a distance learning format as well as on the ground programs. The MA in Art Therapy for Clinical Professionals is a

two-year program designed as distance learning. Alternatively, this program can be taken on the ground in Santa Fe. To learn more about these programs, contact admissions@swc.edu

Do you accept transfer credit from other graduate programs?

Yes, we do accept transfer credit on a case-by-case basis for the Master’s degree programs. Contact the Director of Enrollment Services at admissions@swc.edu for the transfer credit policy.

Where is Southwestern College located?

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

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

Do you require the GRE or other tests for admission into Southwestern College?

No. Southwestern College does not require any entrance exams. Instead, the admissions process emphasizes the personal statement, admissions interview, and letters of reference.

My undergraduate degree is unrelated to psychology or counseling. Will my application be considered?

Yes. We will accept your BA or BS in any field from an accredited institution. However, you will need to complete the course prerequisites for admission.

What are the admissions prerequisite courses required for enrollment?

The MA in Counseling and MA in Art Therapy/Counseling programs require abnormal psychology, developmental psychology, and one psychology elective.

The MA in Art Therapy/Counseling and MA in Art Therapy for Clinical Professionals Programs require at least 18 semester hours of undergraduate studio coursework including painting, 3-dimensional art and four studio art electives.

If I haven’t completed all the admissions prerequisites, may I still apply and be accepted?

Absolutely. As part of the application process, the Director of Enrollment Services will review your transcripts and advise you on how and when to complete prerequisite courses. Prior to full-time enrollment you will need to complete all admissions prerequisites.

What is a quarter? A quarter unit? What is Full-time? What is Part-time?

A quarter is ten weeks in length. We have four quarters: fall, winter, spring, and summer. A quarter unit represents ten hours of classroom time. A typical 3 quarter unit class would then meet for thirty hours during the quarter. The MA in Counseling is 95 units and the MA in Art Therapy/Counseling is 96 units. The MA in Art Therapy for Clinical Professionals is 58 quarter units with the potential to transfer in two classes. Full-time attendance requires 8 units per quarter. Part-time attendance requires 4 units per

quarter. Information on the PhD Visionary Practice and Regenerative Leadership is located in the Doctoral Student Catalog.

What is the cost of attending Southwestern College?

Tuition for the academic year 2023-2024 is \$626 per quarter unit. The cost per year depends on whether a student attends full time or part time. Please contact the admissions office at (505) 467-6815 to discuss the annual cost. There are tuition increases annually which tend to be relatively small. A \$300 educational resources fee is assessed when a student is enrolled in 3 units or more.

How long will it take to earn my MA degree?

The MA programs can be completed in two and a half, three, three and a half or four years depending upon if you attend full time or part time. Most students choose a three-year plan for financial reasons. The MA in Art Therapy for Clinical Professionals is a two-year program distance and if it is possible to take this program on the ground as well.

How can I finance my education at Southwestern College?

Financial aid is available to both full and part-time degree program students. Scholarships and Graduate Assistantships are also available. Please visit our website, www.swc.edu, for more information. You may also contact our Financial Aid Administrator at (505) 467-6806.

Is financial aid available for the certificate programs?

There may be scholarships available from time to time. Check with the financial aid office for availability.

How many MA students are enrolled at Southwestern College?

We are a small school by design with enrollment that varies from 200 to 240 students. Classes range in size from 15-21. The average class size is about 16.

What is your student to faculty ratio for the MA degree programs?

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

May I sit in on class to get a feel for what happens?

Due to the experiential nature of our classes and in order to preserve the confidentiality of student participation, we do not allow visitors to sit in on classes. We can put you in touch with current students and faculty who can describe the learning experience in greater detail.

Can I get licensed as a counselor with a clinical MA degree?

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

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

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

Who comprises your student body?

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

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

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

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

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

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

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

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

Do you have housing on-campus?

We do not have on-campus housing at Southwestern College. Many of our incoming students relocate to New Mexico. You can access our "Relocation Guide" as well as a "Visitors Guide" on our website or ask admissions@swc.edu to email you a copy. Many students find housing through a search on Craigslist.org and/or looking at the local newspaper's (The New Mexican) classified ads. We will also send emails about housing opportunities that are advertised on campus. Students who want to keep housing costs low sometimes network with other incoming students for shared housing options. This networking occurs frequently on the SWC student Facebook page. Ask admissions@swc.edu for this link (SWC Santa Fe)

PART III: THE NEW EARTH INSTITUTE OF SOUTHWESTERN COLLEGE

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

The NEI offers certificate programs, lectures, classes, and the long-standing Transformation & Healing Conference. These offerings explore the transformative qualities of integrative health, holistic psychology, and alternative therapies in experiential learning environments. Recognized professionals in the fields of counseling and art therapy, as well as alternative health practitioners and medical professionals, present their work through the New Earth Institute programs.

NEI is overseen by the NEI Director. Please see the Appendix for contact information.

Community Lectures

The New Earth Institute sponsors lectures on current topics related to the helping professions at low or no cost to the community. Continuing education units are available for those who attend these lectures.

The Transformation and Healing Conference

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

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

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

Certificate Programs

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

Certificate programs:

- Addictions, Abuse, and Recovery
- Applied Interpersonal Neurobiology
- Children’s Mental Health
- Ecotherapy
- Human Sexuality
- Psychedelic Studies
- Trauma, Grief, and Renewal

Degree students are encouraged to enroll in whatever certificate programs they are interested in while completing their MA degree program. Completing a certificate program gives the student a concentration or specialty area as a newly licensed art therapist or counselor. This can be very helpful in creating employment opportunities early in one’s career. Degree students choose their required electives from NEI offerings. When taken for credit, tuition is charged by the quarter unit. Degree students may also take NEI classes for non-credit at a reduced rate to complete one or more certificate programs. Completed certificate programs will be listed on their transcript.

Community members and professionals wishing to receive specialized training in these areas can enroll as a non-credit student and earn continuing education credits (CEUs). When taken for non-credit, NEI classes are offered at a reduced rate with the exception of the Wilderness Fast.

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

Eligibility for Certificate Program classes is completion of a bachelor’s degree. To request an exception contact admissions@swc.edu.

NEI classes are printed in the quarterly schedules and posted on the College’s website. Certificate classes can be taken for credit, noncredit, or for CEUs. Contact admissions@swc.edu for more information.

Addiction, Abuse, and Recovery

Kate Latimer, MA, LPCC Addictions, Abuse, and Recovery Certificate Program Director

The goal of this program is to provide reflective practitioners with an integrated approach in the treatment of addictions with individuals, families, and communities. Attention will be given to the utilization of evidence-based practices in cultural contexts that lead to meaningful outcomes. This certificate provides hours that will apply to either the LSAA (Licensed Substance Abuse Associate) or LADAC (Licensed Alcohol and Drug Abuse Counselor) licensure in New Mexico.

This 96-hour certificate can be completed with any six elective courses.

Elective courses include:

- Adolescents and Addictions
- Clinical Skills: Evidence-Based Practices in the Treatment of Co-Occurring Disorders
- Clinical Skills: Motivational Interviewing, Basic to Intermediate Level
- Process Addictions: Sex, Gambling, Gaming, Eating, Shopping & Other Compulsive Behaviors

- Clinical Skills: Using Expressive Therapies to Treat Addiction
- Clinical Skills: Using Nature-Based Approaches in the Treatment of Addiction
- Ethical & Cultural Issues in Addiction
- Emerging Trends in Psychopharmacology: Ethical Use of Psychedelics & Other Substances Used to Tread Addiction
- Holistic Models and Biopsychosocial Aspects of Addiction and Recovery
- Too Hot to Handle: Therapeutic Approaches to Working with Infidelity, Porn, & Sex Addiction

Other courses may be listed in quarterly schedules.

Applied Interpersonal Neurobiology

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

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

This 96-hour certificate can be completed with any six elective courses.

Elective courses include:

- All Aboard: Strategies for Experientially Engaging Parts Work
- A New Perspective on the Essentials and Practice of Group Work
- Cultivating New Neural Pathways for Personal & Social Change Through Psychodrama
- Mindfulness-Based Emotional Processing (MBEP): Minding the Body, Embodying the Mind
- Moving Toward Wholeness: The Intrinsic Wisdom of Body/Mind/Spirit through Holotropic Breathwork
- Neurological Foundations of Therapeutic Practice: Integrating Brain, Body, and Heart Intelligence
- Neurobiological Roots and Applications of Psychodrama and Action Methods
- The Psychedelic Experience: Promises and Perils

Other courses may be listed in quarterly schedules.

Children's Mental Health

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

The Children's Mental Health Certificate was developed in collaboration with area agencies and organizations serving children and families in New Mexico, alumni working with children, adolescents and families, and other professionals in the field. On a national level it is also understood that there is a demand across the country for people who are passionate and skilled in nurturing the wellbeing of children, adolescents, and families. In New Mexico there is a particular need for clinicians who have

focused training in the assessment, diagnosis and treatment of mental health issues which affect and impact children and teens.

This 96-hour Certificate can be completed with one required course and five electives.

Required course:

- Attachment: The Heart of Well-Being

Elective courses include:

- Creative Therapies for Children & Adolescents: Art, Puppets & Nature
- Ethical Issues in Working with Children and Families
- Gender and Sexual Identity Development
- Integrative, Holistic Development of Children's Mental Health from Diverse Cultures
- Loss in a Child's World
- Prevalent Behavioral Disorders in Children and Adolescents
- The Foundations of Jungian Sandplay Therapy
- The Neuropsychology of Sandplay Therapy and Trauma

Other courses may be listed in quarterly schedules.

Ecotherapy

Rochelle Calvert, PhD, CMT, SEP, BCBA, Ecotherapy Certificate Program Director

The ancient and enduring relationships between people and place, self, and cosmos, remain vital to our sense of belonging. Human beings are one expression of life in an abiding interdependence with the other-than-human world. Yet the stresses of contemporary life emphasize our separation, our differences, and our distance to nature, resulting in anxiety, depression, isolation, and loss. In this program, students will be exposed to the scientific evidence proving that time outdoors in nature, especially in green spaces with trees and beside water, can result in multiple health benefits.

Researchers have found that being in nature can lower blood pressure, alleviate depression, and reduce anxiety. Addictive behaviors, symptoms of Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder, and the symptoms of trauma and PTSD have also been reduced. Additionally, such strategies as earthing, forest bathing, eco-art therapy, wilderness therapy and outdoor adventure methods have proven to increase cognition, improve hopefulness, increase altruistic feelings, and acts of generosity, increase a sense of safety and belonging, and boost the immune system. In this experiential program, outdoor experiences, ceremony, and ritual will engage students directly. These expressive forms embody transformative processes that help improve health and wellness.

This 96-hour certificate can be completed with any six elective courses.

Elective courses include:

- Earth Body, Earth Mind
- Exploring Kinship Relations Using Ecotherapy and Art Therapy
- Mindfulness of the Body, Mind and Heart with Nature
- Our Ecological Crisis: Healing the Trauma of the Earth
- Somatic Healing with Nature: Transforming Trauma & Living into Aliveness
- Walking with the Ancestors: Healing Our Relations

- Wilderness Fast

Other courses may be listed in quarterly schedules.

Human Sexuality

Laura Rademacher, MA, LMFT, CST, CST-S, Human Sexuality Certificate Program Director

The clinical marketplace has a perennial shortage of therapists who can work with sexuality issues. The goal of Southwestern College's Certificate Program in Human Sexuality is to help address this shortage and prepare therapists to add this powerful clinical specialty to their practice. Consistent with Southwestern College's experiential, self-reflective approach to clinical studies, the program will also give students an opportunity to explore their own sexual development, attitudes, assumptions, sexual history, dreams, and fantasies.

Areas of emphasis include: ethics, the role of sociocultural and familial factors in shaping sexual values and behavior, intimacy skills, diversities in sexual expression (BDSM, kink, tantra, polyamory), issues related to sexual orientation and gender identity, sexual exploitation (including assault, abuse, & harassment), sex addiction, tools for reducing shame and enhancing pleasure, cybersexuality and social media, the history of the discipline of sex research, theory, therapy, desire, sexual dreams and fantasies. This program provides students the opportunity to ground in developmental sexuality and to facilitate the development of specific clinical skills for theorizing and working with a variety of sexual issues.

This program meets the requirements of the American Association of Sexuality Educators, Counselors and Therapists (AASECT) and is approved for 16 AASECT CE credits and 16 NM Counseling and Therapy Practice Board approved CEUs via The New Earth Institute per class. Participants completing the Human Sexuality Certificate will earn 96 CEUs/AASECT CEs total. These CE credits may be applied toward AASECT certification and renewal of certification. Completion of this program does not ensure or guarantee AASECT certification. For further information please contact info@aasect.org.

This 96-hour Certificate can be completed with any six elective courses.

Elective courses include:

- Sexual Inheritance Recognizing Ancestral, Familial and Cultural Messages
- Working with Queer Sexualities
- Clinical Skills: Working with Sexual Issues in Psychotherapy
- Erotic Intelligence and Pleasure Literacy
- Too Hot to Handle: Therapeutic Approaches to Working with Infidelity, Porn, and Sex Addiction
- Sexual Attitudes and Development
- Understanding and Working with Sexual Trauma
- Erotic Defiance: Holding Space for Daring Sexual Expression
- Adolescent Sexuality: Navigating Self, Relationship, and Parts Unknown

Other courses may be listed in quarterly schedules.

Psychedelic Studies

Amy Hope Wong, MA, LCSW, Psychedelic Studies Certificate Program Director

The Psychedelic Studies Certificate Program is designed for clinical professionals and community members who wish to learn about the science, history, policy, ethics, phenomenology, and clinical applications in the emergent field of psychedelic-assisted therapies. The program will encourage the development of critical thinking skills, self-reflection, ethical decision-making, assessment of research and media influences. The therapeutic applications and neuroscience of psychedelic compounds will be examined along with therapeutic modalities and frameworks for preparation and integration of psychedelic experiences. Students will engage in critical and reflective dialogue with peers and instructors regarding ethical considerations such as safety, harm reduction, personal bias, informed consent, appropriateness of intervention, and referral resources to integrate knowledge. Participants will not be engaging in non-ordinary states with psychedelic compounds. However, they will have opportunities to experience non-ordinary states of consciousness and the phenomenology of the psychedelic experience through possible opportunities such as breathwork, mindfulness and meditation, movement, music, experiential role play as participant and facilitator.

This 96-hour Certificate can be completed with three required course and three electives.

Required courses:

- The Psychedelic Movement: Pioneers in the History, Research, and Current Policy Development
- The Psychedelic Experience: Transcendent Personal Growth and Transformation
- Navigating Ethical Practice in the Wild West of Psychedelics: Safety and Risk Reduction in an Emerging Landscape

Other courses:

- This Is Your Brain on Psychedelics: Neuroscience, Brain Plasticity, Creativity
- The Psychedelic Experience: Promises and Perils
- Emerging Trends in Psychopharmacology: Ethical Use of Psychedelics and Other Substances Used to Treat Addiction

Trauma, Grief, and Renewal

Rev. Ted Wiard, EdD, LPCC, CCMHC, Trauma, Grief, and Renewal Certificate Program Director

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

This 96-hours certificate is completed by taking all the following six courses.

Required courses include:

- Counseling Skills for Grief and Trauma
- Dying to Know: Issues of Death and Dying for the Professional
- The Art of Healing Grief and Trauma
- Trauma Theory, Process, and Interventions
- Theories of the Grief Process
- Ethics, Self-Compassion and Professional Issues

Part IV: GRADUATE PROGRAMS

Southwestern College offers the following graduate programs. All programs are overseen by the Vice President of Academic and Student Affairs of the College in collaboration with Academic Council. Please Appendix for current list of SWC staff and faculty for contact information.

- MA Art Therapy/Counseling
- MA Art Therapy for Clinical Professionals
- MA Consciousness in Action
- MA Counseling

MA Art Therapy/Counseling

Program Information

- The Program Chair oversees the MA in Art Therapy/Counseling.
- 96-quarter units (equivalent of approx. 60 semester credit hours) including clinical field training.
- The program is accredited by the American Art Therapy Association (AATA) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) CAAHEP/ACATE.
- Transformational, integrative, and holistic approach to art therapy and counselor education trains students in core competencies required to practice as mental health professionals.
- Curriculum prepares students for the National Counselor Exam (NCE).
- Graduates are eligible for counselor licensure in most states and art therapy licensure in states that offer one.
- Graduates are eligible to accrue hours for the national designations of ATR (Registered Art Therapist) and BC (Board Certified), through the Art Therapy Credentials Board, Inc.

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

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

Graduates possess the knowledge and skills to provide:

- Clinical mental health and art therapy assessment
- Accurate clinical documentation
- Collaborative, creative treatment plans
- Individual and group art therapy and therapy

Our goal in respect to defining minimum expectation is to prepare competent entry-level Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

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 national and state accrediting bodies and professional organizations.

- (A) Survey the historical development of Art Therapy as a profession, Art Therapy theories and techniques, as a foundation for contemporary Art Therapy professional practice.
- (B) 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.
- (F) Recognize federal and state laws and professional ethics as they apply to the practice of Art Therapy and utilize in clinical and community work.
- (I) Recognize the legal, ethical, and cultural considerations necessary when conducting Art Therapy research.

Skills: Demonstrate the clinical skills necessary to practice art therapy/counseling as an entry level professional.

- (B) 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.
- (D) 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.
- (E) Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
- (F) Recognize federal and state laws and professional ethics as they apply to the practice of Art Therapy and utilize in clinical and community work.
- (G) Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.
- (H) 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.
- (J) 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.
- (K) 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
- (M) Participate in professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical practice.
- (N) 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.
- (O) 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.

- (N) 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.
- (C) 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.
- (L) 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.

Coursework

Course ID	Course Name	Units
AT/CN 530	History of Art Therapy: Founders and Foundations	2.0
AT/CN 545	Theories of Art Therapy	3.0
AT/CN 593	Art Therapy Techniques and Materials	3.0
AT/CN 594	Studio Art	1.0
AT/CN 597-2	Multicultural Perspectives in Art Therapy/Counseling with Diverse Populations	3.0
AT/CN 637-A	Art Therapy/Counseling Capstone Process	0.5
AT/CN 637-B	Art Therapy/Counseling Capstone Presentation	0.5
AT/CN 656-2	Practicum I and Lab: Helping Relationships with Individuals in AT/Counseling	4.0
AT/CN 657-2	Practicum II and Lab: Helping Relationships with Groups, Couples & Families in AT/Counseling	4.0
AT/CN 660-3	Professional Ethics in Art Therapy/Counseling	4.5
AT/CN 663-2	Theory and Practice of Family Art Therapy/Counseling	4.0
AT/CN 664-3	Assessment and Appraisal in Art Therapy/Counseling	4.5
AT/CN 665-2	Addiction Assessment and Treatment in Art Therapy/Counseling	4.5
AT/CN 698-6	Professional Seminar in Art Therapy/Counseling: Prof. Identity Development	2.0
AT/CN 698-6L.2	Art Therapy/Counseling Internship	4.5
AT/CN 698-7	Professional Seminar in Art Therapy/Counseling: Professional Orientation	2.0
AT/CN 698-7L.2	Art Therapy/Counseling Internship	4.5
CN AT 500-3	Multicultural Awareness	1.5

CN AT 522-2	Applied Theories of Human Development	4.5
CN AT 523-4	Hermeneutics of Self: Transformation and Healing through Imaginal Ways of Knowing	4.0
CN AT 530-3	Consciousness I: Cultivating the Healing Power of Presence	4.0
CN AT 531-3	Consciousness II: Cultivating the Healing Presence of Love	4.0
CN AT 542-4	Foundations: History and Theories of Counseling	4.5
CN AT 543-2	Group Dynamics	4.5
CN AT 574	Psychology of Altruism: Fundamentals of Helping Relationships	2.0
CN AT 581-5	Psychopathology: Diagnosis and Treatment of Mental and Emotional Disorders	4.0
CN AT 581-4	Psychopathology: Psychopharmacology	0.5
CN AT 598-6	Research Methods and Program Evaluation	4.5
CN AT 625-2	Career and Life Development	4.5
	One Elective	2.0
	Total Units:	96

MA Art Therapy for Clinical Professionals

Program Information

- The Program Chair oversees the MA in Art Therapy for Clinical Professionals.
- Designed for clinical professionals who would like to be credentialed as an art therapist.
- 58 quarter units (equivalent of approx. 39 semester credit hours) including clinical field training.
- Transformational, integrative, and holistic approach to art therapy education trains students in core competencies required to practice as art therapy professionals.
- Graduates are eligible for art therapy licensure in states that offer one.
- Graduates are eligible to accrue hours for the national designations of ATR (registered art therapist) and BC (board certified), through the Art Therapy Credentials Board Inc.

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

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

in practicum and internships. Faculty members encourage individual and creative expression within the learning process.

ATCP students will take the majority of their courses with AT/CN students, the only exception is a 1 credit Arts-Based Research course.

Graduates possess the knowledge and skills to provide:

- Art therapy assessment
- Accurate clinical documentation
- Collaborative, creative treatment plans
- Individual and group art therapy

Our goal in respect to defining minimum expectation is to prepare competent entry-level Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

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 national and state accrediting bodies and professional organizations.

- (A) Survey the historical development of Art Therapy as a profession, Art Therapy theories and techniques, as a foundation for contemporary Art Therapy professional practice.
- (B) 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.
- (F) Recognize federal and state laws and professional ethics as they apply to the practice of Art Therapy and utilize in clinical and community work.
- (I) Recognize the legal, ethical, and cultural considerations necessary when conducting Art Therapy research.

Skills: Demonstrate the clinical skills necessary to practice art therapy/counseling as an entry level professional.

- (B) 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.
- (D) 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.
- (E) Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
- (F) Recognize federal and state laws and professional ethics as they apply to the practice of Art Therapy and utilize in clinical and community work.
- (G) Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.

- (H) 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.
- (J) 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.
- (K) 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.
- (M) Participate in professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical practice.
- (N) 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.
- (O) 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.

- (N) 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.
- (C) 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.
- (L) 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.

Coursework

Course ID	Course Name	Units
AT/CN 530	History of Art Therapy: Founders and Foundation	2.0
AT/CN 660-2	Professional Ethics in Art Therapy/Counseling	4.5
AT/CN 594	Studio Art	1.0
AT/CN 545	Theories of Art Therapy	3.0
AT/CN 593	Art Therapy Techniques and Materials	3.0
AT/CN 597-2	Multicultural Perspectives in Art Therapy/Counseling with Diverse Populations	3.0
AT/CN 664-3	Assessment & Appraisal in Art Therapy/Counseling	4.5

ATCP 657	Practicum 1 & 2 and Labs	8.0
ATCP 598	Arts-Based Research	1.0
ATCP 637-A	Art Therapy/Counseling Capstone Process	0.5
AT/CN 665-2	Addiction Assessment & Treatment in Art Therapy/Counseling	4.5
AT/CN 663-2	Theory & Practice of Family Art Therapy/Counseling	4.0
ATCP 698-6L	Internship 1 & 2	9.0
AT/CN 637-B	Art Therapy/Counseling Capstone Presentation	0.5
ATCP 698-8	Professional Seminar Art Therapy	4.0
CN AT 598-6	Research Methods and Program Evaluation*	3.5
One Elective		2.0
Total Units:		58

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

MA Consciousness in Action

Program Information

- The Program Chair oversees the MA for Consciousness in Action
- 45 quarter units (equivalent to 31 semester credits)
- Prepares graduates to effect change in their communities and/or field of study
- Prepares graduates to partner in communities as agents of change
- Integration of creative, multi-tiered method of learning and subject matter
- Promotes self-empowerment and authentic connection

The MA Consciousness in Action is an intensive graduate degree program which can be completed online or on our campus in Santa Fe, New Mexico. Students enrolled full-time will be able to complete it in one year. Part-time options are also available. This program offers a transformational approach to personal growth and spiritual development. It prepares students to integrate a holistic and experiential learning model into their daily lives to effect change within and without.

The classes will incorporate imaginal, emotional, somatic, mental, and spiritual aspects of education so that students will have the necessary tools to develop their own transformative approach to work, relationships, and life. Students will learn to identify and transform systemic power structures, internal blocks that limit connection, and unconscious patterns that stifle awareness and, therefore, eliminate true choice.

Students who are in this program may transfer into the MA in Counseling or the MA in Art Therapy/Counseling by contacting admissions@swc.edu and discussing the transfer process and reviewing the prerequisites for each of these programs.

Coursework

Course ID	Course Name	Units
CN AT 500-3	Multicultural Awareness	1.5
CN AT 522-2	Applied Theories of Human Development	4.5
CN AT 523-4	Hermeneutics of Self: Transformation and Healing through Imaginal Ways of Knowing	4.0
CN AT 530-3	Consciousness I: Cultivating the Healing Power of Presence	4.0
CN AT 531-3	Consciousness II: Cultivating the Healing Presence of Love	4.0
CN AT 543-2	Group Dynamics	4.5
CN AT 574	Psychology of Altruism: Fundamentals of Helping Relationships	2.0
CN AT 598-6	Research Methods and Program Evaluation	4.5
CINA 575	Psychology of Altruism II	3.0
CINA 600	Master's Thesis and Presentation	5.0
	4 Electives	8.0
	Total Units	45

MA Counseling

Program Information

- The Program Chair oversees the MA in Counseling.
- 95 quarter units (equivalent to approx. 60 semester credit hours) including clinical field training.
- Transformational, integrative, and holistic approach to counselor education trains students in core competencies required to practice as mental health professionals.
- Curriculum prepares students for the National Counselor Exam (NCE)
- Graduates are eligible for counselor licensure in most states.

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

All courses for the Master's Degree in Counseling are designed to align with national standards for Counselor education as described by professional organizations such as the American Counseling Association (ACA), the Association for Counselor Education and Supervision (ACES) and accrediting bodies such as Council for Accreditation of Counseling and Related Educational Programs (CACREP), in order to meet licensure requirements in as many states as possible.

Graduates possess the knowledge and skills to provide:

- Clinical mental health assessment
- Accurate clinical documentation

- Collaborative treatment plans
- Individual and group therapy

Program Learning Outcomes

Students will:

1. Examine the history, philosophy, theories, and models of the counseling profession.
2. Explore the professional roles and responsibilities of counselors in culturally responsive ethical practice.
3. Apply multicultural counseling theories and models effectively in working with diverse clients.
4. 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. Practice and implement foundational clinical skills including therapeutic presence, reflective practice, active listening.
7. Apply strategies required for clinical assessment, diagnosis, treatment planning, and intervention.
8. Explore theories and models of group counseling and implement therapeutic processes in working with diverse groups.
9. Examine the history and basic concepts involved in assessment and testing needed for diagnosis, case conceptualization, treatment planning and clinical intervention.
10. Explore and apply research methods to inform ethical and culturally responsive clinical practice, and for program evaluation, planning, and implementation.
11. Engage in reflective practice that includes multicultural awareness, creative inquiry, openness, empathy, respect, and conscious relating.

Coursework

Course ID	Course Name	Units
CN 565-3	Addiction Assessment and Treatment in Counseling	4.5
CN 577-4	Multicultural Perspectives in Counseling with Diverse Populations	3.0
CN 656-4	Practicum I: Helping Relationships with Individuals	4.0
CN 657-4	Practicum II: Helping Relationships with Groups, Couples and Families	4.0
CN 660-3	Professional Ethics in Counseling	4.5
CN 663-2	Theory and Practice of Family Counseling	4.0
CN 664-4	Assessment and Appraisal in Counseling	4.5
CN 674	Integrated Counseling Skills	3.0
CN 698-8	Professional Seminar in Counseling I: Counselor Identity Development	2.0
CN 698-8L.2	Counseling Internship I	4.5
CN 698-9	Professional Seminar in Counseling II: Orientation to the Counseling Profession	2.0
CN 698-9L.2	Counseling Internship II	4.5
CN AT 500-3	Multicultural Awareness	1.5
CN AT 522-2	Applied Theories of Human Development	4.5

CN AT 523-4	Hermeneutics of Self: Transforming and Healing through Imaginal Ways of Knowing	4.0
CN AT 530-3	Consciousness I: Cultivating the Healing Power of Presence	4.0
CN AT 531-3	Consciousness II: Cultivating the Healing Presence of Love	4.0
CN AT 542-4	Foundations: History and Theories of Counseling	4.5
CN AT 543-2	Group Dynamics	4.5
CN AT 574	Psychology of Altruism: Fundamentals of Helping Relationships	2.0
CN AT 581-5	Psychopathology: Diagnosis and Treatment of Mental and Emotional Disorders	4.0
CN AT 581-4	Psychopathology: Psychopharmacology	0.5
CN AT 598-6	Research Methods and Program Evaluation	4.5
CN AT 625-2	Career and Life Development	4.5
	4 Electives of 2 units each	8.0
	Total Units	95

Concentrations

Students may choose to complete one or more concentrations below, which must be taken for graduate course credit to be listed on their diploma.

- Consciousness In Action
- School Counseling:
 - Meets licensure requirement for pathway 2: Licensed mental health counselor (LMHC) or licensed professional clinical mental health counselor (LPCC) issued by the New Mexico Counseling & Therapy Practice Board and a minimum of 6 semester hours of graduate credit in school counseling course work.
 - To qualify for a school counseling license in NM, students must also pass the Professional School Counselor Praxis Exam. For more information on school counselor licensure in NM, visit: <https://webnew.ped.state.nm.us/bureaus/licensure/how-to-apply/school-counselor-pre-k-12/>.
 - SCN 500: Foundations of School Counseling (4.5 units) Offered winter quarter of each year.
 - SCN 600: Comprehensive School Counseling Program Development & Evaluation (4.5 units) Offered spring quarter of each year.

College Studies

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

- Applied Theories of Human Development
- Psychology of Altruism

- New Earth Institute Electives

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

Professional Studies

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

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

There are some limitations to the coursework that a Professional Studies student is eligible for at SWC. For example, someone who has an MA in Counseling or Social Work, who is interested in taking art therapy coursework, will not be able to do so. They can, however, apply for a second master's degree MA in Art Therapy for Clinical Professionals.

Counselor and Art Therapist Licensing and Credentialing

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

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

Many graduates get licensed in other states. Applicants and students are encouraged to research the licensing requirements in the state they wish to practice as a counselor or art therapist. The Student and Alumni Career Services Coordinator can assist students in understanding the licensing requirements in the state they wish to practice. Information is also available in the Populi Group *Student and Career Services Center*.

PART V: ACADEMIC GUIDELINES AND EXPECTATIONS FOR MA PROGRAMS

Assessment of Student Achievement

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

Student Competencies

The objective of Southwestern College's curriculum is to develop the following competencies in students:

- **Self-Awareness:** Students develop a capacity to track their own emotions, sensations, thoughts, images, behaviors, energy, and spiritual guidance.
- **Other-Awareness:** Students develop a capacity to track the emotions, sensations, thoughts, images, behaviors, energy, and spiritual life of others.
- **Responsibility:** Students develop a capacity to recognize their own power as responsible co-creators of life and practice a reflexive discipline of self-examination that enables them to act consciously and respond meaningfully to life.
- **Empathy:** Students develop a capacity to attune to others and the ability to relax their own system of reality in order to understand another as that person understands him or herself.
- **Engagement:** Students develop a capacity to engage work and life in a profoundly participatory way; they are able to bring themselves fully into the encounter with others and be fully available for the process of transformation to occur.
- **Neutrality:** Students develop a capacity to stay in the moment and accurately observe content and process in self and others, suspending personal interests, judgment, and feelings.
- **Boundaries:** Students develop an awareness of their own energy-consciousness system and can distinguish themselves and their boundaries from others; in this way, they are empowered to relate respectfully and appropriately with others as distinct persons with boundaries of their own.
- **Creativity:** Students develop an empowered relationship with their own creativity that enables them to bring the fullness of who they are into the world.
- **Ethics:** Students develop a capacity to adhere to the highest principles of ethical conduct within the ethical and legal codes of the field; they continuously seek to discern the highest interest of all concerned and act accordingly.
- **Give, receive, and integrate feedback:** Students develop the ability to self-reflect and communicate clearly and directly when working with others. Effectiveness as a professional depends on the ability to engage honestly and openly in service to the transformational process.
- **Cultural Awareness and Competence:** Students develop a capacity to understand their own cultural and reality systems and can recognize and respect differences in others.
- **Professional Awareness and Competence:** Students develop a strong grasp of the "state of the art" in the fields of Counseling or Art Therapy. They demonstrate competence in current theoretical orientations, paradigms, regulations, and requirements for practice.

While no person can claim mastery in each of these areas at all times, the College believes students should demonstrate these skills in multiple instances across the program and should be considered by

the faculty to have in some sense crossed a threshold in terms of the ability to bring these skills to bear to life and professional practice prior to graduating.

Criteria for Evaluation of Class Assignments:

(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
- Practical application in applied contexts of counseling and art therapy/counseling
- 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 on time
- Others as designated by the instructor
- Demonstrated ability to observe and reflect on one's own process as indicated by verbal articulation and behavior in the class.
- Demonstrated ability to self-disclose in a way that is appropriate to the classroom situation and that contributes to the learning process.
- Demonstrated ability to allow one's own experience to serve as a vehicle for teaching/learning within the laboratory of the classroom.
- Demonstrated ability to perceive the group dynamics of the class and interact with other students in a way that facilitates the learning process and shows empathic attunement.
- Demonstrated awareness of psychological issues relevant for therapeutic relationships including:
 - Giving and receiving
 - Helplessness and empowerment
 - Freedom and responsibility
 - Expressiveness and containment
 - Altruism and narcissism
 - Flexibility and boundary maintenance

At the discretion of the instructor, inadequate class participation may result in a failing grade for the course, regardless of other grading criteria as listed on the syllabus.

Completion and Return of Class Assignments

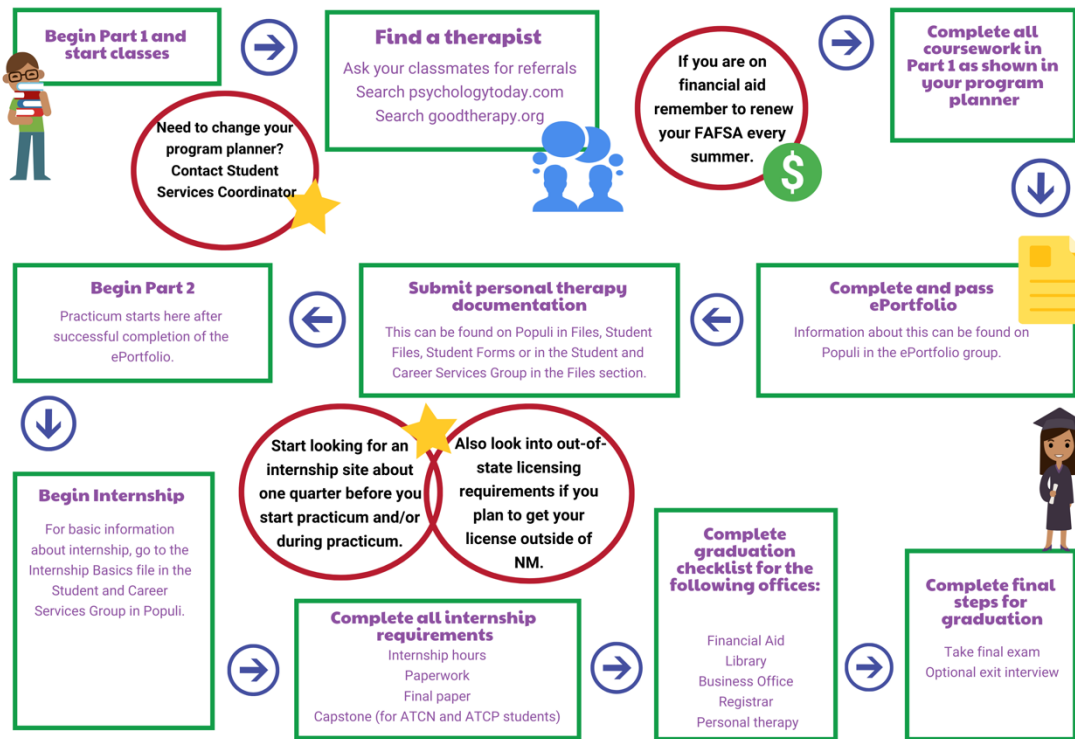
Submission of course assignments occur in Populi by the established due date per the course schedule in the syllabus. If a student is unable to complete any assignment by the due date, they must arrange directly with the instructor. Late papers are graded down as per the Late Paper Policy on page 86 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.

Moving Through Your Degree Program

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

Moving Through Your Degree Program



Key Steps in Part One for AT/CN, ATP & CN

- ***It can take time to find a therapist and complete your required hours. We recommend you secure a therapist early on so that you are able to meet the personal therapy requirement.***
- ***Note on your Program Planner when you are scheduled to do the ePortfolio.*** Sign up for it when you get the email request. See “ePortfolio” in this section below for more information about preparation.
- Please policy on Personal Counseling and Art Therapy hours in Academic Policy section for details regarding the requirements and how to submit your hours.

Criteria for Progressing to Part Two

The following criteria will be considered in determining a student’s progression into Part Two of the MA programs in counseling or art therapy/counseling.

- **Course grades** The student must have passed all Part One courses with a grade of B– or better.
- **Assessments from Part One faculty** in both academic and professional fitness that are made throughout part one.
- **Completion of Part One Personal Therapy Requirement.** Documentation of sessions must be submitted to the Registrar’s office prior to Part Two registration.
- **Completion of the ePortfolio.**

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

- **Probationary acceptance into Part Two:** Student may be admitted on a part-time basis and given recommendations from evaluators regarding areas to be strengthened.
- **Delayed consideration for Part Two:** Student is not accepted to Part Two. A student may apply for a full re-evaluation, including retaking of the final exam (Counseling only) or ePortfolio at a future date designated by the Academic Council. The Council may refuse this request.
- **No acceptance to Part Two:** Student eligibility to retake the examination or ePortfolio is evaluated on an individual basis. If it is denied by Academic Council, a student may appeal this decision within 30 days to the College President. The President's decision is final.

Entering Part Two

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

Core Curriculum

Core Curriculum Courses – All Students

CN AT 500-3	Multicultural Awareness
CN AT 522-2	Applied Theories of Human Development
CN AT 542-4	Foundations: History and Theories of Counseling
CN AT 574	Psychology of Altruism: Fundamentals of Helping Relationship
CN AT 530-3	Consciousness I: Cultivating the Healing Power of Presence
CN AT 531-3	Consciousness II: Cultivating the Healing Presence of Love
CN AT 523-4	Hermeneutics of Self: Transforming and Healing through Imaginal Ways of Knowing

Core Curriculum Courses – AT/CN Students

AT/CN students must also take these four core courses prior to submitting ePortfolio:

AT/CN 545	Theories of Art Therapy
AT/CN 593	Art Therapy Techniques and Materials
AT/CN 597-2	Multicultural Perspectives in Art Therapy/Counseling with Diverse Populations
AT/CN 530	History of Art Therapy: Founders & Foundations

Core Curriculum Courses – Counseling students only

CN students must take this course prior to submitting ePortfolio:

CN 577-4	Multicultural Perspectives in Counseling with Diverse Populations
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The ePortfolio Requirement

Students enrolled in the MA in Art Therapy/Counseling, MA in Art Therapy for Clinical Professionals, and MA in Counseling Programs are required to develop an ePortfolio. The ePortfolio is a competency-based collection of digital artifacts that are shared to demonstrate program knowledge, skills, attitudes, and behaviors. It is reflective in nature giving students the opportunity to engage in self-reflection on learning and to set personal and professional goals. Students commence online ePortfolio development upon entry to the program and continue to develop and organize digital artifacts as evidence of development, learning, and proficiency, specifically focused on each of the competency areas.

Students being their ePortfolio the first quarter they begin and will work on it throughout their program. ePortfolios are comprised of a wide range of digital artifacts including but not limited to text or PDF documents, videos, audio files, images, and links to electronic documents and resources. Students will select and reflect on key assignments from their studies to include as artifacts for the portfolio. The portfolio is used to evaluate readiness of students to enter the practicum phase of the program and at the end of the program before graduation.

Ongoing guidance and support regarding portfolio development will be provided by program leadership and detailed instructions are provided in the ePortfolio Resource Center in Populi. The ePortfolio Resource Center is a course in Populi and students are enrolled in it upon enrollment in their first quarter. Students are advised to go through the resources in the ePortfolio Resource center in their first quarter. If you do not see the ePortfolio Resource Center in your list of courses, contact the Academic Support Services Coordinator. Additional guidance and support are provided via ePortfolio information and support sessions offered on a quarterly basis.

Students admitted to the College prior to fall 2023, have the option of developing their ePortfolio by creating their own website. Students admitted to the college during the fall 2023 quarter or later are required to develop their ePortfolios using the SWC ePortfolio platform (Watermark). The link to Watermark is accessible in the ePortfolio Resource Center on the *Syllabus* page. If it is your first time logging in, click on forgot password and follow the steps to reset your password. You must use your SWC email to access Watermark.

In the quarter you are scheduled to submit your ePortfolio (per your program planner), you will be enrolled in an *ePortfolio Submission Course*. Instructions for ePortfolio submission are provided in this course. Counseling students enrolled prior to fall 2023 are required to submit an ePortfolio prior to entering practicum. Counseling students enrolled fall 2023 or later are required to submit ePortfolio Part 1 prior to entering practicum and ePortfolio Part 2 prior to exiting the program. Art Therapy/Counseling and Art Therapy for Clinical Professionals students are required to submit ePortfolio Part 1 prior to entering practicum and ePortfolio Part 2 prior to exiting the program.

PART VI: CLINICAL FIELD TRAINING POLICIES AND PROCEDURES

Policies for all clinical programs

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

Students must follow ethical guidelines regarding multiple relationships during clinical field training.

Art Therapy/Counseling and Art Therapy for Clinical Professionals Programs Field Training Policies and Procedures

Practicum Policies and Procedures

Practicum hours for the Counseling and Art Therapy/Counseling programs are to be completed at Tierra Nueva Counseling Center (TNCC), or at a site chosen by the student, meets all requirements of the field training site agreement and approved by the Program Chair or other designee. *All students entering Practicum at TNCC are required to have a background check, including fingerprinting, and obtain professional liability insurance. See the Background Check Policy page 65.*

Criteria for Enrolling in Practicum I

Upon satisfactory completion of Part One course work, and the e-Portfolio, students will be eligible to register for Practicum I and the co-requisite lab.

Practicum Site Approval: All practicum field training sites must meet the requirements of the practicum site agreement and receive approval from the Counseling Program Chair prior to the student beginning Practicum. If a student does not secure an approved practicum site, they will have to postpone their Practicum on their degree planner to the next time Practicum I is offered.

Liability Insurance: All Practicum students must secure liability insurance prior to seeing clients during Practicum. Evidence of insurance coverage must be submitted to the Field Training Coordinator and uploaded to their Practicum course in Populi.

Criteria for Completing Practicum II

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

- A minimum of 50 of these hours must be direct client contact hours.
- A minimum of 50 of these hours must be indirect hours.

Note: No additional practicum hours may be applied toward Internship. Direct client contact hours are defined as face-to-face interaction with clients (in-person or via tele-health). Indirect hours are defined as time spent on required documentation, scheduling, supervision, and other professional activities related to client work.

Students are required to track their practicum and internship hours through a software program called Time2Track which has a yearly subscription fee. They will be given information on how to register for the program before practicum starts and will be trained on how to use it by the Field Training Coordinator.

If a student does not complete their 100 hours of direct and indirect contact by the end of Practicum II, they may petition for an incomplete. Any remaining hours must be made up before or during Internship, depending on the agreement detailed on the Petition for Incomplete Form.

Practicum Supervision

Students are expected to attend a minimum of one hour of supervision with their onsite qualified supervisor for their direct client contact hours each week. As part of the Practicum course, students will also attend a Lab with their Practicum instructor who qualifies for the required ATR-BC supervision. Students will document their supervision hours using Time2Track along with their direct and indirect contact hours.

Grading for Practicum I and Practicum II Class and Lab for AT/CN & ATCP

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

Practicum I Lab:

- Students receive a **P (Pass)** if they have completed the 25 hours of direct client contact required and all clinical documentation.
- Students receive an **SP (Satisfactory Progress)** if they have not completed the required 25 hours and/or all required clinical documentation.

The grade of SP is considered a passing grade and does not need to be changed once a student has completed 25 hours of direct client contact and clinical documentation.

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

Practicum II Lab:

- Students receive a **P (Pass)** if they have completed the total required hours of direct client contact and indirect client contact (based on their program), and all required clinical documentation.
- If a student has **not completed** the combined total of 100 hours and/or all required clinical documentation by the end of the quarter **they must apply for an incomplete**, allowing for an extension of time in which to complete their hours. Once the quarter ends, the program chair will serve as their supervisor. Students who do not apply for an Incomplete or do not finish the required hours and documentation will receive an F (Fail).
- Supervision of any hours that need to be completed on the incomplete will be fulfilled by the Practicum II unless that instructor is not available. Then, the Professional Seminar instructor in

the first quarter of internship would serve as the supervisor. However, if the student is not enrolled in internship then the AT/CN Program Chair will supervise the student.

Internship and Professional Seminar Policies and Procedures for Art Therapy/Counseling and Art Therapy for Clinical Professionals Programs

Students are responsible for securing their own internship sites, including participating in any required application and screening process. All internship field training sites must meet the requirements outlined in the internship site agreement and receive approval from the Program Chair or other designee. All Internship students must continue liability insurance coverage prior to seeing clients at their site. Evidence of insurance coverage must be submitted to the Field Training Coordinator and uploaded to their Internship course in Populi. The College makes Internship specific training and materials available to students throughout the program. These materials can be found in the *Student and Career Services Group* in Populi.

Criteria for Enrolling in Internship I

Upon satisfactory completion of all pre-requisite course work, students will be eligible to register for Internship I. Students must have their Internship Proposal approved before they are allowed to register for Internship I. The final day to enroll in Internship I or II is the first Monday of the quarter. If a student has not secured an internship site by that time, they must wait until the following quarter to enroll in Internship.

Requirements for Completing Internship II

All CN, AT/CN and ATCP degree programs require students to accumulate a total of 300 direct and 300 indirect hours to complete Internship. Direct client contact hours are defined as face-to-face interaction with clients (in-person or via tele-health). Indirect hours are defined as time spent on required documentation, scheduling, supervision, and other professional activities related to client work.

Note: No additional practicum hours may be applied toward Internship.

A student may start orientation and training at an internship site prior to the start of an academic quarter if the site requires it. However, students may not count any direct or indirect hours accrued prior to the official start of their first quarter of Internship. Students must be enrolled in Internship in order to accumulate internship hours. Students may not count any hours toward fulfilling their Internship requirement if they are not actively enrolled in Internship, or on an Incomplete for an Internship course.

Students are required to track their internship hours through a software program called **Time2Track** which requires an annual subscription fee. They will be given information on how to register for the program before practicum starts and will be trained on how to use it by the Field Training Coordinator.

If a student does not complete their 600 hours of direct (minimum 300 hours) and indirect contact by the end of Internship II, they may petition for an incomplete. Incompletes are awarded only if the student has completed a minimum of 60% of their total course work (see Incomplete Policy). If awarded an incomplete, students will have one additional quarter to complete their hours. If they do not complete their hours, they will have to enroll in the 1 credit "Continued Internship" Course at the full tuition cost.

Supervision of Internship

Internship students must be supervised by independently licensed practitioners in accordance with state licensure rules and statutes. Interns must receive one hour of supervision for every ten hours of direct client contact.

In some cases, when a site cannot provide a qualified supervisor, Southwestern College will pay up to \$1,500 towards supervision during internship at the rate of \$50/hour for individual supervision for a maximum of 30 hours of supervision.

Students will receive supervision from someone with the ATR-BC in their Professional Seminar course which fulfills CAAHEP requirements.

Grading for Professional Seminar I and Internship I for AT/CN & ATP

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

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

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

Grading for Professional Seminar II, Internship II, and Completion of Internship Hours for AT/CN & ATP

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

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

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

Exceptions to this policy must be approved by the Academic Council via the *Petition for Policy Exception* process. If no exception has been granted, a student will forfeit their right to graduate from Southwestern College after one year.

Continued Internship

If a student files a Petition for Incomplete for AT/CN Internship II and their petition is approved, they will have one additional quarter (from the time of the Incomplete) to complete all of their internship hours and documentation. If a student is not able to complete their hours within that time frame, they must enroll in one unit of Continuing Internship. A student must enroll in the “Continued Internship” course for as many quarters as needed within the allotted 6-year time frame for degree completion (see below) while accumulating internship hours until all hours and documentation are completed. Continued Internship is graded Pass/Fail.

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

Art Supplies During Internship

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

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

1. Create a proposed budget and give it to the on-site supervisor.
2. If funds are not available, an intern could ask employees at the site for craft and art supply donations. Signs put up in break rooms often work well.
3. If initiating a local internship, ask the Art Therapy Program Chair to look through the SWC art shed where donations of all kinds (fabric, magazines, used crayons and pastels, etc.) are stored.
4. Design art experiences that mostly rely on recycled materials, found objects and yard sale craft/art supplies.
5. Pay for some supplies out of one’s own pocket.

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

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

Counseling Program Field Training Policies and Procedures

Practicum Policies and Procedures

Practicum hours for the Counseling (CN) Program may be completed at Tierra Nueva Counseling Center (TNCC), or at a site chosen by the student. The College makes practicum specific training and materials available to students prior to the start of field training. These materials can be accessed at any time during the program through the *Student and Career Services Group* in Populi.

Criteria for Enrolling in Practicum I for Counseling

Upon satisfactory completion of all pre-requisite course work, including the e-Portfolio, students will be eligible to register for Practicum I.

Practicum Site Approval: All practicum field training sites must meet requirements of the practicum site agreement and receive approval from the Counseling Program Chair prior to the student beginning Practicum. If a student does not secure an approved practicum site, they will have to postpone their Practicum on their degree planner to the next time Practicum I is offered.

Liability Insurance: All Practicum students must secure liability insurance prior to seeing clients during Practicum. Evidence of insurance coverage must be submitted to the Field Training Coordinator and uploaded to their Practicum course in Populi.

Criteria for Completing Counseling Practicum

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

- A minimum of 40 of these hours must be direct client contact hours.
- A minimum of 60 of these hours must be indirect.

Note: No additional practicum hours may be applied toward Internship. Direct client contact hours are defined as face-to-face interaction with clients (in-person or via tele-health). Indirect hours are defined as time spent on required documentation, scheduling, supervision, and other professional activities related to client work.

Students are required to track their practicum hours through a software program called **Time2Track** which requires an annual subscription fee. They will be given information on how to register for the program before practicum starts and will be trained on how to use it by the Field Training Coordinator.

If a student does not complete their 100 hours of direct and indirect contact by the end of Practicum II, they may petition for an incomplete. Any remaining hours must be made up before or during Internship, depending on the agreement detailed on the Petition for Incomplete Form.

Practicum Supervision

Students are expected to attend a minimum of one hour of supervision with their approved onsite supervisor for their direct client contact hours each week. Students will document their supervision hours using Time2Track along with their direct and indirect contact hours.

Internship Policies and Procedures

Students are responsible for securing their own internship sites, including participating in any required application and screening process. All internship field training sites must meet the requirements outlined in the internship site agreement and receive approval from the department chair. All Internship students must continue liability insurance coverage prior to seeing clients at their site. Evidence of insurance coverage must be submitted to the Field Training Coordinator and uploaded to their Internship course in Populi. The College makes Internship specific training and materials available to students throughout the program. These materials can be found in the *Student and Career Services Group* in Populi.

Criteria for Enrolling in Counseling Internship

Upon satisfactory completion of all pre-requisite course work, students will be eligible to register for Internship I. Students must have their Internship Proposal approved before they are allowed to register for Internship I. The final day to enroll in Internship I or II is the first Monday of the quarter. If a student has not secured an internship site by that time, they must wait until the following quarter to enroll in Internship.

Criteria for Completing Counseling Internship

Counseling (CN) students must complete a *combined total* of 600 *indirect and direct client contact hours* during the *two quarters* they are enrolled in Internship I and Internship II.

- A minimum of 300 of these hours must be direct client contact hours.
- A minimum of 300 of these hours must be indirect.

Note: No additional practicum hours may be applied toward Internship. Direct client contact hours are defined as face-to-face interaction with clients (in-person or via tele-health). Indirect hours are defined as time spent on required documentation, scheduling, supervision, and other professional activities related to client work.

A student may start orientation and training at an internship site prior to the start of an academic quarter if the site requires it. However, students may not count any direct or indirect hours accrued prior to the official start of their first quarter of Internship. Students must be enrolled in Internship in order to accumulate internship hours. Students may not count any hours toward fulfilling their Internship requirement if they are not actively enrolled in Internship, or on an Incomplete for an Internship course.

Students are required to track their internship hours through a software program called **Time2Track** which requires an annual subscription fee. They will be given information on how to register for the program before practicum starts and will be trained on how to use it by the Field Training Coordinator.

If a student does not complete their 600 hours of direct (minimum 300 hours) and indirect contact by the end of Internship II, they may petition for an incomplete. Incompletes are awarded only if the student has completed a minimum of 60% of their total course work (see Incomplete Policy). If awarded an incomplete, students will have one additional quarter to complete their hours. If they do not complete their hours, they will have to enroll in the 1 credit "Continued Internship" Course at the full tuition cost.

Supervision of Internship

Internship students must be supervised by independently licensed practitioners in accordance with state licensure rules and statutes. Interns must receive one hour of supervision for every ten hours of direct client contact.

In some cases, when a site cannot provide a qualified supervisor, Southwestern College will pay up to \$1,500 towards supervision during internship at the rate of \$50/hour for individual supervision for a maximum of 30 hours of supervision.

Grading for CN Internship I

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

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

Grading for CN Internship II and Completion of Internship Hours

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

- Students receive a **P (Pass)** if they have completed the total 600 hours of direct and in-direct hours and the accompanying documentation required by the counseling program.
- Students who have not completed 600 hours of direct and in-direct hours and/or the accompanying documentation required of SWC must file a *Petition for Incomplete*. This will allow students one full quarter to complete the required hours. When students complete their hours and documentation, their grade will change from an “I” to a **P (Pass)**.

Continued Internship

If a student files a Petition for Incomplete for CN Internship II and their petition is approved, they will have one additional quarter (from the time of the Incomplete) to complete all of their internship hours and documentation. If a student is not able to complete their hours within that time frame, they must enroll in one unit of Continuing Internship. A student must enroll in the “Continued Internship” course for as many quarters as needed within the allotted 6-year time frame for degree completion (see below) while accumulating internship hours until all hours and documentation are completed. Continued Internship is graded Pass/Fail.

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

Tierra Nueva Counseling Center (TNCC) Policies related to Practicum and Internship

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

Background Check Policy for TNCC

All incoming practicum students are required to complete a background check prior to seeing clients at Tierra Nueva Counseling Center (TNCC). **Background checks must be initiated no later than two weeks prior to the start of the quarter in which the student is scheduled to start seeing clients.** If the TNCC leadership team has a concern regarding the results of the mandatory student background check, AC will determine necessary action on a case-by-case basis. The process:

1. Make an appointment to meet with the Student and Client Services Coordinator of TNCC to submit the following information and documentation:
 - a. color Driver’s License or other state or federal ID

- b. Social security card
 - c. Current mailing address, if different than permanent/physical address.
 - d. Disclose if you have moved to NM from another state within the last seven years.
 - e. State of birth
 - f. Aliases
 - g. Gender indicated on ID
 - h. Race
 - i. Height
 - j. Weight
 - k. Eye and hair
2. Go to the Department of Public Safety, 4491 Cerrillos Rd, Santa Fe, NM, or other designated locations, to have fingerprints done.
 3. Students will be notified only if there is a problem with their background check.

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

Dress Code for Tierra Nueva Counseling Center

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

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

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

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

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

Multiple Relationships

Students must follow professional codes of ethics regarding multiple relationships with clients at TNCC or other mental health agencies where they are completing hours for practicum or internship.

If a student is socially familiar with and/or has a personal relationship with a TNCC client being seen by another student or employee, they may not participate in any labs or supervision groups concerning this client, nor may they engage in any formal or informal conversations about this client.

Students, staff, faculty, board members, or administration of Southwestern College or Tierra Nueva Counseling Center may not receive services at TNCC. Additionally, family members of students, staff, faculty, board members, or administration may not receive services from therapists at TNCC.

Social Media Policy for Tierra Nueva Counseling Center

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

The following guidelines apply to students serving at TNCC during Practicum and Internship:

1. Do not friend or follow clients or client's families and don't let them friend or follow you. This supports healthy professional boundaries.
2. It is not appropriate to discuss anything online that has to do with clients, work with clients, or specific work at TNCC. This guideline is related to confidentiality and HIPAA.
3. Do not vent, process, or talk about struggles with clients, faculty, or staff at TNCC on social media platforms. If you are struggling, seek out your supervisor or the clinical director. This helps hold the integrity of TNCC in the online world as a respectful community mental health clinic.

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

PART VII: GRADUATION POLICIES AND PROCESS

Graduation Requirements

- Successful completion and documentation of psychology and studio art prerequisites.
- Successful completion of the required number of units with a grade of B- or better in every course.
- Successful completion of the ePortfolio (AT/CN, CN, & ATCP students only).
- Successful completion of the Personal Therapy requirement (AT/CN, CN, & ATCP students only).
- Successful completion and submission of Internship hours and documentation (AT/CN, CN, & ATCP students only).
- Successful completion of TNCC check-out. (AT/CN, CN, & ATCP students only if they did any part of their field training at TNCC).
- Library clearance (lost or damaged fines paid, no overdue items, etc.).
- Business office clearance (all tuition, fees, etc. paid in full).
- Successful completion of Financial Aid Exit Counseling (Students who borrowed funds through the Federal Direct Unsubsidized and/or PLUS Student Loan Programs only.)

Students needing extra time beyond any incompletes filed to complete requirements must submit a Petition for Policy Exception detailing reasons for the delay and a timeline for completion. Petitions will be reviewed by their Program Chair and Vice President of Academic and Student Affairs.

Moving through the Graduation Process

Graduation Process for Counseling and Art Therapy/Counseling Programs

1. **Graduation Clearance Informational Checklist:** Students will have access to this in their Internship group in Populi and receive a reminder via email from the Registrar near the end of Internship I. This is a checklist of things that students need to complete to graduate.
2. **Internship Completion:** Students must complete all internship hours, paperwork, and a TNCC checkout (only for those students who completed some or all of their field training at TNCC) which is tracked and documented by the Field Training Coordinator who submits an email to the Registrar and the student with instructions on final steps and a link to the Graduation Clearance Form
3. **Exit Interview:** While recommended, the Exit Interview is optional and no longer required as part of graduation requirements. If a student would like to, they can complete an Exit Interview at any time during the graduation process by selecting one faculty member and one AC member of their choice and scheduling an interview.
4. **Transcripts:** Students must request transcripts formally through Populi. Transcripts are processed ONLY on Fridays. The registrar typically needs at least three days after the receipt of the completed/signed Graduation Clearance Form. It is recommended to not submit a request until the Graduation Clearance Form is received, including a copy received by the student.

Policy and Procedure for Walking in the Annual Graduation Ceremony

SWC has an annual graduation ceremony, please check the academic calendar for the specific date. Diplomas are awarded at this ceremony. If graduates do not attend the ceremony, diplomas will be mailed. Note: A student's graduation date is the date the Graduation Clearance form is signed by the

Vice President of Academic and Student Affairs, an of the College, not the date of the annual graduation ceremony.

Diploma name request form is due to the Registrar by Oct. 1. This form can be found in the Student & Career Services group.

Students must complete ALL graduation requirements by December 31 of that year, to walk in the annual graduation ceremony. If a student does not anticipate completing ALL graduation requirements by October 1 of the year of the annual graduation ceremony, they may request to walk at graduation by

Submitting a Petition for Policy Exception which should include a detailed timeline indicating how the student will complete the requirements by December 31 of that year.

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

PART VIII: STUDENT SERVICES AND RESOURCES

Student and Career Services

Student and Career Services supports student growth, retention, and success in SWC's academic programs and life. The Dean of Student Affairs oversees this department.

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

- Student Success Coaching
- Career Services and Licensing/Credential Support
- Academic supports and/or Disability Accommodation (ADA) consultation and administration.
- Program Plan Advisement
- Answers to "How do I...?" "Can I...?" and a variety of other questions students ask about their experience at SWC
- Conflict Resolution

Other services coordinated by this office include:

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

New Student Onboarding

New student onboarding is a process that takes place from the moment of acceptance to SWC to the moment of starting classes. Multiple workshops for registration, financial aid, and general enrollment procedures are offered. In addition, students participate in an online onboarding class in Populi, which contains much of the information a student will need along their learning journey. Finally, we hold an online new student orientation the Thursday and Friday prior to classes beginning in the Fall, Winter, and Spring quarters. Onboarding is an opportunity for students to build a strong foundation and identify potential supports and barriers prior to classes starting. It is required of all entering students.

Advisement

Program Planner Advising

Prior to the first quarter of enrollment, students complete a degree program planner with Enrollment Services. A copy of this program planner is available in the student tab in Populi. Students wishing to explore changing their program planners should contact the Student Services and Field Training Coordinator, who serves as our academic advisor and approves changes to a program planner. Changes in program planners may change future financial aid eligibility, so it is imperative to consult with the Financial Aid Office before finalizing any changes.

Academic Advising

Upon acceptance into a degree program, the Dean of Student Affairs assigns each degree student to an Academic Advisor who assists students with coursework concerns and professional development. Coursework concerns should be discussed directly with class instructors prior to discussion with

Academic Advisors. Academic Advisors can provide some information about credentialing, career paths, and professional trends in counseling or art therapy. They also can refer students to other sources of professional information and assist students with referrals for their personal counseling requirement.

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

Student Success Coaching

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

Students may request a Student Success Coach by contacting the Dean of Student Affairs.

Required Student Success Coaching

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

If Success Coaching is required, the student and coach discuss the issues raised and agree to strategies that will improve the professional and/or academic performance identified in the Students of Concern process. Together, they complete a Student Success Plan and a copy of the signed SSP is kept in the student's Populi file. If there are recurring concerns regarding academic or behavioral issues, the SSP plan will form the basis of any additional requirements or recommendations.

Americans with Disabilities Act Accessibility Services

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.

The College will make reasonable accommodations to classroom and scheduling procedures and provide necessary auxiliary aids to accommodate students with documented disabilities as required by law. Requests for accommodations are evaluated on an individual basis using the *Disability Registration Form*, which is intended to help the College determine how to effectively meet each student's needs.

Students can request accommodation at any time during their enrollment. However, requesting accommodation at the beginning of enrollment is recommended. Students who have qualified for accommodations in their undergraduate institution benefit from accommodations while pursuing their graduate education at SWC. Requesting accommodations early allows the College to provide students with the accommodations they need to be successful in SWC's highly transformational and academically rigorous programs.

How to Request Accommodations:

Please submit a completed *Student Disability Registration Form*, found in the Student & Career Services group in Populi under files to the Dean of Student Affairs who will set up a time to meet with you.

Once accommodations have been determined, it is the student's responsibility to notify faculty, internship liaisons, and internship supervisors of the need for accommodation via the *Disability Accommodation Form*. During the accommodations meeting, the Dean of Student Affairs will review the policy and provide coaching on how to share accommodations with faculty/support staff.

Documentation of Learning Disability and/or ADD/ADHD

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

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

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

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

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

Documentation of Disability other than a Learning Disability or ADD/ADHD

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

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

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

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

Process for Receiving Accommodations:

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

1. Reasonable accommodations will be identified and approved by the Dean of Student Affairs (with consultation from the Vice President of Academic and Student Affairs, Academic Council, and Executive Council as needed).
2. The Disability Accommodation Form will be completed and signed by the Dean of Student Affairs and emailed to the student in PDF form.
3. The student is responsible for sharing this form with his/her faculty, supervisors, and internship liaisons. Please set up a time with each faculty member or practicum/internship supervisor to discuss and clarify the approved accommodations and how they will be implemented. The Dean of Student Affairs *will not** inform faculty of the approved accommodations but may provide information and coaching to students on how they may notify faculty.
4. The form will be kept on file in the student's Populi account.

Note: According to Federal ADA policy, it is a student's responsibility to inform each faculty member, supervisor and internship liaison of their special needs and accommodation. The Dean of Student Affairs will not disclose this disability or accommodation to the faculty or staff without a signed release from the student.

College Bookstore

The bookstore is in the main office of Southwestern College. Required textbooks and other books of interest are available to order through Populi to pick up in-person. When books are ordered the bookstore will contact the student about picking them up. Walk-in bookstore hours are usually 9am to 5pm, Monday through Friday. The bookstore is closed whenever the Administrative Office is closed.

Technology Resources

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

- Southwestern College Populi: permanent access to your academic records and class resources.
- Web-based email and software from Microsoft Office 365. NOTE: Forwarding of SWC Email to an external email account is not permitted.
- Software may be used as web-based tools
- More than 50 GB of cloud-based storage
- Collaborative spaces using SharePoint and OneDrive
- Shared campus calendar of events and important deadlines

Office software for PC, Mac, and mobile may be downloaded on up to 5 personal devices

- Adobe products for students using digital tools for art therapy
- Autodesk products for creativity
- Avast antivirus
- Assistance with configuration and troubleshooting personal devices by appointment.

For Technology Services policies, please see Populi Files section.

Quimby Memorial Library (QML)

Quimby Memorial Library serves students, faculty, staff, and alumni of Southwestern College and the New Earth Institute. Individuals not affiliated with SWC who wish to use QML must obtain community membership from library staff.

Students are required to attend a library orientation (online or face-to-face) during their first quarter of studies.

In accordance with the Americans with Disabilities Act (ADA), Quimby Memorial Library makes every effort to provide reasonable accommodations for students with documented disabilities.

For general information, reference, or any requests for resource access or assistance, library patrons may contact librarians by emailing askthelibrary@swc.edu.

Resources (Overview)

Quimby Memorial Library has been serving the students, alumni, faculty, and staff of Southwestern College since the college's inception. QML's physical and digital collections are curated to provide specific resources for classes and to support students in their development as scholars and researchers. The library supports teaching and research in counseling, art therapy, expressive arts, and a multitude of counseling modalities.

The library's circulating collections contain nearly ten thousand books and audiovisual materials. Its remotely accessible digital holdings include access to greater than four million academic articles and two hundred thousand eBooks.

QML also houses the Quimby Collection, a collection that focuses on comparative religion and metaphysics, which includes many rare items and served as a foundation for SWC's early philosophy, educational approaches, and curriculum content.

The library is a member of the New Mexico Consortium of Academic Libraries, the New Mexico Library Association, and the American Library Association. Patrons have access to the physical holdings of all academic libraries in New Mexico via the Library Passport System, and both physical and digital resources from libraries around the world, via interlibrary loan and article exchange (OCLC-WorldShare).

Remotely Accessible Resources

- The Quimby online catalog through Populi, by which resources can be searched and holds can be placed.
- EBSCOhost research databases, which include the Psychology and Behavioral Sciences (providing access to greater than four hundred psychology journals), two eBook collections (totaling greater than two hundred thousand remotely available books), and a curated database of audiobooks.
- Taylor & Francis Online academic database, which platforms full texts of greater than four million peer reviewed articles.
- Streaming academic videos through Kanopy.

- Tutorials and digital resources on APA formatting for academic writing.
- Tutorials and digital resources on research methods and effective database engagement.
- OCLC Worldshare, a global catalog of library collections, from which students and faculty may borrow.

On-site Library Services

- Access to the library’s physical holdings and archived resources.
- Reference and research assistance.
- Guidance in APA style for academic writing and formatting.
- Computers outfitted with the Microsoft office suite.
- Color printing and scanning.

Borrowing Services and Terms

Southwestern College students, faculty, and staff may check out up to 15 items at a time from the library’s circulating collection (the *Main Collection*). Alumni may check out up to 10 items at a time. Books and audiovisual items from the Main Collection may be borrowed for three weeks and renewed twice for an additional period of three weeks, if no hold has been placed on the item by another patron.

All students, faculty, staff, and alumni are responsible for items that are checked out in their name. Students, faculty, and staff do not accrue fines for overdue materials; however, they will receive notices via email and Populi of overdue materials. After 50 days from the last applied due date, an overdue item will be designated as “lost” in the library’s catalog, and the patron in possession of that item will be responsible for paying fees associated with the cost of replacing the item. A patron may also be required to pay a replacement fee if an item is damaged while in the patron’s possession.

Copying Privileges

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

Black & White printing: 10 cents a page

Color printing: 25 cents a page

Incoming students receive a \$5 credit for library copying. Funds are deducted from each student’s individual printing account, each time they send a job to the library’s print station. It is the student’s responsibility to replenish the account as needed.

Reserved Materials

At the beginning of each quarter, QML staff places on reserve all books and other media designate as required for one or more courses of that quarter. Students have exclusive access to reserved materials. They may use these materials in the library (for reading, viewing, copying, or scanning), and they may check the items out for an abbreviated circulation period of three days at a time.

Campus Resources

Spiritual Practice Room

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

Student Lounge

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

Art Studio

The Art Studio is a dedicated place for artmaking on campus. A kiln and plentiful art supplies are available. The studio is usually open during office hours, or students may borrow a key and arrange to use it in the evenings or on weekends. Some quarters, there is a weekly open studio available for students, staff, and faculty.

Peace and Reflection Garden

In 2012, Southwestern completed the installation of a Peace and Reflection Garden, which includes a scenic path, a pergola, prayer flags and a wind sculpture. Students are encouraged to use this space as a place for reflection and cultivating a deep sense of inner peace.

Wild Heart Gallery

The Wild Heart Art Gallery is in the foyer of the Art Therapy building. Curated art shows of student, faculty and staff work are held on a periodic basis.

PART IX: STUDENT CONDUCT AND SUPPORT FOR SUCCESS

Although the following are directly related to the preparation of art therapists and counselors, they also apply to students in all SWC master's degree programs.

Core Values

One of the core values at SWC is that of loving awareness of self and other. The deeper challenges of connecting with and holding loving awareness are not found only when treating a client in the office. Rather, it is manifesting this loving awareness in our daily interactions.

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

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

The community is strengthened by maintaining an awareness of the integrity of each person and treating all with consideration, love, and respect. We have identified the following nine dispositional qualities that are the critical foundation and on-going building blocks to foster actions and behaviors in support of our core values.

- Self-Reflection
- Emotional Regulation
- Empathy/Warmth/Compassion
- Openness to Learning
- Responsibility to Self & Others
- Boundaries
- Self-Disclosure
- Give & Receive Feedback
- Cultural Humility

Students will self-evaluate their skills and abilities in relation to these qualities, at various points along their learning journey. In addition, students will have many opportunities to receive and integrate feedback throughout the program.

The goals of the of Dispositional Assessment include:

- Students become oriented to the dispositions in the beginning of the program and are able to reflect/self-assess and receive substantive feedback on their development of these dispositions throughout the program.
- Students have agency over their learning and development and are able to engage in ongoing reflection on these dispositions to inform their learning and development.
- Ensuring students develop these essential dispositions.

Student Responsibility

Although the programs at Southwestern College are oriented toward personal process and self-awareness, it is important to emphasize that the programs are educational rather than therapeutic.

Students are expected to monitor themselves for signs of difficulty regarding their own physical, mental, or emotional challenges.

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

During clinical field training, students should refrain from offering or providing professional services when their personal/internal state may impair their professional capacity and/or cause harm to a client or others. In alignment with professional ethical codes, students should notify their faculty and/or supervisors and seek assistance for problems that reach the level of impairment, and, if necessary, limit, suspend, or terminate their coursework and/or clinical field training until it is determined that they may safely resume their work.

Student Conduct

The ethical responsibility of art therapy and counselor educators and supervisors is to monitor and evaluate each student's knowledge, skills, attitudes, as they relate to the competencies required for professional art therapists and counselors. SWC is committed to remediating or preventing those students who are lacking in these professional competencies from becoming counselors and art therapists.

Southwestern College requires students to represent themselves and the College in the responsible, ethical, and professional manner befitting counselors and art therapists in training, or as visionary leaders of conscious action. SWC students must be models of responsibility, integrity, excellence, and compassion in their communities, on and off campus.

The College encourages students to consult the ethical codes of the American Counseling Association and the American Art Therapy Association. These ethical codes apply to students in their graduate training, especially in their relationships with practicum and internship clients.

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

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

- Academic dishonesty (plagiarism, cheating, fraud, or negligent misrepresentation).
- Behavior that threatens the personal health or safety of oneself or others including physical assault, verbal abuse or other violent or potentially harmful behavior toward another student, instructor, or staff member.
- Being intoxicated on campus or online.
- Breach of confidentiality.
- Theft or destruction of College or personal property.
- Disruptive or disrespectful behavior toward a student, instructor, client, or staff member including refusing to follow instructor guidelines in class.
- Failure to meet financial obligations to the College.

- Violation of the multiple relationships policy with faculty, staff, or practicum or internship clients
- Possession of firearms, weapons or toys that resemble weapons on campus.
- Practicing counseling or art therapy outside of the context of graduate training.
- Sexual or inappropriate involvement with practicum or internship clients.
- Violation of applicable federal, state, and local laws or College rules and regulations.
- Impairment.

Referrals for Support and Conflict Resolution

Southwestern College strives for 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 during the entire life cycle of the student journey through their program. As part of this transformational process, faculty and staff are asked to mindfully attend to students and to hold them in unconditional positive regard.

If a faculty member has an academic or dispositional concern about a student, the faculty will reach out to the student to provide feedback and support. A faculty member may also consult with the Dean of Student Affairs, Program Chair, or Course Leader to identify a support plan. If needed, faculty may submit a referral form (see below) and inform the student that they will be making a referral.

If a student encounters an issue with another student or faculty member, or if they have a course related concern, they should contact the faculty directly and request a meeting to discuss the issue. If a student is uncomfortable or unsure about how to approach the faculty member, they may contact the Dean of Student Affairs to explore the issue and develop a plan. The plan may include:

- Coaching on how to approach the issue (this may occur with the Dean of Student Affairs or via a Peer Coach)
- Setting up a meeting for the associated parties (faculty, student, and Dean of Student Affairs) to address the issue and/or conduct a structured mediation
- Contacting the Course Leader and Program Chair to address the issue
- On-going student coaching (via peer coaching or with the Dean of Student Affairs) to support the student to move through the issue

If a student is unsatisfied with the efforts to resolve the issue, they may file a grievance in accordance with SWC policy.

A faculty member may initiate a Student Support Referral, an Academic Referral, or a Dispositional Referral when they observe that a student is exhibiting academic or dispositional challenges. The intention and purpose of these referrals is to provide support to the student and is not disciplinary in nature, however failure to adequately address concerns expressed on the referrals may lead to disciplinary action, such as suspension, probation, or expulsion.

Submitted forms, supporting documentation, and communication regarding student conduct are kept online in the student's Populi file. These items do not become part of the student's academic file in the Registrar's office.

Student Support Referral (SSR)

A Student Support Referral (SSR) may be filled out by faculty or staff to alert Student Services that a student needs support. In addition, a student may fill out the form when they wish to seek support on their own behalf. The purpose of this form is to alert Student Services early on to any issue that may become a barrier to success, including academic, social-emotional/dispositional, financial, and/or other social/material challenges. This form is used as a proactive measure and is filled out prior to the Academic Referral or the Dispositional Referral. This form may be used to access a wide variety of services as students journey through their transformational and professional process at SWC.

The link to submit a SSR form can be found in all syllabi. A faculty or staff member should meet with the student to review the area of need with the student and to let them know they are submitting an SSR. Student Services will be alerted once the form is received and will contact the student to provide resources and support. It is the responsibility of the student to communicate any further needs and/or updates to the faculty or staff member.

Areas of support include:

- Academic (reading, writing, research skills, etc.)
- Social-emotional or Dispositional (self & social awareness, cultural responsiveness, boundaries, etc.)
- Time Management and Study Skills
- ADA Accessibility and Neurodivergent Services
- BIPOC and/or Sexuality and Gender Alliance (SAGA) Student Support Groups
- Academic Advising (Program Planner Changes)
- Practicum or Internship
- Career Planning
- Financial Planning
- ePortfolio Guidance
- Physical or Mental Health

Students may request a Student Success Coach by filling out a Support Request Referral, found in the Populi Student & Career Services Group>files>student support referral link. It can also be found at the bottom of every syllabus.

Academic Referral

An Academic Referral is completed by a faculty member who has observed that a student is not meeting the academic standards of Southwestern College. An Academic Referral would be the next step after a Student Support Request. The faculty member completes the form and submits it to the Dean of Student Affairs. The Dean of Student Affairs provides the student with a copy of the referral and meets with them to review the concern and develop a support plan.

An Academic Referral can include concerns related to the following skills:

- Class preparation
- Class participation
- Writing

- Critical reflection
- Analysis and synthesis
- Communication and presentation Skills
- Organizational and Time Management
- Other academic skills

Next steps may include, but are not limited to:

- required academic tutoring
- required student success coaching
- slowing down the pace of the student's program
- retaking a class

The student is asked to sign the form indicating that they understand and agree to the support plan.

Dispositional Referral Form

A Dispositional Referral Form is completed by a faculty member when they have concerns about a student's ability to embody one or more of the nine SWC Dispositional qualities essential for the counseling profession. The faculty member completes the assessment and submits it to the Dean of Student Affairs. The Dean of Student Affairs provides the student with a copy of the assessment and meets with the student to develop a support plan. The program chair of the department may be included if additional feedback and/or consultation is needed.

The Dispositional Referral Form covers the following:

- Self-Reflection
- Emotional Regulation
- Empathy/Warmth/Compassion
- Openness to Learning
- Responsibility to Self & Others
- Boundaries
- Self-Disclosure
- Give & Receive Feedback
- Cultural Humility

A support plan will be developed that may include, but are not limited to:

- required student success coaching
- slowing down the pace of the student's program
- retaking a class
- require a mental health assessment
- recommendation to increase personal therapy hours
- taking a leave of absence

The student is asked to sign the form indicating that they understand and agree to the support plan.

Disciplinary Action

Disciplinary actions listed below are initiated by the Dean of Student Affairs.

Examples of initial disciplinary actions include:

- required student success coaching
- slowing down the pace of the student's program
- recommendation to increase personal therapy hours
- require a mental health assessment
- retaking a class
- restorative action
- relational repair
- academic probation
- suspension
- expulsion

Academic Standing and Probation Policy

Evaluation of academic standing includes, but is not limited to, consideration of performance in and progress through a degree program according to program expectations. In addition, Federal regulations require all federal financial aid recipients to comply with definitive academic standards to maintain eligibility for Financial Aid. The Financial Aid Office will review all financial aid recipients for Satisfactory Academic Progress (SAP) four times per year (end of Fall term, end of Winter term, end of Spring term, and end of Summer term). See the Financial Aid Satisfactory Academic Standing Policy for additional information.

Performance:

To be considered in good academic standing, graduate students must maintain an expected level of academic and dispositional performance throughout their program. Criteria for evaluating satisfactory performance include, but are not limited to:

- Earning a grade of B- or above in all courses *and* maintaining a cumulative grade point average of at least 3.0.
- Passing and completing a minimum of 67% percent of all course work attempted at SWC. Any course with a grade of withdraw (W), (F), or incomplete (I), is considered attempted but is not considered completed course work.
- Academic and scholarly integrity.
- Compliance with academic and dispositional policies at Southwestern College.
- Satisfactory progress toward completion of degree including completion of coursework, milestones, exams, or other components on specified time frame.
- Inability to integrate feedback and rectify academic or dispositional concerns presented in an Academic or Dispositional Referral.

Probation

Failure to maintain an expected level of performance will result in a student being placed on Academic Probation.

If the student does not rectify the causes for academic probation within the following quarter after being placed on academic probation, the student will not be permitted to register for classes and may be suspended. In addition, financial aid may be suspended in accordance with the SAP policy. A student may not appeal being placed on probation but *may* appeal the financial aid suspension via the Financial Aid Satisfactory Academic Progress Policy.

Additional conditions to continue enrollment at Southwestern College may include student success tutoring, coaching, and/or other requirements as assessed by the Dean of Student Affairs and Program Chair.

Suspension and Expulsion

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

Suspension and Expulsion may result from the following:

- Failure to establish a satisfactory level of academic and/or dispositional standards following being placed on probation.
- Failure to address the issues presented on a Dispositional or Academic Referral, or in a letter of probation.
- Failing to submit or pass ePortfolio.
- A student will be suspended if they fail the same course twice.
- Consistent failure to demonstrate the knowledge, skills, and attitudes necessary for graduate school performance in counseling and/or art therapy/counseling.
- Violation of any policy in the College Catalog.

The Dean of Student Affairs in collaboration with the Program Chair, may suspend a student for a length of time between one quarter and one year. Prior to re-entry, the student will be required to meet with the Program Chair and one member of Academic Council, who will make a recommendation regarding re-entry. Students may be required to provide documentation of physical, mental, or emotional fitness from a licensed health care professional. If cleared for re-entry, the student may return to the school at the end of the suspension without re-applying.

Appeal of a Decision by Academic Council

If a student is suspended or expelled by the Dean of Student Affairs, the student has 30 days within which to submit a written appeal to Academic Council. The student will be notified in writing or by email of the Academic Council's decision, which is final.

PART X: ACADEMIC POLICIES

REGISTRATION POLICIES:

Student Designation

There are two student designations: 1) On-ground and 2) Distance. Students declare their designation upon admission to the College.

Students may change their designation twice per year – by June 1 for fall and winter quarters and by January 3 for spring and summer quarters.

Students may only register for courses within their designation.

Exceptions:

- In situations where there are not enough students to have an on-ground section (classes require a 6-8 student enrollment minimum) on-ground students will be required to register for an online section of the course.
- If a student has exhausted all possibilities to re-arrange their schedule and/or have an acute circumstance, students may contact the Registrar to request to be placed on the waitlist for a course outside of their designation. As enrollment in a waitlisted course is not a guarantee, students should also enroll in the section within their *current* designation so as to save their spot in the event they do not make it into the waitlisted section. The Registrar will notify the student if they are approved via email or phone. If you do not hear from the Registrar, it indicates that you were not approved for the waitlisted section.
- If a student is not accepted into the waitlisted section and there are no sections that can work within their schedule or designation, they must contact the Student Services and Field Training Coordinator to explore options to adjust their program planner. This may result in slowing down your program planner and extending the time to graduate.
- Students who have an extenuating circumstance and need to request to change their overarching designation outside of the above noted policy deadlines (June 1st and January 3rd) may submit a Policy Exception to their Program Chair for review. This does not apply to a student seeking to register for 1-2 courses outside of their designation. In such cases, a student may only be waitlisted as per above.
- If you have ADA accommodations that require a change in designation or early registration, please contact the Dean of Student Affairs/ADA Coordinator.

Course Scheduling

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

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

Registration Procedures

Students must register for degree classes via Populi, in person, by telephone, or by mail prior to the first week of classes. Exceptions may be made by approved Petition for Exception to allow registration during the first week and prior to a start of class. Students may register for NEI classes at any time once quarterly course information is published.

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

Students with delinquent accounts are prohibited from registering for classes. A registration lock will be placed on their record in Populi. Registration locks may be placed for outstanding program requirements including, photo id, e-portfolio completion, personal therapy submissions.

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

Interns can register until the first Monday of the quarter without a late charge.

Early Registration

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

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

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

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

- **Employment scheduling:** clearly indicate the conflict between your work schedule and the class time. Your application *must* be accompanied by a signed letter from your employer on business letterhead, which must include a schedule of the days and times you work, and which indicates that your schedule is fixed and not flexible. *Requests submitted without all supporting documentation from your employer will **NOT** be considered.*
- **Health:** please submit supporting documentation from a health professional.
- **Childcare needs:** please clearly outline your situation.
- **Bundling of Classes (typically due to distance):** If you live **more than** 50 miles from campus (i.e., Taos, Albuquerque, Los Alamos, etc.) and need to bundle classes to come to campus on only a few days. If you live more than 50 miles from campus and cannot bundle classes based on when they are offered, you will **not** be granted early registration.

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

Quarter Unit Definition

One quarter unit (60 minutes) is an amount of work represented in intended learning outcomes and verified by evidence of student achievement. 4 quarter units is the equivalent of 3 semester hours. Each quarter unit at Southwestern College will be demonstrated in the following ways: 60 minutes (one hour) of classroom or direct faculty instruction and a minimum of 120 minutes (two hours) of out-of-class student work each week for ten weeks equals 180 minutes (three hours) of work per week. This equals a total of ten hours of contact time and twenty hours of outside academic work per credit.

For example, a three-quarter unit class will meet for three hours per week and require six hours of work outside of class per week. A four-quarter unit course will meet for four hours with eight hours of outside work. Out-of-class student work may consist of any of the following activities:

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

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

Definition of Full-time, Part-time

Full-time attendance requires enrollment in 8 units per quarter.

Part-time attendance requires enrollment in 4 units per quarter.

Prerequisites

Prerequisites and corequisites inform students that, in order to be successful in a particular course, they must enter the course already having attained specific knowledge as a necessary background.

Prerequisites and corequisites provide a process for directing students to courses for which they are adequately prepared.

Departments may recommend prerequisites as appropriate and reasonable to ensure that students have the skills and content necessary to successfully complete a course. Academic Council provides final approval of and/or deletion of all prerequisites or corequisites.

Definitions:

A **prerequisite** is a course or other requirement that a student ***must have successfully completed prior to*** enrolling in a specific course or program.

A **corequisite** is a course or other requirement that a student must enroll ***at the same time*** as another course or requirement.

An **advisement recommendation** means a condition of enrollment that a student is advised, but not required to meet, before enrolling in a course.

Policy:

Prior to beginning study in a course with prerequisites, students shall successfully complete the established prerequisite(s) or the approved equivalent(s).

The pre and corequisites for all courses can be found under the course descriptions in the College Catalog/Student Handbook. All sections of a course must use the same prerequisites and/or corequisites.

Southwestern College reserves the right to:

- block a student's registration for a course for which the student has not successfully completed, or is not currently enrolled in, the prerequisite(s) or corequisite(s).
- administratively drop a student from a course for which the student has not successfully completed the prerequisite(s) or corequisites(s).

Policy Exceptions:

In cases where the student does not meet a stated pre/corequisite of a course, the student may submit a *Petition for Policy Exception* to seek approval for registering for it. The signature of the Dean of Student Affairs and the Program Chair of the program in which the student is enrolled are required for approval. A copy of the form will be uploaded by the Registrar to the student's Populi record.

Adding & Dropping a Class

To **add** a course:

- Students may add a course to their schedule prior to first the class meeting.
- Submit a completed Add/Drop form (available in the Student & Career Services Group in Populi).
- Tuition for courses added must be paid upon receipt of invoice through Populi.

To **drop** a course:

- The deadline to drop a class without receiving a “W” on transcript is the Sunday after the first week of class. The drop is effective on the date the Add/Drop/Withdrawal form is received. Courses are considered “Dropped” and removed from student’s transcript if the drop occurs prior to the Sunday after the first class. (For tuition refund information, see *Tuition Refund Policy*)
- Consult with the Student Services and Field Training Coordinator.
- Submit a completed Add/Drop form (available in the Student & Career Services Group in Populi).

Class Section Changes

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

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

When requesting a section change:

- Submit a *Petition for Policy Exception* to the Dean of Student Affairs.
- The Dean of Student Affairs will consult with the Registrar and/or the Executive Vice President to determine class enrollment, location, and wait list status.
- If permitted, the section change takes effect immediately.

Class Withdrawal

Withdrawal from a Credit Class (student Initiated)

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

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

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

Students may withdraw from a class by following these steps:

- Consult with course instructor.
- Consult with the Dean of Student Affairs.
- Consult with Financial Aid Office (if receiving financial aid).
- Complete a *Drop/Withdrawal Form* and secure the appropriate signatures.

Withdrawal from a Non-Credit Class (student initiated)

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

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

Community members who register for an NEI class towards a Certificate Program, but who do not attend all of the hours to complete the class will not be awarded course credit toward that Certificate Program.

Administrative Withdrawal from a Class (college initiated)

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

Leave of Absence

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

Students considering a leave of absence should:

- Consult with the Dean of Student Affairs regarding their situation and program plan.
- Consult with the Financial Aid Office regarding financial aid.
- Consult with the Business Office to review their student account.
- Complete the *Petition for Leave of Absence* (All forms are in the Student and Career Services Group in Populi.)

Financial Aid and Leave of Absence

Schools may not credit the account nor disburse loan proceeds while a student is on an approved leave of absence. A student who is approved for a leave of absence **after** receiving financial aid for the quarter may be required to return a portion of the aid received. See the *2023-24 Student Guide to Financial Aid* or contact the Financial Aid Office for more information.

College Withdrawal (Student Initiated)

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

Any student considering withdrawal should:

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

If the student chooses to go forward with the withdrawal, they must complete and submit the *College Withdrawal form*. (See *Student and Career Services Group in Populi* for electronic version of all forms.)

College Withdrawal (College Initiated)

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

Changing MA Programs

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

Student Records

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

Transcript of Academic Records

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

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

Unofficial transcripts are available for free in Populi.

Transfer Credit

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

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

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

ATTENDANCE AND GRADING POLICIES:

Class Attendance

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

- Attending the first and last class is critical. Students may only miss the first or last class for extenuating or catastrophic circumstances if they have received approval from their instructor prior to the missed class and have made arrangements to make up the missed class.
- 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 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.**
- CEUs are not available for partial attendance of NEI classes.

Any exception to the class attendance policy must be approved by the Program Chair via the *Petition for Policy Exception* form.

Online Class Attendance Policy

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

Definitions:

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

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

For synchronous online classes, the in-person attendance policy applies. 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 Policy 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.

Course Disruption – NEI Community Classes

1. NEI directors or instructors hired by directors may remove any community, non-degree registrant from an NEI class who behaves in a way that is disruptive to the learning environment. If the disruptive community member is allowed to complete the class and receive CEUs, the instructor may still decide to complete the Course Disruption Form. If an instructor does fill out a Course Disruption Form, #4 below applies.
2. If a registrant is removed for disruptive behavior prior to the end of a course, they would not receive any CEUs for the course. Partial CEUs will not be awarded.
3. If the registrant is removed for disruptive behavior prior to the end of a course, tuition will not be reimbursed.
4. The College reserves the right to refuse any community, non-degree person who has been removed from an NEI class due to disruptive behavior from enrolling in future NEI classes.

Grading System

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

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

The grading system is as follows:

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

Grades of B- or above will be accepted towards fulfilling degree requirements. Students are required to achieve a B-, S or P or higher in each course to be considered in good standing, continue in the program, and graduate.

Grades of C+ or below are considered failing and the course must be retaken. Students will no longer be considered in good standing and will be placed on Probation until they have retaken the course and received a B- or higher.

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

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

Late Paper Policy

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

Appealing a Course Grade

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

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

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

Incompletes

Incompletes may be approved due to extenuating circumstances. Extenuating circumstances for the purpose of granting additional time to complete coursework include:

- death in the family
- serious accident or illness resulting in an inability to attend class or do the required work
- unusual circumstances surrounding the birth of a child
- visa problems for international students
- similarly mitigating circumstances which could not have been prevented or anticipated by the student and were completely beyond their control.

A faculty member may initiate an incomplete in an emergency.

If a student is considering an incomplete, they are strongly encouraged to consult with the Dean of Student Affairs prior to submitting a Petition for Incomplete. After meeting with the Dean of Student Affairs, a Petition for Incomplete may be submitted for approval by the faculty member and program chair. The student must communicate the extenuating circumstances that warrant an incomplete. Documentation may be required for full approval.

Requirements:

- An incomplete is only granted if a student has completed 60% of the coursework and has met attendance requirements.
- If a student has an outstanding incomplete from a previous quarter, they cannot apply for an incomplete in the following quarter. For extenuating circumstances, a Petition for Policy Exception may be submitted.
- If the student is receiving financial aid, they should check with the Financial Aid Office to determine how/if receiving an incomplete how/if it affects funding.
- If the class the student is receiving an incomplete in is a prerequisite for another class, the student will not be able to register for that class until they have completed the class and received a grade.
- NEI courses and Independent Study courses are not eligible for an incomplete except in acute circumstances. Students may apply for an incomplete for these courses by first submitting a policy exception to their program chair. If approved, student may then file a petition for incompletes.

Deadlines and Grading:

- *A Petition for Incomplete must be initiated by the last day of the quarter.*
- The deadline for submitting incomplete coursework will be agreed upon by the faculty member in consultation with the student. This deadline cannot exceed the last day of the quarter after the Petition for Incomplete is filed. If coursework is not completed by the agreed upon deadline, the student will be given the grade earned based on the work submitted.
- In some cases, incomplete work may be graded by the course leader or program chair depending on the availability of the faculty member.

Extensions:

- A request to extend the Incomplete beyond the agreed upon deadline may be requested via filling out a new Petition for Incomplete and selecting “extention” on the form.
- If the class the student is receiving an incomplete in is a prerequisite for another class, the student will not be able to register for that class until they have completed the class and received a grade.

Plagiarism and Academic Dishonesty

Fraudulent misrepresentation of oneself through plagiarism of one’s own previous work or another’s work, lying, cheating, or any related method is a serious violation of academic and professional ethics. Honesty is a key attribute required for all SWC students. Students must demonstrate maturity, including taking full responsibility for their own thoughts, feelings, written work, and actions. Antiplagiarism software is embedded in Populi course spaces and may be used at faculty discretion.

Fraudulent misrepresentation of oneself through plagiarism of one’s own previous work or another’s work, lying, cheating, or any related method is a serious violation of academic and professional ethics.

Artificial Intelligence has become a tool in our online research engines. It continues to expand possibilities of knowledge gathering and knowledge generation. Southwestern College recognizes AI tools as useful but continues to privilege human intelligence in artistic expression and knowledge

generation. Therefore, it is considered academically dishonest for a student to put their name on materials generated through AI programs, such as ChatGPT. You may cite AI as part of your research as per APA guidelines.

Guidelines and minimum sanctions for plagiarism:

1. Failure to take responsibility for one’s actions in this regard and/or a repeated offense of this nature may result in suspension or expulsion.
2. Turning in the same paper or artwork for two different classes (self-plagiarism) will result in an “F” on the assignment with no opportunity to re-submit. The student will be placed on Probation until graduation. A second offense could result in suspension or expulsion.
3. Using parts of previous work (sentences, paragraphs, partial artwork, etc.) for an assignment in the same or a previous class will also result in the above minimum sanctions unless the student receives permission from their faculty member to build on an idea from a previous assignment prior to submitting the new assignment.
4. Submitting work of another as one’s own will result in an “F” on the assignment with no opportunity to re-submit. The student will be placed on Probation until graduation. A second offense could result in suspension or expulsion.

COURSE AND PROGRAM POLICIES

Academic Program Review Policy

Each academic degree and certificate program will be formally reviewed by the Academic Council on an annual basis. Program Chairs, Directors, and/or others as determined by the Vice President of Academic and Student Affairs, 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 which are due to the Vice President of Academic and Student Affairs by July 31st of each year. For new academic programs, the Initial Program Review should be completed at the end of the second year.

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

1. Program description
2. Program Learning Outcomes
3. Bio of Program Chair, duties, credentials
4. Bio of FT faculty, duties, credentials
5. Bio of adjunct faculty, duties, credentials
6. Number of students currently enrolled
7. Recent data on persistence, retention, and completion
8. Course descriptions
9. Sample syllabi
10. Sample Evaluations of Instruction (SEIs) (must include sample SEIs of chair, FT faculty, adjunct faculty)
11. Description of Student Learning Outcomes Assessment, and Resulting Program Plans for ongoing improvement
12. Results of student satisfaction surveys
13. Results of staff and faculty satisfaction surveys
14. Program Responses to survey results for ongoing improvement
15. Program Goals for ongoing improvement
 - i. What do you want/need to do?

- ii. Why?
 - iii. When? Timeline for implementation
 - iv. How? Budgetary needs (amounts and narrative)
 - v. Who? Evaluation/assessment of improvement
 - vi. How will you know its successful?
16. Summarize any changes already accomplished as a result of the Program Review process.

Degree and Certificate Completion

Matriculated students must complete MA programs in Counseling, Art Therapy/Counseling, Art Therapy for Clinical Professionals, or Consciousness in Action within six (6) years. Should a student interrupt a program by more than one year they must re-apply. If readmitted, they are admitted into the degree program currently being offered and must meet those requirements for graduation.

Students and community members pursuing a certificate program through the New Earth Institute must complete all classes required for the Certificate within six (6) years of taking the first class.

For any exceptions to this policy to be made, the student must write a letter of appeal and submit to the Vice President of Academic and Student Affairs. The VPASA will consult with the Director of Enrollment Services and the Program Chair to make a decision. This decision cannot be appealed.

Repeating Courses

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

- improve a previous grade (a course counted for degree requirements must be repeated if a student receives a C+ or below.) or
- gain a deeper understanding of the course competencies.

Students pay the current tuition rate for any class they are approved or required to repeat. All coursework will appear on their transcript, however only the last grade earned in each course will be used to determine good standing. Students may repeat a class twice and have it covered by financial aid.

Independent Study

Independent Study at SWC is only available with the approval of Academic Council or its designee.

Students wishing to initiate an Independent Study should:

- Speak to the Dean of Student Affairs regarding the process and circumstances under which Academic Council typically grants permission for an Independent Study. For example, enrolling in an existing course during a quarter in which it is not typically offered.
- If approved, the faculty and student complete an *Independent Study Contract* which follows the format of SWC syllabi and includes the course description, the numbers of meetings, student learning objectives, required reading, course requirements and evaluation. (*All forms are in the Student and Career Services Group in Populi.*)

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

Independent Study for Licensure

Because many states have different requirements for licensure, SWC offers extra courses in some subject areas to support current students and alumni needing additional credit hours. Please note these additional courses are not part of the degree program and therefore are not covered by financial aid. Students must submit a formal request form with a non-refundable deposit for these courses. Requests will be fulfilled based on faculty availability.

The student must consult with the Student Services and Field Training Coordinator to determine which courses need to be taken.

1. The student must submit a formal request form to the Student Services and Field Training Coordinator at least 6 weeks prior to the start date of the quarter in which the student wants to take the course(s) and pay a \$100 non-refundable deposit which will then be applied towards the tuition.
2. Independent Studies are typically either .5 or 1 credit. Students can take up to 4 of these courses or 4 units total per quarter. These courses will be structured so that 2 of them will be taken in the first 5 weeks of the quarter and the other 2 will be taken in the second 5 weeks of the quarter.
3. The student must pay the current full price of tuition following the same schedule as outlined in the Financial Policies section of the catalog. An additional fee of \$50 will be added to each course for administrative purposes. Payment plans can be set up for any student taking at least 3 total units in a given quarter.
4. Due to the short duration of these courses, incompletes are not allowed for these courses except via policy exception. The policy exception is filled first and, if approved, a petition for incomplete may be filed.

Policy Exceptions

Students may request an exception to College policies regarding their degree program by submitting a *Petition for Policy Exception* form. *Petitions for Policy Exception* will be reviewed by the Program Chair and the Vice President of Academic and Student Affairs. A student will receive a copy of the signed form with the final decision to their email. The Dean of Student Affairs may also inform a student of the decision.

Should a student be unable to fulfill the agreed upon exemption for any reason, the student must re-submit the petition, with the changes, for re-approval.

Some examples include:

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

Personal Counseling and Art Therapy Requirements

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

To graduate, master's degree students are required to fulfill a personal therapy requirement.

- Students enrolled in the **Counseling MA** Program must complete 20 personal counseling sessions prior to graduation (at least 10 sessions before progressing to part 2 of the program)
- Students in the **Art Therapy/Counseling MA** Program must complete 20 personal counseling/art therapy sessions prior to graduation (at least 10 sessions before progressing to part 2 of the program). At least half of their sessions (10 or more) must be with an art therapist with an LPAT, ATR. Sessions may be completed at any time in the program (Part One or Two).
- Students enrolled in the **Art Therapy for Clinical Professionals MA** Program must complete 10 personal counseling sessions with an art therapist with an LPAT or ATR before graduation.
- All sessions must be with a licensed mental health professional.
- Each counseling or art therapy session must be a minimum of 50 minutes; extended sessions (those over 50 minutes) count as one session towards completion of this requirement.
- Half of the required sessions must be individual. The rest may be group, family, couples, or individual therapy.

Documenting Personal Counseling/Art Therapy Hours

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

Documentation of counseling/therapy hours must be submitted twice in order to progress in the Counseling and Art Therapy/Counseling programs:

1. Before registering for Part Two of the degree program (at least 10 sessions). Part Two begins with Practicum I.
2. Before graduation (Counseling and Art Therapy/Counseling 20 sessions or Art Therapy for Clinical Professionals 10 sessions).

NOTE: Registration Locks will be placed in Populi accounts of students who have not completed the above requirements and/or deadlines. Failure to complete personal therapy requirements may lead to delayed registration, probation, suspension, or expulsion, and will prevent graduation. Please email your completed documentation to the Academic Support Services Coordinator.

Exceptions to the Personal Counseling/Art Therapy Requirement Policy:

A ***Petition for Policy Exception*** must be submitted to the Dean of Student Affairs and Program Chair for review and approval.

Who Students Can See for Personal Counseling/Art Therapy:

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

NOTE: Students are discouraged from seeing faculty for counseling/therapy sessions. Some exceptions may apply as per the Multiple Relationships Policy. Students may not receive services at TNCC.

A student must see a therapist who is licensed or registered as a mental health professional.

The New Mexico professional designations are listed below. Students seeing a licensed mental health professional in other states must see someone with equivalent credentials.

- Licensed Psychiatrist
- Licensed Psychologist
- Licensed Psychologist Associate
- Licensed Social Worker (LMSW)
- Licensed Clinical Social Worker (LCSW)
- Licensed Professional Clinical Counselor (LPCC)
- Licensed Professional Counselor (LPC)
- Licensed Marriage and Family Therapist (LMFT)
- Licensed Professional Art Therapist (LPAT, ATR-S, ATR-BC, ATR-P)
- Licensed Mental Health Counselor (LMHC)

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 the 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 Vice President of Academic and Student Affairs (, 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:

1. Name of the College
2. Quarter and year
3. Course number and title
4. Course Instructor name, credentials, phone, and email
5. Course dates, days, and times
6. Number of quarter units

7. Administrative policies & statements (attendance; transformational education; plagiarism & academic dishonesty; late papers; disability accommodations.; classroom technology, ILOs; PLOs, etc.)
8. Method of instruction
9. Course description
10. Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)
11. Required reading (books; chapters; articles),
12. Required viewing (videos, podcasts, etc.)
13. Recommended reading and recommended viewing, etc.
14. Course requirements
15. Attendance & class participation
16. Descriptions of each individual assignment
17. Final evaluation (indicate the percentage of the final grade given to each assignment)
18. Course outline

Course Outline:

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

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

The course outline should clearly identify:

1. Due dates for all assignments, course readings/viewings
2. Topics to be covered each week
3. For online courses: dates/ times for posting substantive responses
4. 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
- Ensure that the individual faculty inform the library of required reading and viewing materials

Whomever informs the library staff will provide the syllabus and list of materials.

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

Course Leaders may approve changes to syllabi without consulting the Academic Council for the following:

1. Required reading
2. Required viewing
3. Course Outlines
4. Assignments
5. Percentages of Grade (NOTE: NEI courses taken for graduate credit must require reading and written work to count for 30% or more of the grade to ensure that graduate credit is not awarded for attendance and participation alone).

Course Leaders must consult with and receive permission from the Academic Council for changes to the following:

1. New courses*
2. Course title changes*
3. Course description changes*
4. Course Learning Outcome changes
5. New rubrics or change to existing rubrics

Once Course Leaders have submitted the revised syllabus to the 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 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 put in Teams for course leaders for review
- upload the revised syllabi into Populi

The Registrar will:

- create the new course templates in Populi each quarter
- add start/end dates
- enter student enrollment limits
- add GPA requirements

- identify delivery method
- identify any cross-listing
- name the instructor(s) and any teachers assistants
- include course meeting days/times
- notify instructors via email when the course is completely set up in Populi so they can review it (see Instructor responsibilities below)

The Chief Technology Officer/Distance Learning Director will:

- enter courses assignments, including percentage of grade for each assignment
- post assignment due dates
- add assignment descriptions from the syllabus
- add Rubrics
- roll-over the Learning Outcome Table from the last time the course was taught

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

The Library will:

- Review the course syllabus for any changes to readings or viewings.
- If no changes, the LESSONS tab (where these are uploaded) is rolled over from the last time the course was taught.
- If there are changes, then they are manually uploaded to the “Library Required Reading...” folder in the **Files** tab.
- Please note that about one quarter of all course syllabi change readings each time the course is taught. Course Leader assistance in providing these readings to the library is required.

The Course Leader will:

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

The Instructor will:

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

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

Art Materials in the Classroom

The College maintains art supplies in the classroom as an important part of the educational process. ***These supplies are intended for classroom purposes, and their use should be confined to these purposes.*** These supplies are not intended to be used for personal creative endeavors.

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

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

TECHNOLOGY POLICIES

Classroom Technology

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

Any student using the existing or additional equipment for the first time must schedule an appointment with the Technology Coordinator at least one week in advance. The Technology Coordinator will try to accommodate last-minute requests as schedules allow. Please provide advance notice to ensure that your needs are met.

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.

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.

Technology Services are provided by the Chief Technology Officer and Distance Learning Director and Technology Services Coordinator. See appendix for contact information.

Policy for Verifying Student Identity

Overview

The United States Federal Higher Education Opportunity Act requires that all institutions offering distance courses or programs certify that the student registering for a course is the same student who participates in the course or received course credit. The FHEOA required that one or more of the following mechanisms be employed:

- A secure login and pass code
- Proctored examination
- New or other technologies and practices that are effective in verifying student identification.

Policy Statement

In compliance with these federal requirements, Southwestern College has adopted the following policy.

1. All students will be issued a unique e-mail account with a secure logon and pass code upon being accepted to Southwestern College or admitted to an online program. All e-mail communication between Southwestern College and the student will be through this e-mail account. The SWC email system does not permit automated password resets. Reset requests are immediately forwarded to system administrators. The system administrator contacts the student directly by phone or Zoom, to insure the person requesting the reset is the actual student.
2. All electronic courses at Southwestern College will be offered through Populi, which students will access with their secure logon and pass code.
3. Instructors will emphasize the academic integrity policy in their syllabus and use normal pedagogical practices (reviewing student writing samples, conferencing with students in person or through Internet technology, etc.) to verify student identity.
4. Any student found to have permitted another student to represent them for any portion of an online course will be dismissed from the course and will not be permitted to take any other online courses at or through Southwestern College.
5. Instructors may, at their discretion, require proctored examinations or use other technologies that are effective in verifying students' identities.
6. Student ID Photos are uploaded into their Populi account. Enrollment services also verifies identity during the admission process, using state issued ID documents and live interactions with students via Zoom web conferencing.

FERPA

FERPA Policy

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. Southwestern College's practices in regard to student record keeping and access are based on the provisions of FERPA. The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. These rights include:

Right to Inspect and Review Records

- Students have the right to inspect and review the student's education records within 45 days after the day the university receives a request for access.
- A student should submit a written request to the registrar that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Right to Request Amendment of Records

- Students have the right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
- A student who wishes to ask the school to amend a record should write the Registrar or school official responsible for the record, clearly identifying the part of the record the student wants changed and specify why it should be changed.
- If the school decides not to amend the record as requested, the registrar will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Right to Privacy of Records

- Students have the right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. This includes parents, spouses, or others who may seek access to the student's record. The College would only provide PII to these or any other parties with the student's written consent. Examples of PII include:
 - Dates of Attendance
 - Degrees Granted and Dates Conferred \
 - Awards Received
 - Enrollment Status (full or part time)
 - Institution Attended or Most Recent Educational Agency
- Schools may disclose, without consent, directory information (designated below), collectively or individually.
 - Student Name
 - Address(es)
 - Telephone Number(s)
 - Date and Place of Birth
 - Major Field of Study
- A student may request that the student's directory information not be released without prior written consent by submitting a "Request to Withhold/Release Directory Information" form by the end of the second week of classes.

Right to File a Complaint with the Department of Education

- Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Southwestern College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

FERPA Authorized Disclosure

SWC discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Southwestern College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Southwestern College who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, collection agent, or student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Southwestern College.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student if it is:

- To other school officials, including teachers, within Southwestern College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

- To organizations conducting studies for, or on behalf of, Southwestern College in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of Southwestern College, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

POSSIBLE FEDERAL AND STATE DATA COLLECTION AND USE

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which a student’s education records and personally identifiable information (PII) contained in such records - including Social Security Number, grades, or other private information - may be accessed without consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to a student’s records and PII without consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to the education records and PII without consent to researchers performing certain types of studies, in certain cases even when such research is objected to or not requested. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without the student’s consent PII from education records, and they may track participation in education and other programs by linking such PII to other personal information about the student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

NAME CHANGES

Students who have changed their legal name and wish to update their academic record should complete a Name Change form and submit it with the appropriate documentation to the Registrar.

A copy of a signed, valid Social Security card is required for all name changes along with one of the following: a State Driver's License, Passport (U.S./International), U.S. Resident Alien Card, U.S. Military ID, Indian tribe's enrollment card, or U.S. Bureau of Indian Affairs identification card containing the signature and photograph of the individual. Documents must be legible and valid at the time of being submitted.

Southwestern College Communication

STUDENT IDENTIFICATION NUMBERS

All SWC students are assigned a random seven-digit student identification number. Students are requested to use this number when requesting information from the school.

DOCUMENT SUBMISSION

SWC requests that students submit documents through one of its secured applications including Populi, Adobe Sign, eSign, Foxit, and Wufoo. Unless a different return method is specified, students are responsible for returning/submitting any requested documentation through the designated application to allow tracking of document receipt and minimize the possibility of document loss.

ASSIGNMENT SUBMISSION

All course assignments must be submitted via SWC's Learning Management System (Populi) for that course. Students encountering technical difficulties should contact Tech Support for assistance. Students are responsible for checking to ensure that all work has been submitted accurately.

ACCESS TO CLOSED COURSES

Students have access to prior courses content and assignments indefinitely from the Populi homepage.

EMAIL ACCEPTABLE USE POLICY

Email is an official means for communication within Southwestern College and, therefore, Southwestern College has the right to send communications to employees and students via email and the right to expect that those communications will be received and read in a timely fashion. All communication from faculty and staff to students must be sent through their official Southwestern College email account and not through a personal email account.

ASSIGNMENT OF EMAIL ADDRESSES

All students are assigned a Southwestern College email address that will be the official address for communication with students.

Following College Withdrawal or Academic Suspension, Southwestern College email accounts may be deactivated until the student is reinstated with the College. Students should review their profile in Populi to correct/modify their secondary email and ensure continued communication with Southwestern College.

OFFICIAL COMMUNICATIONS

Employees and students are expected to check their official SWC email frequently and on a consistent basis to stay current with SWC communications. SWC recommends employees and students check email daily.

REDIRECTING EMAIL

Although not recommended, students may have their SWC email address redirected to another email address. However, SWC is not responsible for the handling of email by outside vendors. Having email redirected does not absolve a student from the responsibilities associated with communications sent to the student's official email address. SWC employees, including part-time faculty and staff, may not have their SWC email redirected to any other email address.

Student Directory Information

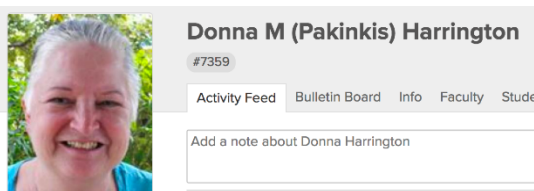
Populi, the College's student records management system, places the release of information in the hands of the individual. Students may control their profile privacy, time zone, and birthday announcements using the settings in Populi. Students may restrict access to phone numbers, email addresses, and mailing address information without locking their entire profile. Student Directory and attendance information is often requested by prospective employers. Selective locking of information is preferred.

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

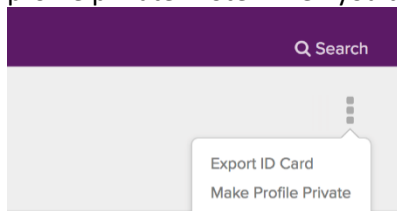
Contact Info

Fax	(505)
Work	(505)
Mobile ★	(505)
Work ★ 🔒	donna

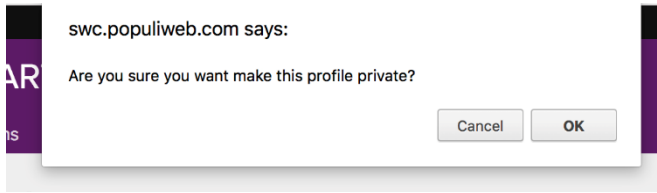
If your entire profile is PUBLIC, no padlock is visible to the left of your name.



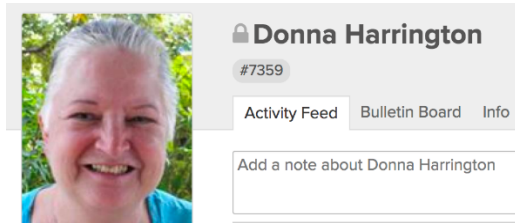
If you want to lock your entire profile, look for three dots on the right of the screen to mark your entire profile private. Note: when you do this, your classmates will not have access to your contact info.



A pop-up will ask you to verify this choice.



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



PART XI: INSTITUTIONAL POLICIES

Art-Making on Campus

Considerations when making art on Campus, to be adhered to by faculty and students:

Outside:

- If painting outside, please make sure that plastic or a tarp is put down to cover the space that is being worked on. If any paint, oil pastel or other material ends up on the patio stones, please remove it immediately.
- For nature-based art, a few things to consider:
 - For pieces that are meant to fall apart, please only use nature-based materials
 - There is more space on TNCC land to create pieces that will go back to the earth
 - Don't make patterns with gravel or mulch
 - If art is made to hang in the trees, make sure that the materials can handle the weather (i.e., sculpey and leather)
 - Don't move the stones that are part of the landscaping (i.e., berms around trees) to use in art pieces.
 - If faculty or students would like to organize a larger outdoor project (mosaic, labyrinth, etc.), submit a proposal to the Art Therapy department.

Inside:

- Do not clean brushes in the bathroom sinks. Only clean brushes in the Art Therapy studio or Art Therapy classroom sink.
- DO NOT take art college supplies home.

Campus Safety and Security

It is the intention of Southwestern College to provide a safe and healthy educational environment. Safe learning conditions are of primary importance. Students are expected to do their part to maintain an environment that reflects a healthy and hazard-free atmosphere. Food and garbage are to be properly disposed of. Aisles, room, and door exits are to remain unblocked at all times. Students are expected to report any unsafe conditions to the Office Manager (OM), Chief Administrative Support or the Executive Vice President (EVP) if the Office Manager is not available.

Campus Security

The following information is provided to demonstrate the College's commitment to the security of the campus and to encourage the community to work together to ensure a safe and secure campus. Since the campus is small, there is no campus security force. The College has designated the Chief Technology Officer (CTO), or any member of Executive Council if the CTO is not available, as the contacts for any issues relating to campus security. Criminal actions on campus should be reported to the CTO 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. The OM disseminates building lockup procedures to new faculty.

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

All vehicles parking on campus must be registered with Campus Security. Use this form to register your vehicle and a pass will be issued to you. <https://newearth.wufoo.com/forms/p1sy5y960vlbqn6/> Parking permits are issued to all staff, faculty and students and must be displayed on the car's windshield. Cars found in any parking lot after hours without a parking permit will be towed.

Campus Alert Policy

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

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.

The Amazon Alexa Units are securely configured as our emergency on campus notification system. *Disabling or disconnecting these devices is not permitted.*

Definition

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

Policy Process

- **If a fire situation occurs** in any location on campus, follow the posted evacuation plans to get to safety, then contact 911. If the situation is minimal and can be safely managed with a fire extinguisher, you may do so.
- **If a medical emergency occurs**, dial 911 immediately.
- **If a situation occurs requiring a lockdown**, front office personnel will activate the broadcast system to issue a campus-wide alert to each building and instructions to secure the building until further notice. All doors and windows will be secured immediately. Similar devices are located in each campus building and may be used to alert the front office of emergency situations.

Statement of Accountability and Responsibility

The President, through the Campus Safety and Security Officer/Chief Technology Officer (CTO), shall be responsible for enforcing security procedures and policies. The Campus Safety and Security Officer shall

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

Child Care and Children on Campus

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

Driving and Parking on Campus

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

All vehicles parking on campus must be registered with Campus Security. Use this form to register your vehicle and a pass will be issued to you. <https://newearth.wufoo.com/forms/p1sy5y960vlbqn6/> When parking, please be mindful that there are limited parking spaces. Park in a way that is considerate to others. Park only on gravel in designated areas. Do not park on landscaped areas.

Drug and Alcohol Abuse Prevention Program and Policy

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

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

Those not complying with these standards will be subject to legal actions, as specified in local, State and Federal law and/or institutional sanctions including probation, suspension, or expulsion. If a student is placed on probation or is suspended, the College may require substance abuse treatment or other measures prior to resuming a normal course of study.

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

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

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 Dean of Student Affairs. Based on recent court cases that have ruled in the family's favor when a student has committed suicide, the college may, despite FERPA requirements, contact the student's parents/family if there is concern for the life of a student.

Fire Pit

The campus fire pit is a wonderful resource for the College community. The procedure around using the fire pit is as follows:

- The use of the fire pit is limited to instructor-supervised use. Students are not authorized to start fires on their own. The instructor must fill out a *Use of Fire Pit Form* for each usage, available in the front office.
- Because of serious risk of harm or damage if used improperly, students using the fire pit outside of scheduled, approved classroom use may be subject to behavioral probation.

Hazing

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

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

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

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

Any student or group that commits hazing will be subject to the Student Conduct process, as appropriate. A staff member, academic employee, or anyone with a visiting appointment who commits

hazing will be subject to discipline using the applicable disciplinary processes. In addition, because hazing is a crime under New Mexico law, the State's Attorney may bring criminal charges against any person responsible for hazing.

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

Multiple Relationships Policy

A multiple relationship is one in which a therapist's or counselor's relationship to a client is not limited to one role. In addition, the multiple relationship policy applies to faculty and staff who are in evaluative relationships (teaching, assigning grades, participating in student conduct discussions) and supervisory relationships (Graduate Assistantships, staff positions, during Practicum and Internship, etc.) with students.

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 Policy Exception* to the Program Chair 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 Policy 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 Policy Exception* and submit it to the Program Chair.
- 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:

- 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 members are in an evaluative relationship with all students.
- The planned activities must be 'psychoeducational' rather than 'psychotherapeutic' (involving therapist/client relationship) in nature.
- All workshops or trainings must be group experiences rather than one-to-one individual experiences.
- 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.
- Southwestern College does not use its email system to promote outside events of its faculty or alumni.
- 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.
- Any exceptions to the Multiple Relationship Policy must be approved by the Academic Council.

Staff

Staff who are in evaluative relationships (teaching, assigning grades, participating in student conduct discussions) and supervisory relationships (Graduate Assistantships, staff positions, during Practicum and Internship, etc) with students may not engage in the following behaviors:

- 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)

Tierra Nueva Counseling Center

SWC and TNCC students, staff, faculty, administration, and their family members may not receive services from Tierra Nueva Counseling Center.

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

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

Non-discrimination Policy

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

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

Pet and Service Animal Policy

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

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

Snow Day Policy

On campus classes are rarely canceled for snow; however, they are sometimes delayed by one hour. **Faculty, staff, and students will receive a text message notice of delays or cancellations** of morning classes by 7am; by 11am for afternoon classes, and by 3pm for evening classes. ***Please enable text messaging through the Populi database to receive them.*** If you need assistance with this, Chief Technology Officer, or Technology Services Coordinator for assistance (see appendix for contact information).

Announcements of delays or cancellations will be posted on the Populi newsfeed and sent via text through Populi.

Note: Students who are enrolled in on ground classes must reach out to their instructor prior to class if they are unable to attend class in person due to inclement weather to make other arrangements for attending or to make up the missed class. Options may include attending another section of the class, watching the recorded class, and completing an assignment, or attending the class via Zoom.

Student Complaint/Grievance Policies

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

Student Complaint or Grievance about Faculty, Staff, or Administration

Student success and student satisfaction are top priorities for Southwestern College. It is SWC’s goal to graduate self-reflective practitioners who will serve others through the professions of Counseling and

Art Therapy. This policy is aimed at establishing and maintaining right relationships between college faculty, staff, administration, students, and the general public.

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

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

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

Process of Investigation

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

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

It is the responsibility of the Dean of Student Affairs/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), <https://hed.nm.gov/> 2044 Galisteo Street, Suite 4, 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 Vice President of Academic and Student Affairs for reporting to accreditation agencies and others for a period of not less than three years.

What can I do if I am still not satisfied?

If the student is not satisfied with the resolution that the Vice President of Academic and Student Affairs, President, or Chair of the Board reaches, it is the student's prerogative to contact the New Mexico Higher Education Department (see details below). The student may also communicate this complaint to SWC's accrediting agency, The Higher Learning Commission (HLC) by sending questions or complaints to complaints@hlcommission.org.

Student complaint process for non-distance education students:

The New Mexico Higher Education Department (NMHED) has authority to help facilitate resolution to student complaints, only after the student has utilized all internal complaint procedures at the educational institution. Please visit <https://hed.nm.gov/students-parents/student-complaints> for more information about NMHED's Student Complaint Process for non-distance education students. Complaints regarding grades and student conduct violations shall not be reviewed by NMHED.

Student complaint process for distance education students:

The National Council for State Authorization Reciprocity Agreements (NC-SARA) is an agreement among member states, districts and territories that sets national standards for interstate offering of post-secondary distance education courses and programs. Southwestern College is a NC-SARA approved institution and the New Mexico Higher Education Department (NMHED) is the NC-SARA Portal Entity for New Mexico. Distance Education students attending Southwestern College who would like to resolve a grievance should follow Southwestern College's established Student Complaint Process. However, if an issue cannot be resolved internally, you may file a NC-SARA complaint with the New Mexico Higher Education Department. Complaints regarding grades and student conduct violations shall not be reviewed by NMHED. Please visit <https://hed.nm.gov/students-parents/nc-sara> more information.

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, and restorative approach. The Dean of Student Affairs 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 Dean of Student Affairs.
- The Dean of Student Affairs will work with the student to create a plan for how to address and resolve the concern.
- The Dean of Student Affairs will complete Part 2 articulating the steps taken, how/if the issue was resolved and any follow-up necessary.
- The student may appeal decisions to the Dean of Student Affairs within 30 business days of the initial decision. If the student is suspended or expelled, the appeal is heard by the Academic Council, as described in the Disciplinary Action section of this document.
- A copy of the completed form and related documentation will be kept in the student's file for five years.

Student Right to Know

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

The Clery Act

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

Graduation Rate

Southwestern College is pleased to provide the following information regarding our institution's graduation/completion rate. The information is provided in compliance with the Higher Education Act of 1965, as amended. The rate reflects the graduation/completion of students who enrolled full-time of the fall quarter of academic year 2018-19 and for whom 150% of the normal time-to-completion has elapsed.

During the fall quarter of 2018, 49 full-time degree-seeking graduate students entered Southwestern College. After 4.5 years (as of March 21, 2023), 84% of these students had graduated from degree programs.

Other Institutional Information

Schools must provide information regarding the Cost of Attendance; Accreditation and Academic Program Information; Financial Assistance available to students and the requirements and restrictions required on Title IV. Withdrawal and Refund policies are available in the College Catalog and on the website at swc.edu under Student Life.

Title IX

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

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

Title IX Coordinator

SWC's Title IX Coordinator is charged with investigating, supporting, maximizing campus safety, and promoting everyone's ability to live and learn at SWC in an environment free from sexual misconduct and/or gender-based discrimination.

Title IX Coordinator

Nina Feliz Gonzales, Dean of Student Affairs
ninagolzales@swc.edu (505) 467-6603

Human Resources Contact (deputy Title IX Coordinator)

Allison Frank, Chief Financial Officer
allisonfrank@swc.edu
(505) 467-6839

The Title IX Coordinator can help students:

- obtain and connect with resources,
- understand their right to seek protective measures like No Contact Orders, Harassment Prevention Orders, and Abuse Prevention Orders, and
- organize interim support and protective measures, like housing or academic modifications.

If You Have Experienced Sexual Misconduct, You Should:

- Contact the police, seek medical attention to assess immediate health needs and preserve evidence, obtain emergency contraception (if appropriate), and seek confidential emotional support.

Students' Rights under Title IX

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

Student Options

Students have the option to initiate a complaint alleging sexual misconduct through the *SWC Complaint and Grievance Policy* (for complaints about faculty or staff) or the *Student Complaint or Concern Policy* (student to student complaints or concerns). The Title IX Coordinator can help students navigate the process.

Students may also request a criminal investigation for any criminal behavior they have suffered. For more information about the criminal process, contact Santa Fe Police Department (505) 428-3710 or the Santa Fe County Sheriff at (505) 986-2400.

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

Reporting Confidentially

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

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

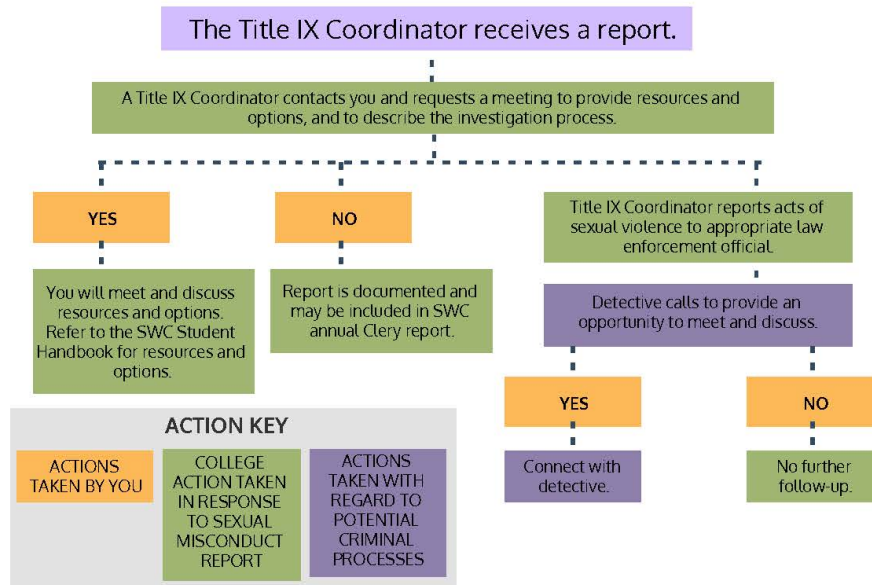
Mandatory Reporting

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

Title IX Response Process

TITLE IX RESPONSE

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



KnowYourIX.org

Do you know your IX?

Here are 9 things to know about Title IX in 89 seconds!

<https://www.youtube.com/watch?v=IFAs9fegJsl#action=share>

Violence Against Women Act (VAWA)

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

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

Each year, the College offers an informational workshop that addresses the prevention and reporting of rape, acquaintance rape, and other sex and gender offenses. The workshop includes policies on the reporting of such crimes as well as a statement about the importance of preserving evidence after the crime has occurred.

Students will be encouraged to report such crimes to the proper law enforcement agency and will be informed of campus support during the reporting process. Victims of these crimes will be referred to appropriate services within the Santa Fe community. If the situation leads to students requesting changes to their academic schedule, the College will accommodate the request, if possible.

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

Students accused of a VAWA offense may be subject to disciplinary action, including suspension, expulsion, and prosecution. Students will be informed that both the complainant and the respondent are entitled to the same opportunities and to have others present during any disciplinary proceedings. Both parties shall be informed of the outcome of the complaint process.

PART XII: FINANCIAL POLICIES

Tuition and Fees

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

Tuition

- **Degree Programs** – Tuition for the 2023-24 academic year is \$626 per quarter unit for distance and in-person classes.
- **Independent Study** – Tuition for established independent studies is \$626 per quarter unit. Individualized independent studies are \$870 per quarter unit. There is also a \$50 non-refundable administration fee for each independent study course.
- **New Earth Institute Certificate Classes** – Tuition is \$375 (non-credit) or \$626 per quarter unit (credit) except for the Wilderness Fast which is \$1,252 (credit or non-credit) plus additional fees. Exceptions to non-credit pricing do occur; please see quarterly schedule for final fees.

Fees

- **Administrative Fee:** A non-refundable \$50 administrative fee is charged when an independent study is requested.
- **Application Fee:** \$50 This fee is required when applying to a degree program.
- **Continuing Education Fee:** \$10 for per CEU
- **Diploma Duplication Fee:** \$25
- **Educational Resource Fee:** \$300 per quarter when registered for 3 or more quarter units. This fee covers, but is not limited to, such expenses as classroom supplies, IT needs, library costs, examination, and administrative costs. This fee is non-refundable.
- **Enrollment Deposit:** Upon acceptance, \$200 is required to hold a student's spot for enrollment. The deposit will be applied to the student's tuition if enrollment occurs within two years after acceptance. If student does not enroll after two years, the enrollment deposit is forfeited.
- **Incomplete Fee:** \$50 fee is charged when a student submits a *Petition for Incomplete* to extend the completion of a class or internship.
- **Late Payment Fee:** \$25 fee is applied to accounts if payment is not received by due date.
- **Library Fines:** Replacement fees are charged for items that are lost or damaged, while checked out to a library user.
- **Payment Plan Fee:** \$25 fee to set up a payment plan.
- **Replacement Fee for Tierra Nueva Magnetic Key Card:** \$50
- **Returned Check Fee:** \$50
- **Replacement Check fee:** \$50
- **Student ID Replacement Fee:** \$20
- **Syllabi Reproduction/Compilation Fee:** \$20 per syllabus
- **Transcripts**
 - Official – \$15
 - Rush – \$25
 - Unofficial – \$5 if provided by the Registrar's office. Available through Populi for free.

Payment for Tuition and Fees

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

Students in good standing may request a payment plan at the time of registration. If tuition and fees are not paid by the first day of scheduled classes (not the first day of *your* first class) or a payment plan has not been set up and first payment received, a late fee of \$25 will be assessed. For students who register **after** the first week of the quarter, payment is due in full at the time of registration.

If payment is not received by the Friday of the 2nd week of classes, student will be withdrawn from classes by the Vice President of Academic and Student Affairs of the College.

Payment Methods

- Online – The preferred payment method is through student Populi accounts
- In-person – See Business Office or Front Office
- By phone – Call the Business Office at (505) 467-6813 or the Front desk at (505) 467-6807
- By mail – send checks or money orders to: Southwestern College, 3960 San Felipe Rd., Santa Fe, NM 87507

Payment Plans

Payment plans for students taking 2 or more credits can be requested by contacting the Bursar, (505) 467-6813 or bursar@swc.edu before or at the time of registration. Payment plans are only available to students who are in good standing.

Payment Plan Terms:

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

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

Delinquent Accounts

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

- Registration
- Re-Admission
- Transcripts

- Payment plans for future quarters
- Library book check-out
- Graduation

Tuition Refund Policy for Change in Enrollment

Refunds of tuition will be made to students who complete the withdrawal procedures according to the schedules below. Refunds are calculated based on the full amount of tuition. If tuition has not been paid in full students continue to be liable for any money still due after withdrawing from a class.

Tuition Refund Schedule for 10 week/Quarterly Classes and Independent Studies

- 100% *before or during* the first one week of classes
- 0% *after* the the first week of classes, except for classes that start **after** the first week.
- To receive a full refund for classes that start after the first week, a drop form must be submitted by the Sunday after the first week of that class.

There are no refunds of Educational Resource Fees.

Tuition Refund Schedule for NEI weekend classes, 0.5- or 1-unit classes whether in-person or online:

100% refund up to 72 hours before class. No refunds after 72 hours before class.

Tuition Refund Policy for Total Withdrawal

If a student withdraws from all classes, the tuition refund schedule is as follows for 10-week courses:

- Week 1 — 100% refund
- Week 2 — 50% refund
- Week 3 — 25% refund

Exceptions for documented mitigating circumstances may be considered by request through the Dean of Student Affairs.

Policy for Return to Title IV Funds

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

Policy for Financial Aid Refunds

Financial Aid refunds are issued via ACH/direct deposit unless an exception is requested from the Bursar at bursar@swc.edu. The form to set up ACH/direct deposit is located in Populi/Student & Career Service Group/Files/Business Office/Student Accounts.

Financial Aid Refund Checks and Electronic Deposit to Students

Disbursement is the process of applying federal loans, scholarships, and private loans that the student has accepted to their account.

Any remaining loan funds (after tuition & required fees have been paid) are refunded to the student according to the following schedule below. The first refund is posted to the student's bank account on Thursday the first week of classes and is limited to \$2,500 maximum.

Financial Aid Disbursement and Refund Schedule for 2023-2024

MA Programs				
2023-2024	Fall	Winter	Spring	Summer
Financial Aid Disbursements:	2023	2024	2024	2024
Tuition Paid	9/25/23	*1/11/2024	**4/4/2024	6/27/24
Refund #1	9/28/23	*1/11/2024	**4/4/2024	6/27/24
Refund #2	10/26/23	2/1/24	4/25/24	7/25/24
Refund #3	*11/30/2023	2/29/24	5/23/24	8/15/24

* **43 days between Fall End & Winter Start refund dates.**

* Please ensure you plan ahead/budget (as needed).

** **Refund date is AFTER the 1st of the month.**

* Please ensure you plan ahead/budget (as needed).

Students must sign up to receive refunds via electronic deposit by submitting the *ACH Authorization Form* to the Bursar. The *ACH Authorization Form* can be found in Populi under Populi/Student & Career Service Group/Files/Business Office/Student Accounts.

It is also available from the Bursar and in the front office. Please allow up to five business days to process direct deposit authorization. The ACH authorization is in full effect for the duration of the student's enrollment unless SWC receives written notification of its termination. Financial aid refunds are only issued via ACH/direct deposit unless an exception is requested from the Bursar at bursar@swc.edu.

After the first week of classes, refund checks and electronic deposits are issued the Thursday following the completion of paperwork. If a check is requested and remains uncashed after mailing, Southwestern College may return the funds to the Department of Education no later than 240 days after the date the original check was issued. Students must contact the Bursar (505) 467-6813 to arrange to pick up a check in person. To pick up checks in person, students must come to the front office with a picture ID. If a student is unable to pick up the financial aid check personally, they may designate a representative to pick the check up for them by signing a Waiver to Release Financial Aid Distribution. This form will name the person picking up the check on the student's behalf. The designated person must provide a picture ID for the check to be released.

Financial Assistance

Southwestern College (SWC) offers financial aid programs for students and makes every effort to help a student meet their financial need, subject to the eligibility of funds. Southwestern College's financial aid programs are founded upon the premise that responsibility for financing an education ultimately rests with students and their families. Students and their families should investigate local sources, such as service organizations, churches, Native American tribal affiliations, corporations and foundations for scholarship and loan funds. Please also refer to the SWC Financial Aid Guide online under the Financial Aid tab.

The Southwestern College financial aid programs include Unsubsidized Federal Direct Loans, Graduate PLUS Loans, scholarships, graduate assistantships, and payment plans. Each state's Department of Labor or Division of Vocational Rehabilitation may offer aid through their programs. Students must complete a new FAFSA online every year at www.studentaid.gov.

The federal programs SWC graduate students are eligible for are Federal Unsubsidized Direct Loans and Federal Graduate PLUS Loans. A COA (cost of attendance) is calculated based on the academic program and planned enrollment status for each quarter (part-time, $\frac{3}{4}$ time or full-time) to establish the maximum amount of financial aid that can be offered.

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

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

Awarding Policy

Important Reminder: Students must apply for financial aid every academic year. The new year's Free Application for Federal Student Aid (FAFSA) becomes available on October 1st annually (for the upcoming Fall) at www.studentaid.gov. A financial aid offer can include a combination of self-help (non-need based federal and/or private loans) awards, as well as any internal scholarships or external student resources acquired. -Graduate-level students do not qualify for federal grants (per federal regulation).

Federal Loan programs require students to be enrolled in a minimum of 4 units per quarter. Loan amounts are based on the number of units the student takes for credit and are subject to each student's Cost of Attendance limit.

Student interviews (Financial Aid)

Each student is required to have an individual aid discussion prior to any aid offer. Each financial aid offer is generated on an individual basis dependent upon the type of aid the student qualifies for and the amount the student requests and is dependent upon their eligibility for each federal aid program. There is no priority deadline (except for SWC Honorary Scholarships) for federal aid, other than the annual June 30 FAFSA submission deadline for the current year. Once a student completes their [FAFSA](http://www.studentaid.gov), they should reach out to the SWC Financial Aid Advisor (finaidadvisor@swd.edu) to discuss aid

requests/needs, options and packaging. A student is required to submit loan entrance counseling and sign their Master Promissory Note online at www.studentaid.gov (if federal loan funds are requested and for each program). **Students do not have to take out loan maximums and are advised to only request what they need each quarter (if any loan funds are needed) based upon their individual tuition, fees and living expenses.**

If deemed eligible for Federal Aid by annual online FAFSA at www.studentaid.gov, a student can request up to \$20,500 annually in Federal Unsubsidized Loans. The loan must first cover tuition and required fees before any living expense refunds can be generated. If the Federal Unsubsidized Loan amount is not sufficient to cover tuition and required fees and/or additional living expenses, the student can apply for the Federal Graduate PLUS Loan, which is a credit-based application. The student can request loan funds up to their individual cost of attendance. All student aid, including all student loans, internal/external scholarships and other resources considered Estimated Financial Assistance, cannot exceed the student's established COA (cost of attendance). Scholarship amounts can reduce loan amounts and loan amounts can always be adjusted according to student wishes prior to each scheduled disbursement. Satisfactory Academic Progress is monitored each quarter (see Policy) and also all withdrawals for any Return to Title IV calculation (see RT4 Policy). Note: Living expense refunds can only be considered after sufficient aid is applied to cover direct costs (tuition & required fees) for all terms (quarters of enrollment). After all aid (federal, institutional, external) is applied, a living expense refund can be requested. Quarterly living expense refunds cannot exceed the maximum allowed for the term. Each quarter maximum is dependent upon the student's # of quarters enrolled in, total aid and financial aid budget (cost of attendance). Any living expense refund amount exception requests may be presented to the Financial Aid Advisor for review, in consultation with the Financial Aid Director, in which a "Cost of Attendance Adjustment" may be requested (see below).

Cost of Attendance Adjustments

Federal financial aid regulations allow SWC to adjust a student's cost of attendance if education-related expenses exceed the student's set/established cost of attendance. If approved, an increase to the cost of attendance ONLY increases any remaining loan eligibility. Requests are handled after the 1st week of the start of each term. Please contact the Financial Aid Advisor for any questions.

Verification process

Verification is a process in which the U.S. Department of Education selects a financial aid applicant's FAFSA to be audited. This may entail a review of federal income tax return transcripts from the IRS and other documentation. Once verification documents are received and processed by the Financial Aid Office, we may be required to make corrections to your FAFSA. If your FAFSA is selected for verification by the U.S. Department of Education, you will not be awarded financial aid until you submit the required documentation and it is processed by our office.

Loan Programs

The Unsubsidized Federal Direct Loan

An Unsubsidized Federal Direct Loan is a non-need-based loan available to degree students who maintain satisfactory academic progress and are enrolled with at least half-time status. During the period a student remains enrolled with at least half-time status, the interest is accruing, and payments are deferred. At the end of the program or if the student attends less than half-time the interest will be capitalized <https://www.salliemae.com/student-loans/manage-your-private-student-loan/understand->

[student-loan-payments/learn-about-interest-and-capitalization/](#). Repayment of the loan by the student begins six months after completing the program, upon early withdrawal or when enrollment status changes to less than half-time (minimum of 4 units per quarter for MA programs and minimum of 3 units per quarter for the PhD program).

For the 2023-2024 academic year, the maximum amount potentially awarded to a student in Unsubsidized Federal Direct Loans is \$20,500. The total limit including undergraduate loans is \$138,500. Students who expect to use Federal Direct Loan funds to cover all or part of the cost of tuition must have a loan guarantee in place at the time of registration to have funds to cover their tuition. This requires the submission of a Free Application for Federal Student Aid (FAFSA) and other documentation that can take as long as six weeks to process. For more information on the FAFSA, visit <https://studentaid.gov>. SWC's federal school code is 030761.

Graduate Plus Loan

This loan is also non-need based. To be eligible, students must be enrolled at least half-time in a degree seeking program, meet the general eligibility requirements for the FAFSA, and not have an adverse credit history. The annual limit for a Graduate PLUS Loan is the student's Cost of Attendance (COA) minus any other financial assistance the student is receiving. Graduate PLUS loans do not have a grace period, but for students who received a PLUS Loan as a graduate student, there is an automatic six-month deferment after the student graduates, leaves school or drops below ½ time enrollment in a degree-seeking graduate level program. Students can contact their loan services for more information.

Scholarships

The Southwestern College Scholarship Program awards scholarships on an annual basis. The amounts vary and each has its own set of eligibility requirements. These scholarships are available to degree students who are enrolled in 4 or more (MA) units each quarter. The financial aid office publicizes these scholarships to students through postings, campus email and on our website.

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

Other Outside funding:

Southwestern College also accepts all outside/private scholarships, grants, and state funding. The limit a student can receive in these funds is their cost of attendance and award amounts vary depending on the organization. Outside scholarships can be found at <https://www.swc.edu/outside-resources/>

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

Veteran's Benefits

Southwestern College is approved by the New Mexico Veterans Service to educate veterans. Veterans wishing to obtain information should contact the Veterans Affairs Educational Office at 1-888-442-4551.

All applicants and recipients of veteran's benefits must maintain a cumulative grade point average (GPA) of 3.0. Students receiving veteran's educational benefits who fail to meet the minimum satisfactory GPA requirements will be placed on academic probation for one quarter. Students who achieve at least a 3.0 for the probationary period may continue for a second probationary period. Academic standing of students who fail to achieve a cumulative GPA of 3.0 at the end of their probationary period must be reported to the Veterans Affairs Regional Office.

Recipients of Veteran's Benefits must comply with all ethical conduct requirements of the College. Veterans Affairs regulations may require reporting of student ethical violations.

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

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

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

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

Angel Fund

Students that are experiencing a true and immediate financial emergency may request an award from the Angel Fund. These awards can range from \$25-\$400, depending on the situation and (limited) funding availability. All grants awarded through this program are considered financial aid.

Criteria to award:

- Student must be enrolled in a degree-seeking program and in required coursework as noted on Program Planner during the quarter that the need arises.
- Funds are for a one-time emergency.
- Priority may be granted to students who do not qualify for other forms of financial aid.

To request funds:

- Student may submit an Angel Fund request via email to the SWC Financial Aid Advisor, (FAA) stating an amount requested and reason for the request.
- Student should have a mitigating and immediate emergency with any supporting/relevant documentation attached to request.

- A copy of utility bill, overdue rent notice, documentation proving loss of personal items due to theft or fire, a quote of repair cost for a car in the student's name, or any other documentation showing the reason for the emergency.
- Follow-up receipts may be required.

The FAA will forward the request to the Financial Aid Director for final review. The student will be contacted by the FAA about the outcome or if any further documentation is needed.

If you would like to donate to this fund to help students in need, please contact our Chief Financial Officer (see appendix for contact information). Donations of any amount are welcome.

Refund Policy for Financial Aid Borrowers (Return to Title IV)

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

Financial Aid - Satisfactory Academic Progress Policy

Federal regulations require all federal financial aid recipients to comply with definitive academic standards to maintain eligibility for Financial Aid. The Financial Aid Office will review all financial aid recipients for Satisfactory Academic Progress (SAP) four times per year (end of Fall quarter, end of Winter quarter, end of Spring quarter, and end of Summer quarter).

The review will measure both qualitative (GPA) and quantitative (completion rate) standards, as well as maximum timeframe review. When evaluating SAP, all quarters of enrollment will be evaluated regardless of whether the student received Financial Aid during those quarters or not. For transfer students, only those credits that are transferred to SWC, and all credits attempted while attending SWC, will be counted toward the time frame. All Title IV SAP standards for students applying for and receiving Federal Financial Aid are established and monitored by the Financial Aid Office.

Qualitative Progress (Cumulative GPA):

Students must maintain a cumulative grade point average of at least 3.0.

Quantitative Progress (Completion Rate):

Students must pass and complete a minimum of 67% percent of all course work attempted at SWC. Any course with a grade of withdraw (W), (F), or incomplete (I), is considered attempted but is not considered completed course work. A course is counted as completed only once, regardless of how many times attempted or the grade earned. Transfer credit is counted as attempted and completed, thus increasing a student's completion rate.

Maximum Time Frame (Pace of Progression):

Students receiving Financial Aid must complete their program of study within a reasonable timeframe. The maximum timeframe is 150% of the published length of the academic program (to include all transfer credit hours) as measured in units. *For example, for a MA Program that requires 90 units, once a*

student attains 135 units (90x150%=135), they have met the maximum timeframe. A student who reaches the maximum timeframe without completing his/her degree requirements is not eligible to receive federal financial aid. The timeframe calculation counts all attempted hours including repeated courses, ineligible courses and transfer hours accepted by SWC. This also includes hours taken under previous majors and hours for which a student did not receive financial aid.

End of Quarter Review:

Following every quarter, the three (3) SAP components will be reviewed by the Financial Aid Office. SAP is measured cumulatively and include all periods of the student's enrollment, even periods in which the student did not receive Federal financial aid. Transfer credit hours are also included.

Financial Aid Warning

A student is automatically placed on a one-quarter Financial Aid Warning after the first quarter they fail to meet qualitative (3.0 GPA) and/or completion rate requirements (67%) for satisfactory academic progress. ***A student can continue to receive aid during this period.***

Students on warning must meet all cumulative standards by the end of the warning quarter to be eligible for financial aid the next quarter they attend. Note: Students who were on a prior approved appeal or appeal probation and do not meet all cumulative standards will not be eligible for another warning status and will be placed directly into suspension for purposes of financial aid.

Financial Aid Suspension

Continuing students are suspended from receiving financial aid if they do not meet the SAP by the end of their warning quarter. ***Students on financial aid suspension will not receive any federal financial aid.*** Financial aid eligibility may be reinstated when all requirements of SAP are met. This suspension pertains only to financial aid and does not prevent a student from enrolling and paying for classes on their own. A student on Suspension status has the right to Appeal.

Financial Aid Probation

A student who has submitted an appeal and has financial aid eligibility reinstated will be placed on Financial Aid Probation. At the end of the 1st probation quarter, the student is required to meet SAP standards. If a student does not meet SAP standards at the end of the 1st probation quarter but demonstrates an increase towards SAP requirements, the student may appeal for a 2nd (extended) probation quarter.

Appeal Process for Students on Financial Aid Suspension

Students who fall below SWC's SAP requirements have the right to appeal their ineligibility for Federal Financial Aid. All appeals are reviewed for extenuating circumstances by the Financial Aid Office (Appeal Review Committee). Appeals must contain the following documentation:

The student must submit a Letter of Appeal, describing the extenuating circumstance(s) that prevented the student from meeting the Financial Aid Satisfactory Academic Progress requirements and describe all actions the student has taken to prevent a repeat occurrence. If the student's academic transcript indicates that the student had more than one difficult quarter, the student must address the circumstance(s) for each quarter.

Students should attach any documentation that is relevant to their circumstance(s). For example, if the student had an illness that prevented them from attending classes, the student may provide a doctor's note or medical billing statement as verification of illness.

The Financial Aid Office will review the appeal and may request additional verification paperwork from the student in order to further document the appeal. The student will be notified of the Committee's decision within 10 days of the Committee's receiving the appeal letter.

Exit Loan Counseling

All students who borrowed funds through the Federal Direct Unsubsidized and /or PLUS Student Loan Program that leave the College, regardless of the reason (graduation, leave of absence, withdrawal, suspension, or expulsion) are required to complete Exit Loan Counseling at studentloans.gov. Populi records will be locked and access to transcripts will be blocked until Exit Loan Counseling is completed.

APPENDIX: GENERAL INFORMATION

All forms referred to in this document may be found in the Files section of Populi.

Academic Calendars 2023-2026

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

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

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

2026-2027

FALL QUARTER 2025

Classes Begin Monday, September 21, 2026

Graduation, Saturday, November 7, 2026

Thanksgiving Break Nov. 23–27, 2026

Classes End Sunday, December 6, 2026

Winter Break Dec. 7, 2026–January 3, 2027

(4 weeks)

WINTER QUARTER 2027

Classes Begin Monday, January 4, 2027

Classes End Sunday, March 14, 2027

Spring Break March 15–28, 2027

SPRING QUARTER 2026

Classes Begin Monday, March 29, 2027

Classes End Sunday, June 6, 2027

Summer Break June 7–20, 2027

Administrative Staff

Position	Name	email	Phone
Academic Support Services Coordinator	Roberta Koska	robertakoska@swc.edu	505-467-6827
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Maintenance Manager	Javier Candelaria	Staff only, Use Facilities Request Form	
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TNCC IOP Coordinator	Nancy Lemmon	nancylemmon@swc.edu	505-467-6595
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PhD Clinical Psychology with concentration in Neuropsychology, Fielding Graduate University; MA Psychology with an emphasis in Clinical Psychology; MS with mental health concentration, University of Hawaii; Educational Specialist in School Psychology, University of Northern Colorado; BA in Social Work, Pennsylvania State University; ABPdN, CST-T

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MA in Educational Policy, Foundations, and Administration with Leadership in Ecology, Culture, and Learning concentration and focus on creative pedagogy. BA in Self-Designed Major in Environmental Psychology, Lewis & Clark College.

Juan Carlos Gonzalez

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

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PhD Education, University of California (UCLA); MA Art Therapy, Norwich University; BA Art, Minor Education, Smith College; AA American Sign Language, Cerritos College; ATR-BC, LPAT

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

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EdD Organizational Leadership, Grand Canyon University; MA Counseling with Concentration in Grief and Loss, Southwestern College; BA Elementary Education, New Mexico State University; LPCC, CCMHC

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Trustee Emeritus

MA Programs Catalog

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

MA ART THERAPY FOR CLINICAL PROFESSIONALS

The majority of the ATCP program is AT/CN courses. See below.

ATCP 598 Arts-Based Research

1 unit

During this course students will participate in an arts-based research project. This project will require data collection, analysis, and representation of findings. Students will respond to and explore a chosen symbol. The symbol may be one they have a previous relationship with through imagery, dreams, synchronicity, travels, art making, or a symbol with which the student would like to develop a relationship. With an ethnographic frame and using a phenomenological approach, students will experiment with a range of art forms, such as visual art, narrative, poetry, music, and movement to play with, represent, explore, observe, and learn from their multi-dimensional relationship with this chosen symbol. Students will present their culminating work to the Southwestern College community and reflect on its application to the practice of Art Therapy.

MA ART THERAPY/COUNSELING

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

2 units

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

AT/CN 545 Theories of Art Therapy

3 units

This course provides an overview of the profession of art therapy with emphasis on the major theoretical frameworks that have shaped the foundation of art therapy practice since its inception and continue to inspire new approaches today. This course identifies the intersections between art therapy approaches and theories from psychology, counseling, and other related fields. Various experiential techniques will deepen students' understanding of the basic concepts of each theory, and help students explore their own path as an art therapist. Students will explore and examine approaches to art therapy unique to the field, such as art psychotherapy, art-as-therapy, art-based clinical approaches, traumatology, relational neuroscience, medical art therapy, open studio and community-based approaches.

AT/CN 593 Art Therapy Techniques and Materials

3 units

This course will focus on the appropriate use of art materials and directives in the therapeutic relationship. Students will be encouraged to think creatively about the experience of art-making with clients. Issues related to specific populations and diagnosis will be explored with an emphasis on sensitivity, emotional and physical safety, and respect. Students will learn a variety of methods used to facilitate understanding and verbal exploration of the art.

AT/CN 594 Studio Art

1 unit

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

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

Using intersectionality as a guiding framework, this course challenges students to develop a deeper understanding of cultural, socio-political, environmental, and interpersonal factors that influence identity formation. Students will be asked to engage with their personal cultural heritage, examine personal belief systems and biases, as well as navigate their discomfort. Through personal narrative, story, case studies, guest speakers, and creative assignments, students will encounter a myriad of worldviews and dynamics. Topics to be addressed will include power and privilege, access and mobility, advocacy, and equity, decolonizing the fields of art therapy and counseling, collectivist systems, community engagement, and cultural considerations regarding clients' visual language and use of art materials. In this course, students will explore the guiding frameworks of cultural competence and cultural humility and will become familiar with the profession's ethical guidelines addressing diversity and multicultural issues.

Prerequisite: CN AT 500-3, Multicultural Awareness

Multicultural Awareness supports adult learners to engage more effectively in diverse contexts with communities, families, and individuals. Through assigned reading, viewing, personal reflection, art-based inquiry, and small group sharing, students will explore their own social, spiritual/religious, and cultural identities, and will develop a more sophisticated and intersectional understanding of power, privilege, and difference. Multicultural awareness and competency are core to effective participation in diverse local and global contexts as well as to the ethical practice of licensed professional counselors and art therapists.

CN AT 598-6 Research Methods and Program Evaluation **4.5 units**

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

AT/CN 637-A Art Therapy/Counseling Capstone Process: Part 1 **0.5 units**

Corequisite AT/CN 657-2 Practicum II

This course is designed to introduce students to the field training portion of their educational process. Students will participate in a community group art process; students will incorporate critical thinking skills and defend rationale of art processes and media selection for the group therapy context while recognizing the value of participating in a group and engaging in group process, group stages, and group dynamics. Most importantly, students will explore the role of arts in social justice, advocacy, and conflict resolution. Through community mural-making and zine creation, students will demonstrate personal, hands-on contact with the discipline of art making and display connections to a personal creative process and artist identity through metaphor and symbolism.

AT/CN 637-B Art Therapy/Counseling Capstone Presentation: Part II **0.5 units**

Prerequisite: AT/CN 637-A Capstone Murals; Completion of all classes except electives and corequisites.

Corequisite: AT/CN Internship I or II

Students will design, document, and present a project related to their internship experience. Students will participate in opportunities and support for sharing their culminating project outcomes in a public forum; they will create an in-depth study of one aspect of Art Therapy or an integration of knowledge and clinical skill in Art Therapy during this process using arts-based research methods synthesizing clinically based personal and

professional growth. Students will delve into lines of inquiry regarding art therapist and practitioner identity, self-care, populations encountered during internship, resiliency, and challenges.

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

Prerequisites: Completion of ePortfolio; Completion of all CN AT and AT/CN classes except those approved for corequisites.

In this course, students will examine the theoretical and practical dimensions of the therapeutic relationship and apply strategies for developing helping relationships with clients who represent the ethnic and demographic diversity of their community. Under supervision, students will work with individual clients, applying case conceptualization skills and utilizing diagnostic assessments to inform the development and implementation of clinically and culturally appropriate, strengths-based, sensory-based, therapeutic interventions. Students will develop and evaluate individualized treatment plans and maintain required clinical documentation to support clients' therapeutic goals. Students will utilize clinical supervision and consultation to support their own development.

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

Prerequisite: AT/CN Practicum I and Lab

This course is a continuation of Practicum I and includes a focus on group and helping relationships. Students have the option of completing group practicum hours in a site of their choice. Students will continue to complete the total of 50 direct client contact hours required for Practicum I & II. At least 10 hours must be facilitating a group. The remaining hours may be a combination of individual, family, and couples work. In addition, internship plans will be developed throughout this course and students will be encouraged to secure an internship site by the end of the course. Students will reflect on their experience through a theoretical and/or clinical lens, supporting their developing Art Therapist identity.

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

This course introduces students to the complexities of ethical decision-making through an examination of personal values, cultural competency, and humility, as well as the ethical principles of the American Art Therapy Association, the Art Therapy Credentials Boards, the American Counseling Association, and the New Mexico Counseling & Therapy Practice Board's Rules and Regulations. Course content includes core principles of ethical practice, legal rules and structure, models of professional decision making, and the impact of professional credentialing and public policy in the fields of art therapy and counseling. Students will examine their social location and life experiences which influence decision-making, boundaries, and advocacy work in the field of art therapy and counseling. Students' embodied responses to content and concepts that guide and determine one's ethical behavior and therapeutic style will be explored. Critical awareness of the complexities of ethical practice will be developed through discussions, reflective artwork, written work, group process, and experiential approaches. Students will leave the course with a foundational understanding of their professional identity grounded in ethical practice.

***AT/CN 663-2 Theory and Practice of Family Art Therapy/Counseling* 4 units**

This course is intended to give students a working knowledge of family art therapy and key issues in its practice. Students will acquire a historical overview of major family theories and will be encouraged to begin developing their own clinical styles of working, based on these theories.

***AT/CN 664-3 Assessment and Appraisal in Art Therapy/Counseling* 4.5 units**

Prerequisite: CN AT 581-5 Psychopathology: Diagnosis and Treatment of Mental and Emotional Disorders

Co-Requisite: AT/CN 656-2 Practicum and Lab

This course introduces students to the historical and theoretical perspectives and purposes of assessment procedures used in art therapy and counseling appraisal and evaluation. Students will practice administering the

biopsychosocial assessment, the mental status exam, a risk assessment, and an array of counseling and art therapy assessment instruments. Additional areas covered include the selection of assessments with clients as the basis of treatment planning and establishing treatment goals; evaluating assessment validity and reliability; documentation of assessment results; and ethical, cultural, and legal considerations in their use. Using art-based and counseling assessments to identify client strengths, resiliency, and resources will be emphasized in addition to identifying diagnostic criteria using the DSM-5. Clinical writing skills as applied to assessment and other report writing will be one focus of course assignments.

AT/CN 665-2 Addiction Assessment and Treatment in Art Therapy/Counseling **4.5 units**

Students will explore etiological models of substance abuse and dependence including biological, psychological, sociocultural, and biopsychosocial models. Students will examine the physiological and trauma-informed theories that inform art therapy and counseling assessment, treatment planning, causes of addiction, and a myriad of interventions and approaches to treatment. Students will examine maladaptive familial coping strategies that manifest as addiction, including substances, sex, love, and relationship addictions, compulsive gambling, shopping, and hoarding disorders, internet gaming, and eating disorders. Cultural factors and personal biases regarding addictions that have the potential to hinder the therapists' ability to work effectively with clients will be explored, and students will engage in compassionate inquiry into addictive behavior within oneself and others. Art-making and experiential activities are integral to this course and will be used to explore thoughts, feelings, and internal conflicts.

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

This course is offered concurrently with internship. In this first quarter of a two- quarter process, in-depth self-inquiry through artistic investigation will address issues regarding professional development and relational experiences with clients, supervisors, and peers. This is not supervision, but an opportunity to receive and provide support within the community.

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

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

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

This supervision course is offered concurrently with internship. In this second quarter of a two- quarter process, in-depth self-inquiry through artistic investigation will address issues regarding personal process and professional development, including relational experiences with clients, supervisors, and peers. Additional weekly discussions will be prompted by specific Professional Development topics. This supervision course will address issues including post-graduate professional needs, requirements for graduation, and self-care strategies appropriate to the counseling role. Students will examine multiple professional roles and functions of counselors across specialty areas and their relationship with other human service providers, including inter-agency and inter-organizational collaboration and consultation (including community outreach and emergency management response). Students will engage in personal and professional self-evaluation and explore implications for practice. Students will engage in the *el duende* supervision model. Students will also review professional credentialing, including certification, licensure, and accreditation practices and standards.

AT/CN 698-7L.2 Art Therapy/Counseling Internship **4.5 units**

The internship provides an in-depth internship supervised experience in Art Therapy/Counseling for the student as a final step in the completion of Part Two coursework. This is an intensive professional experience in a

mental health counseling setting. During Internship I & II, students select a professional setting where they complete 300 hours of direct client work, along with 300 hours of indirect work, under supervision.

MA CONSCIOUSNESS IN ACTION

CN AT 500-3 Multicultural Awareness

1.5 units

Multicultural Awareness supports adult learners to engage more effectively in diverse contexts with communities, families, and individuals. Through assigned reading, viewing, personal reflection, art-based inquiry, and small group sharing, students will explore their own social, spiritual/religious, and cultural identities, and will develop a more sophisticated and intersectional understanding of power, privilege, and difference. Multicultural awareness and competency are core to effective participation in diverse local and global contexts as well as to the ethical practice of licensed professional counselors and art therapists.

CN AT 522-2 Applied Theories of Human Development

4.5 units

This course explores developmental theories and empirical research on development over the life span in the psychosocial, cognitive, biosocial, and spiritual domains. Various perspectives will be taken, including theories of attachment in early infancy, theories of learning, interpersonal neurobiology, family systems and environmental factors impacting growth and development. Attention will also be paid to the effects on crisis, disasters, and trauma. Students will consider the application of theories to a general framework of understanding of their own lives as well as in working with individuals in counseling and art therapy. Course content is congruent with the CACREP standards of competency for human growth and development.

CN AT 523-4 Hermeneutics of Self: Transformation and Healing through Imaginal Ways of Knowing 4 units

Prerequisites: CN AT 574, Psychology of Altruism: Fundamentals of Helping Relationships and CN AT 522-2, Applied Theories of Human Development

Hermeneutics is the interpretation of sacred text. In this course, the class becomes a dynamic laboratory where the sacred text of the self may be interpreted via creative processes and practices. Through this self-exploration, personal understanding of transformation and healing can be examined and defined. Using various approaches for personal exploration and group engagement including creative expression, imaginal ways of knowing, dialogue, felt sense, and tracking energetic cues, students will engage in transformative healing processes applicable in mental health counseling, art therapy, and leadership. Students will develop hermeneutic and therapeutic skills, as well as a cross-cultural sensibility for working with archetypes, symbolism, metaphor, dreams, and other methods for understanding one's essential nature and purpose. By engaging in various techniques and practices designed to open doors to imaginal realms that awaken personal and collective insight, awareness and understanding, students will explore the necessary components of transformation and healing that can then be carried into the ritual of daily life, personal and community action, and adaptive change. This approach takes us past the limiting boundaries and constraints of the socially conditioned, conventionally accepted, and politically sanctioned expectations of behavior into the active encounter with creative source, or one's own connection to the intangible mystery of life, as driving force of human connectivity and transformational healing at the micro-cosmic and macro-cosmic levels.

CN AT 530-3 Consciousness I: Cultivating the Healing Power of Presence

4 units

Prerequisite: CN AT 574, Psychology of Altruism: Fundamentals of Helping Relationships

Building on the resources of self-acceptance, self-love, and self-care practiced in Psychology of Altruism I, students learn how to embody presence as a transformational interpersonal skill. As part of this process, students will explore the multidimensional nature of consciousness, how it is experienced within the individual and collective reality, and how it manifests micro- and macrocosmically. Students will also explore mindful presence and how to discern, understand, and integrate obstacles to presence including issues of power,

limiting beliefs, identity constructs, emotional reactivity, and limiting perceptions and mindsets that exist within them. Through individual and small group experiential activities, class discussion, and personal reflection, students will explore practices foundational to cultivating presence. Students will continue to develop their capacity for self-regulation, which allows for more effective engagement with difficult, unexpected, emotionally charged, or conflictual interactions, which is essential for counselors and art therapists.

CN AT 531-3 Consciousness II: Cultivating the Healing Presence and Love

4 units

Prerequisite: CN AT 530-3, Consciousness I: Cultivating the Healing Power of Presence

Building on the topics of presence, power, and expanded states of awareness covered in Consciousness I, students have an opportunity in this course to think about love as an action which assumes responsibility and accountability. Topics embedded in this course include love, empowerment, and expanded states of awareness. These are qualities of consciousness in which mind, body, soul, and spirit are integrated, resulting in a well-regulated, responsive nervous system. Love is defined as a combination of care, commitment, trust, knowledge, responsibility, and respect. This course works to develop an understanding of the dynamics of paradigm shifts both macro and microcosmically and how personal, collective, and archetypal patterns work through consciousness. Students gain perspective on how personal unconscious patterns (trances) limit awareness and the impact of this on their own life, on the collective, and on those they serve professionally. Light Figures/Change Agents (LF/CA) are chosen as mentors in discovering one's best self and helping to meet challenges by engaging greater perspective. Embracing both light and shadow allows for the power of alchemy to transform trauma and crises into depth of spirit and compassion.

CN AT 574 Psychology of Altruism: Fundamentals of Helping Relationships

2 units

In this course, students explore the meaning of altruism, and its role in helping relationships. Students will learn the difference between care giving and caretaking, and how this relates to burnout and burnout prevention within the context of both our personal and professional lives. Students will explore and evaluate their internal sense of balance between service and self-care, and the reflexive relationship between how we treat ourselves and how we treat others. Unconscious interpersonal patterns of relating and how they affect our boundaries in relationships will be explored within the context of personal and professional self-evaluation. Students are invited to cultivate awareness as to how their conditioned thoughts, attitudes and behaviors can contribute to self-neglect and/or self-abuse. Students will be encouraged to promote and engage in practices for greater health in these areas as well as have opportunities to cultivate self-love and compassion. This in turn better prepares students to sustain a life of service while preventing compassion fatigue.

CINA 575 Psychology of Altruism II: The Call to Serve

3 units

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

In this course, students build on what they have learned in Psychology of Altruism: Fundamentals of Helping Relationships. Students will expand on self-care as a foundation of service to community and explore how self-love directly impacts their call to serve. Boundary work and limiting habitual patterns of relating to self and others will continue to be addressed with the intention of building awareness that informs responsible action and global service. This course is designed to assist continued personal transformation as well as self-empowerment through the action of service. Conditioned limiting thoughts, attitudes and behaviors will be challenged as they become more conscious. This class will focus on one's calling to be of service in one's community while attending to one's own spiritual practice for inner balance and well-being. Students are required to fulfill thirty (30) hours of practicum in their community service project with an average of four (4) hours per week over a minimum of seven (7) weeks.

CN AT 598-6 Research Methods and Program Evaluation

4.5 units

This class provides students with the opportunity to understand the purposes, methods, and ethical, legal, and

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

CINA 600 Master's Thesis and Presentation

5 units

In this capstone course, students will braid together three approaches to inquiry combining inner work (a self-reflective personal mindfulness practice) with the acquisition of knowledge in two areas (a selected topic in consciousness and a method to apply that topic or practice) in order to make a difference that can positively impact themselves, their family, community or area of concern. Students will begin by selecting a topic related to studies in consciousness, such as the impact of intention-setting, the impact of prayer, the morphogenetic field, intuition, psychic awareness, energy work as a healing modality, the use of mindfulness practice in stress reduction and promoting mental health, etc. Students will investigate their selected consciousness topic using primary and secondary sources. They will also identify a selected community or an area of concern to which they hope to apply their topic on consciousness. Students will utilize a self-reflective personal practice to deepen their ability to bring higher consciousness to themselves and to their family, community, or area of concern. The selected practice is intended to foster shifts in consciousness or changes in worldview that result in the capacity to be more aligned with one's true calling and ability to be of service. This course supports students in identifying areas of growth as they develop their potential to express themselves and engage effectively with others. The final written thesis and public presentation will combine the knowledge gained through research with personal learning to demonstrate how they have put consciousness into action.

Four Electives of your choice from the New Earth Institute offerings (2 units each)

8 units

MA COUNSELING COURSES

CN 565-3 Addiction Assessment and Treatment in Counseling

4.5 units

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

CN 577-4 Multicultural Perspectives in Counseling with Diverse Populations

3 units

Prerequisite: CN AT 500-3, Multicultural Awareness

In this course, students will engage in deep exploration of the impact of heritage, attitudes, beliefs, and acculturative experiences on an individual's views of self, others, and the world. Through this process students will gain a deeper understanding of their own cultural identity and how it may influence their clinical work with diverse populations. As part of this process, students will examine obstacles and resistance to developing cultural competence and cultural humility. Additional topics covered in this course include racial/cultural identity development, ethnocentric monoculturalism, social justice and advocacy, intersectionality and oppression, power, and privilege, and establishing a therapeutic alliance with diverse clients.

CN 656-4 Practicum I: Helping Relationships with Individuals in Counseling **4 units**

Prerequisite: Completion of ePortfolio Part I; Completion of all CN AT classes except those approved for corequisites.

This field training course provides students with experience applying counseling theories, and foundational clinical skills including assessment, rapport building, treatment planning and interventions under the supervision of a qualified licensed practitioner in preparation for entry level practice as a mental health professional. Practicum students will develop individual counseling skills by providing direct services to clients, exploring the professional roles and responsibilities of culturally responsive counselors in ethical practice, and implementing strategies for personal and professional self-evaluation, while maintaining required clinical documentation, engaging in treatment planning, and practicing identifying and implementing techniques and interventions to support client wellbeing. Group, triadic, and individual supervision will be provided weekly in accordance with CACREP requirements.

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

Prerequisite: CN 656-4, Practicum I

This course is a continuation of the practicum experience and includes a focus on group and relationship counseling. Students will complete at least 20 hours of counseling during this course, at least 10 of which must be group counseling. The remaining 10 hours may be a combination of individual, family, and couple's work. In addition, internship plans will be developed throughout this course and students will be required to secure an internship site by the end of the course.

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

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

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

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

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

Prerequisite: CN AT 581-5 Psychopathology: Diagnosis and Treatment of Mental and Emotional Disorders

This course is an introductory assessment practicum in the graduate counseling curriculum. It will address the art, science, and ethics of psychometrics (that branch of psychology dealing with the design, administration, and interpretation of methods for quantifying psychological variables susceptible to measurement) and explore methods for evaluating and selecting appropriate tools from the abundance of materials published for professionals. Students will gain essential knowledge needed to engage in the complex, fluid, and dynamic process of clinical assessment from initial contact through treatment planning and assessment of outcomes and learn and practice the skills necessary to generate several different types of assessment reports. This course also provides discussion of typical problems and approaches to assessment in the areas of intelligence, aptitude, achievement, interest, and personality measurement, with focus on clinical assessment and assessment of addiction. History, rationale, and ethical issues in the use of counseling assessment instruments in a culturally diverse society are included. The student will study treatment planning emphasizing the "golden thread". This course is congruent with CACREP standards for Assessment and Testing.

CN 674 Integrated Counseling Skills**3 units**

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

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

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

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

Prerequisite: Completion of all classes except electives and corequisites.

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

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

This course is offered concurrently with internship. Through case consultation of the intern's caseload and further development of clinical skills, it provides advanced training in assessment, diagnosis, and treatment of mental health concerns. This course also covers ethical, legal, and multicultural issues relevant to the practice of professional counseling.

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

Prerequisite: CN 698-8L.2, Internship I

The internship provides in-depth supervised experience in Counseling for the student as a final step in the completion of the Part Two coursework. This is an intensive professional experience in mental health counseling. Students select a professional setting where they complete a total of 300 direct client contact hours within a supervised clinical practice and 300 indirect hours that include documentation, training, professional development, and other administrative work in support of their direct contact with clients.

COUNSELING AND ART THERAPY/COUNSELING

Students in both programs take these courses.

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

Multicultural Awareness supports adult learners to engage more effectively in diverse contexts with communities, families, and individuals. Through assigned reading, viewing, personal reflection, art-based inquiry, and small group sharing, students will explore their own social, spiritual/religious, and cultural identities, and will develop a more sophisticated and intersectional understanding of power, privilege, and difference. Multicultural awareness and competency are core to effective participation in diverse local and global contexts as well as to the ethical practice of licensed professional counselors and art therapists.

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

This course explores developmental theories and empirical research on development over the life span in the psychosocial, cognitive, biosocial, and spiritual domains. Various perspectives will be taken, including theories of attachment in early infancy, theories of learning, interpersonal neurobiology, family systems and environmental factors on growth and development. Attention will also be paid to the effects on crisis, disasters, and trauma. Students will consider the application of theories to a general framework of understanding of their own lives as well as in working with individuals in counseling and art therapy. Course content is congruent with the standards of competency by CACREP for human growth and development.

CN AT 523-4 Hermeneutics of Self: Transformation and Healing through Imaginal Ways of Knowing 4 units

Prerequisites: CN AT 574, Psychology of Altruism: Fundamentals of Helping Relationships and CN AT 522-2, Applied Theories of Human Development

Hermeneutics is the interpretation of sacred text. In this course, the class becomes a dynamic laboratory where the sacred text of the self may be interpreted via creative processes and practices. Through this self-exploration, personal understanding of transformation and healing can be examined and defined. Using various approaches for personal exploration and group engagement including creative expression, imaginal ways of knowing, dialogue, felt sense, and tracking energetic cues, students will engage in transformative healing processes applicable in mental health counseling, art therapy, and leadership. Students will develop hermeneutic and therapeutic skills, as well as a cross-cultural sensibility for working with archetypes, symbolism, metaphor, dreams, and other methods for understanding one's essential nature and purpose. By engaging in various techniques and practices designed to open doors to imaginal realms that awaken personal and collective insight, awareness and understanding, students will explore the necessary components of transformation and healing that can then be carried into the ritual of daily life, personal and community action, and adaptive change. This approach takes us past the limiting boundaries and constraints of the socially conditioned, conventionally accepted, and politically sanctioned expectations of behavior into the active encounter with creative source, or one's own connection to the intangible mystery of life, as driving force of human connectivity and transformational healing at the micro-cosmic and macro-cosmic levels.

CN AT 530-3 Consciousness I: Cultivating the Healing Power of Presence**4 units**

Prerequisite: CN AT 574, Psychology of Altruism: Fundamentals of Helping Relationships

Building on the resources of self-acceptance, self-love, and self-care practiced in Psychology of Altruism I, students learn how to embody presence as a transformational interpersonal skill. As part of this process, students will explore the multidimensional nature of consciousness, how it is experienced within the individual and collective reality, and how it manifests micro- and macrocosmically. Students will also explore mindful presence and how to discern, understand, and integrate obstacles to presence including issues of power, limiting beliefs, identity constructs, emotional reactivity, and limiting perceptions and mindsets that exist within them. Through individual and small group experiential activities, class discussion, and personal reflection, students will explore practices foundational to cultivating presence. Students will continue to develop their capacity for self-regulation, which allows for more effective engagement with difficult, unexpected, emotionally charged, or conflictual interactions, which is essential for counselors and art therapists.

CN AT 531-3 Consciousness II: Cultivating the Healing Presence and Love**4 units**

Prerequisite: CN AT 530-3, Consciousness I: Cultivating the Healing Power of Presence

Building on the topics of presence, power, and expanded states of awareness covered in Consciousness I, students have an opportunity in this course to think about love as an action which assumes responsibility and accountability. Topics embedded in this course include love, empowerment, and expanded states of awareness. These are qualities of consciousness in which mind, body, soul, and spirit are integrated, resulting in a well-regulated, responsive nervous system. Love is defined as a combination of care, commitment, trust, knowledge,

responsibility, and respect. This course works to develop an understanding of the dynamics of paradigm shifts both macro and microcosmically and how personal, collective, and archetypal patterns work through consciousness. Students gain perspective on how personal unconscious patterns (trances) limit awareness and the impact of this on their own life, on the collective, and on those they serve professionally. Light Figures/Change Agents (LF/CA) are chosen as mentors in discovering one's best self and helping to meet challenges by engaging greater perspective. Embracing both light and shadow allows for the power of alchemy to transform trauma and crises into depth of spirit and compassion.

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

4.5 units

This course introduces the history and development of the counseling profession, roles and functions of professional counselors, and an overview of psychotherapy theory and practice. Students study theories from the major schools of psychotherapy, including psychodynamic, cognitive, behavioral, humanistic, systems, transpersonal and post-modern views. Through experiential practice, students apply theory to counseling, develop self-awareness, core counseling skills, and cultivate the ability to give and receive feedback. The course content is congruent with CACREP standards for counseling orientation and ethical practice, counseling and helping relationships and Clinical Mental Health Counseling.

CN AT 543-2 Group Dynamics

4.5 units

Prerequisite: CN AT 542-4

This course will address group dynamics associated with group processes and development in an array of group settings. Theoretical foundations of group work will be explored with the lens of cultural competence. Students will learn characteristics and functions of effective group leaders, approaches to group formation, and how therapeutic factors contribute to group effectiveness. Students will learn about their role as a leader, exploring the impact of their identity onto the community that they are entering. Students will explore ethical and culturally relevant strategies for designing and facilitating groups. Social factors that impact group dynamics, such as inequity, as well as national and global struggles will also be addressed. The ten-week class will function as a group to facilitate learning about how groups work. Faculty will serve as teachers while simultaneously modeling skills and behaviors of therapeutic group facilitators.

CN AT 574 Psychology of Altruism: Fundamentals of Helping Relationships

2 units

In this course, students explore the meaning of altruism, and its role in helping relationships. Students will learn the difference between care giving and caretaking, and how this relates to burnout and burnout prevention within the context of both our personal and professional lives. Students will explore and evaluate their internal sense of balance between service and self-care, and the reflexive relationship between how we treat ourselves and how we treat others. Unconscious interpersonal patterns of relating and how they affect our boundaries in relationships will be explored within the context of personal and professional self-evaluation. Students are invited to cultivate awareness as to how their conditioned thoughts, attitudes and behaviors can contribute to self-neglect and/or self-abuse. Students will be encouraged to promote and engage in practices for greater health in these areas as well as have opportunities to cultivate self-love and compassion. This in turn better prepares students to sustain a life of service while preventing compassion fatigue.

CN AT 581-5 Psychopathology: Diagnosis and Treatment of Mental and Emotional Disorders

4 units

Psychopathology is the study of a human's collective biological, psychological, social, environmental, and emotional health. Psychopathology describes the symptoms, behaviors, and causes of mental health disorders outlined in the DSM-5-TR and the ICD-10. Students will practice and apply clinical assessment and writing skills needed for clinical interviewing, writing a biopsychosocial report, case documentation, and treatment plan development. Students will develop an understanding of the impact of crisis and trauma on biological and neurological mechanisms and the etiology of a mental health diagnosis. During this course, students will also identify implicit assumptions embedded in the history, models, and structures related to diagnosis as well as

their own potential biases regarding aspects of psychopathology and the impact on ethical practice.

CN AT 581-4 Psychopathology: Psychopharmacology

0.5 units

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

CN AT 598-6 Research Methods and Program Evaluation

4.5 units

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

CN AT 625-2 Career & Life Development

4.5 units

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

CN AT 695 Continued Internship

1 unit

This course enables students who did not complete their internship hours during Internship II, to continue to accrue direct and indirect contact hours to meet graduation requirements.

NEW EARTH INSTITUTE (NEI) COURSES

ADDICTIONS, ABUSE AND RECOVERY CERTIFICATE PROGRAM

AAR 5000-2 Holistic Models & Biopsychosocial Aspects of Addiction & Recovery

2 units

This course is designed to equip students with an overview of holistic approaches to understanding the biological, psychological, and social aspects of addiction. Students will examine vulnerability to addictive patterns and cycles stemming from genetic predispositions, family systems, trauma, and ideas of spiritual malady. The disease concept, chemical addiction, self-medication, and process addiction will also be explored. Participants will examine theories of substance recovery in conjunction with experiential treatment techniques.

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

2 units

This course will provide students with skills that allow them to assess and treat addiction and co-occurring

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

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

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

AAR 5300 Ethical and Cultural Issues in Addiction **2 units**

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

AAR 5400 Process Addictions: Sex, Gambling, Eating, Shopping, and Other Compulsive Behaviors **2 units**

Addiction is any process that overpowers a person's effort to control or moderate their behavior. Given that mainstream American culture is predicated on addictive consumeristic behaviors process addictions are ubiquitous. In this course, students will explore the commonalities and differences when assisting clients with process addictions. The course will utilize didactic and experiential modalities with specific exercises utilized in the treatment of sex addiction, eating disorders and pathological gambling.

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

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

AAR 5800-2 Emerging Trends in Psychopharmacology: Ethical Use of Psychedelics and Other Substances to Treat Addiction **2 units**

This course will provide participants with an overview of the history, science and current ethical perspectives on psychedelic compounds used in the treatment of addiction. Ethical considerations regarding therapeutic application and intervention models and assessing problematic versus therapeutic use of substances will also be explored. Students will be invited to examine internalized cultural messaging and bias at a micro level, while engaging in critical analysis of the effects of the "War on Drugs" on policy, research, treatment, and popular opinion at the macro level. New research and therapeutic models involving psilocybin, ketamine and ibogaine as substances showing the potential to successfully treat opioid, methamphetamine, tobacco, alcohol, and other addictions will be explored.

CHM/AAR 5013 Adolescents and Addiction: Treatment and Prevention **2 units**

This course will provide students with an overview of current trends in the treatment and prevention of addiction among adolescents. Evidence-based practices will be introduced, and students will have an opportunity to practice the skills and strategies inherent in those approaches. Treatment methods considered are multi-systemic therapy (MST), adolescent community reinforcement approach (A-CRA) and CRAFT (a program

for working with family members so that they can engage resistant teens into treatment). Hands-on activities useful for conducting adolescent treatment groups and youth leadership groups will be discussed.

APPLIED INTERPERSONAL NEUROBIOLOGY CERTIFICATE

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

2 units

This course introduces participants to developmental neurobiology across the life span, examining how human development, behavior and growth stem from a well-regulated, optimally functioning brain and nervous system. Using a variety of modalities including dialogue, movement, mindfulness, reflective writing and small group work, participants will explore an integrated framework for human development and the emergent knowledge of brain plasticity. Special emphasis is placed on relational and environmental factors that best facilitate optimal development, healing, and growth. Participants will learn essential skills related to rebalancing and enhancing the central and autonomic nervous system pathways.

AIN 5050-Psychodrama Now: Through the Guiding Lens of Interpersonal Neurobiology

2 units

Literally translated, psychodrama means ‘soul in action’. Psychodrama is one of the long-standing grandmothers of groupwork and many experiential, body-based healing methods. Over this weekend we will explore how our habits of physical movement, proximity, touch and play have been impacted and our personal and collective narratives have been altered by radical global change. Humans are biologically wired for connection and are dependent upon these basic elements for a ‘felt sense’ of safety. Lack of these elements can result in symptoms of T/trauma and grief and lead to states of diminished creativity and play, hindering patterns of being (flight/fight/freeze/flop). Through the care-full enlistment of individual and collective resources, we will experience how psychodramatic methods harness the inherent wisdom of the group and individual in service of healing by fostering safety-in-connection, mindful awareness of the body and felt sense, empathy, creativity, imagination and the capacity for play. Students will learn through demonstration, practice, and discussion how these experiential action techniques can be used. The interweaving of theory from relational neuroscience, attachment, mindfulness, and psychodrama will provide the rich guiding lens and conceptual framework for our weekend.

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

2 units

‘Healing’ is the “creation of something new” from the old. Play is a neurobiologically essential ingredient in the process attachment, social development, healing, and ongoing creative evolution. This workshop will offer a current theoretical framework and techniques addressing: the neurobiology of social connection, development and play and the impact of T/trauma; the importance of embodied presence; how to listen and respond from the ‘felt sense’, how to facilitate social connection/creativity/play and address factors that inhibit/support it. Through lecture, discussion and experiential practice, participants will gain practical skills incorporating mindfulness, psychodrama, playback, and art while exploring the rich territory of personal and collective stories/themes about connection.

AIN 5150 Cultivating New Neural Pathways for Personal and Social Change through Psychodrama

2 units

We are living in a time when the personal and collective reimagining of our world is crucial. Research in neuroscience concludes that embodied, relational techniques most effectively alter and retrain the deep neurological pathways that govern perception, experience, and our capacity for creative expression and relationship. Psychodrama offers an embodied method for co-creating a sanctuary space where personal and collective storylines can be mindfully explored. Moreover, in psychodrama, differences and borders can be

safely and openly examined. The group as a whole becomes the vehicle to expand creativity and to foster relational repair of personal and collective trauma and attachment. Participants will learn and practice action techniques that can be used either on their own or in conjunction with a fully developed drama. Supportive theory from relational neuroscience will highlight: the role of mindful play in cultivating safety and revealing underlying/implicit storylines, awareness of the trauma vortex, ways to maximize co-regulation, the transpersonal aspects of process, and a re-imagining of the role of leader.

AIN 5200-3 Mindfulness-Based Emotional Processing (MBEP): Minding the Body, Embodying the Mind 2 units

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

AIN 5250 Stronger Together than Apart: A Neurological Approach to Experiential Action-Oriented Group Work in Isolating Times 2 units

Now, more than ever, experiential group work offers practical means for meeting the greatly increased demand for embodied approaches that can foster deep inter-connection, in-person and across great distances, virtually. Echoing the African proverb, 'to go fast, go alone, to go far, go together', we will explore the biological roots and relational imperative for 'load sharing' that is wired into our embodied human/mammalian brains, via our attachment system. Interconnection sustains our individual and collective soul. Participants will learn how to integrate deep practices of mindfulness and true listening, and how to work with the concept of role reversal to cultivate greater tolerance and capacity for inclusion in working with people from different backgrounds. Experiential exercises will include those conducted both in virtual space, together, and also individually, offline, but still within the frame of the group-as-a-whole. Over the weekend, participants will gain theoretical knowledge and numerous practical, applicable skills.

AIN 5300 Neurobiological Roots & Applications of Experiential Action Methods 2 units

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

AIN 5350 All Aboard: Strategies for Experientially Engaging Parts Work 2 units

Clients often enter therapy with a sense of internal contradiction, or an inner conflict between parts of self, requiring assistance with integrating exiled or disowned parts. This course is designed to explore perspectives and skills gleaned from several experiential approaches to parts work processing, including IFS (Internal Family Systems) and AEDP (Accelerated Experiential Dynamic Psychotherapy), as well as the compassion-based parts-work practice adapted by Tsultrim Allione called "Feeding Your Demons" from Tibetan Buddhism. Parts-work models understand the outer personality structure as composed of protector parts that form early in life as survival skills, but that can later prove maladaptive to our well-being. Underneath all protectors are "exiles"-- or childhood parts-- rooted in innocence, playfulness, and love, waiting to be shown safety and an opportunity to

freely feel and express dissociated feelings; to be reunited within a larger sense of self. During this weekend we will ground ourselves in the core sense of the centered-self through mindfulness and somatic practices. In watching clinical videos of parts-work sessions we will track our responses and learn ways to work with activated parts. Through dyadic work we will experientially explore how to dialogue with the parts of self that can emerge in us as clinicians while in session, practicing techniques for integrating the many and varied parts – protectors and exiles – which comprise the rich and complex human psychic ecology.

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

This course will offer participants an overview to the emerging field of psychedelic research and therapy. Informed by the pioneering work of Stanislav Grof, M.D., a new generation of researchers and therapists are again examining the potential applications of psychedelic therapy including the treatment of depression, PTSD, addiction, and end of life care. The education and training of therapists must emphasize not only the healing potential of expanded states of consciousness, but also the perils of unskillful use. The importance of helping clients integrate these extraordinary experiences is paramount.

AIN 5700 The Medicine of Connection in Times of Distancing: Cultivating Bridges through Experientials Practice **2 units**

This class offers participants a rich tapestry of experiential practitioners and practices. We will explore the fascinating challenges to creating and sustaining connection and intimacy and the means for approaching them. Participants will gain an understanding of experiential practice informed through the lens of mindfulness and the conceptual framework of developmental and relational neuroscience. Navigating the greater socio-cultural field of our current times will contextualize and enrich the discussion about the application of content and techniques presented.

CHILDREN'S MENTAL HEALTH CERTIFICATE

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

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

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

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

CMH 5050-3 The Neuropsychology of Sandplay Therapy and Trauma **2 units**

This course provides an overview of the neuropsychology of trauma and sandplay therapy. Students will explore

the impact of trauma on the brain, body, and psyche/soul and discover how sandplay heals trauma from a neuropsychological perspective. Leading theories on trauma treatment are reviewed and applied to case studies in sandplay with an emphasis on theories rooted in neurodevelopment, depth psychology, affective neuroscience and body-centered therapies. Through participation in lecture/discussion, interaction with myth and symbol, compelling case studies, and personal artwork, journaling and other experiential activities you will have the opportunity to connect on a deep level to this work and to integrate concepts. Training or coursework in Sandplay Therapy, such as Foundations of Jungian Sandplay Therapy (CMH 5055), is recommended prior to taking this course. Students who do not have prior training or coursework in Sandplay Therapy should contact the instructor for suggested preparations.

CMH 5055 Foundations of Jungian Sandplay Therapy

2 units

This course will provide an overview of the history, theoretical foundations, practical applications, and neuropsychological underpinnings of Jungian sandplay therapy with children and adults. Through participation in lecture/discussion, compelling case studies, and experiential activities you will have the opportunity to connect on a deep level to this work and to integrate concepts. Experiential activities will include embodied exploration of personal symbols, expressive art projects, sandplay and writing/journaling.

CMH 5070 Prevalent Behavioral Disorders in Children and Adolescents

2 units

This course is designed to introduce students to understanding and recognizing prevalent behavioral disorders in childhood and adolescence. An examination of potential causes, including a review of both medical and non-medical perspectives, will offer understanding of contributing underlying elements influencing prevalent behavioral disorders. Students will have opportunities to explore a variety of effective treatment modalities while learning about culturally responsive techniques that can be used with youth and families to improve symptoms. Psychoeducation, group dialogue, guest speakers, and experiential learning approaches will inform students on developing critical awareness of the complexities of childhood and adolescent behavioral disorders.

CMH 5095 Restoring Hope: Suicide and Self-Harm Prevention and Intervention for Youth

2 units

This course provides an overview of the fundamentals of restoring hope and well-being in children and teens who are experiencing hopelessness, and who are at risk for self-harm or suicide. State of the art therapy and treatment modalities are presented and explored. It also offers students with a best practice protocol for recognizing at risk behavior and verbal disclosures, making preliminary risk assessments, and referring youth for further in depth risk assessments and treatment, and /or engaging emergency services. In addition, this course surveys the many factors that have increased the rate of self-harm and suicide among youth, including social dynamics with peers, emotional trauma, family dynamics and stressors, cultural trauma, gender and identity, LGBTQ issues, poverty, technology, and more.

CMH 5110 Ethical Issues in Working with Children and Families

2 units

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

CMH 5250 Attachment: The Heart of Well-Being

2 units

This course explores the foundations of the early parent-child relationship and how that primary attachment imprint impacts future well-being and relational strategies in intimate relationships. Students will examine how

early disruptions to secure attachment can be resolved through attuned counseling that promotes healing on multiple levels and experiential processes designed to strengthen healthy attachment will be enacted to explore students' own personal development in service to their professional development. Effective child and parent therapy practices that repair and strengthen healthy attachment in our clients will also be identified and examined.

CMH/AAR 5013 Adolescents and Addiction: Treatment and Prevention

2 units

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

CMH 5600 Creative Therapies for Children and Adolescents: Art, Puppets, and Nature

2 units

Children and adolescents have varying social, emotional, relational, and mental health needs that are different from adults. This course will explore a wide range of creative approaches to assessment and intervention with children and adolescents, including expressive arts, play therapy, puppetry, eco-therapy, and "Creative Gestalt." Various tools and techniques for supporting children and adolescents in the therapeutic setting, including creative use of the therapy room and outdoor environments, will be examined as powerful players in a child's experience of counseling and therapy. Participants will also experience opportunities for self-healing work with their own inner child or inner adolescent.

HS/CMH 5350 Adolescent Sexuality: Navigating Self, Relationship and Parts Unknown

2 units

Mental health professionals are often hesitant about addressing sexuality issues with youth and adolescents, and many do not receive much training in how to do so. Young people navigate important issues around sexuality, often with little or no sexual education or valuable guidance on the topic. This course will cover sexual development from puberty to adulthood from a psychosocial, attachment informed, relational perspective. Students will learn strategies for working with young people needing guidance and support with sexuality and sexual including assessment, communication, consent, sexual health, and safety. We will explore how humor and creative techniques can create a more relaxed atmosphere of trust and empowerment, as well as taking fear and anxiety out of a potentially triggering and controversial topic. Participants will explore their own comfort and discomfort with sexual issues affecting adolescents and transference/countertransference will be addressed. Finally, we will explore ethics and rules regarding young people such as confidentiality concerns and reporting.

ECOTHERAPY CERTIFICATE PROGRAM

TE 5100 Ceremony, Ancient Narrative and Healing

2 units

During this weekend course we will experience the power and depth of ancient narrative and its relevance to our present-day lives. We will work together as a community to support healing through the Sweat Lodge (Inipi) and Cannunpa (Sacred Pipe) Ceremonies according to the traditional Lakota way. This sharing creates a dynamic understanding of our purpose and place in the cosmos. Students are provided with a unique cross-cultural experience and will gain insight into traditional cultural methods for health and well-being.

TE 5200 The Council of All Beings

2 units

This weekend intensive will allow participants to deepen their personal relationships with the other-than-human community. Our focus will be on the experience of our inter-relatedness and inter-dependence with plants,

animals, water, soil, etc. Questions that we will explore include the concept of the sacred as a defining quality for all expressions of life, including weather systems, geologic features, landforms, animals, plants, cosmic beings such as the sun and moon, minerals, and people. Experiential activities and traditional stories drawn from a variety of cultures will strengthen our ability to experience life as embodied consciousness or embodied spirit. We will consider our own profound experiences of relationship with other-than-human beings as a source of personal and planetary healing.

TE 5250 Walking with Ancestors: Healing Our Relations

2 units

This course will address the rupture imposed by industrialization, militarization and post-modern urban life that disrupts any sense of connection to or relationship with one's biological and other ancestors. The subsequent intergenerational trauma is often carried unconsciously as an inarticulate but deep longing to fully connect and belong within our families, cultures, histories, lineages, and with the places (land, waterways, plants, animals) we call home. We will explore these ancestral relationships through personal reflection and journaling, art processes, and the making of an ancestor altar. We will consider healthy boundaries, building positive relationships with well and wise ancestors, and how these relationships can be sources of strength and support.

TE 5300 Sacred Connections: Plants, Animals, People and Place

2 units

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

TE 5350 Somatic Healing with Nature: Transforming Trauma and Living into Aliveness

This course will explore somatic healing with nature. Somatic experiencing practices are a skillful and safe way to heal trauma. We will learn how nature offers a healing container to support the transformation and healing of trauma. Building on the practices of mindfulness with nature we will learn how to become present to the stored traumas stuck within the body, connect to the inherent potential to heal, and learn to release the unhealthy patterns of trauma to experience the fullness of our aliveness. You as the student will be invited to work to integrate these practices into the healing of your own trauma and consider ways in which your continued healing can inform ways to integrate these teachings and practices into the therapeutic container.

TE 5450 Rhythms, Cycles, and Elements of Healing with Nature: Finding our Way

2 units

We all have the capacity to find our way with our own rhythms, cycles, and connection to nature to heal. In this course we will explore nature-based teachings and practices to connect to the rhythms, cycles, and elements of nature to heal our inner landscape and experience ways to live in a more deeply interconnected way with life. Most people are disconnected from themselves and from the health they can experience when living in balance and harmony with life. We will cultivate learning to listen to nature's rhythms and the movements of life, develop ways to integrate the cycles of the seasons into life, and explore deepening our relationship to the elements to support health physically, mentally, emotionally, and spiritually. During this course there will be an opportunity to deepen your personal relationship with nature's healing and integrate your own unique wisdom of connection with nature (i.e., gardening, ecotherapy art, animal supported therapy, plant medicines) to expand its healing potential into your ecotherapy practice to share with your clients.

TE 5500 Dreams, Visions and The Sacred

2 units

This weekend intensive will explore human consciousness in direct relationship with the consciousness of animals, plants, landforms, weather systems, ancestors, and other guiding, helping and/or guardian spirits. Though we are linked with these other-than-human-beings, modernity denies the reality of our interwoven and interdependent human existence. Therefore, after childhood when we spontaneously express our deep interconnection with all of life, these key relationships are often relegated to the unconscious. Our awareness of our interrelationship with nature may arise through personal dreams and visions that transmit the knowledge everything is alive despite hundreds of years of repression. The existence of the sacred is persistent. This weekend will engage participants through a variety of activities including dream-sharing, art-making, stories, and ceremony for the purpose of reconnecting to nature and spirit through our dreams, visions and experiences as conscious partners with animals, plants, earth, sky, and spirit. Certain plant medicines and practices that enhance dreaming will be shared.

TE 5600 Mindfulness of the Body, Mind and Heart with Nature

2 units

This course will explore the foundations of mindfulness with nature. Learning to practice mindfulness with nature we will awaken to experience the health of the body, mind, and heart. Nature is an ever-present expression of life in which we will explore various mindfulness meditation practices that will bring us into more intimacy and reciprocity with ourselves and the Earth. Mindfulness in nature is an opportunity to meet your inner conditions as they are- to learn to kindly relate and respond to live into your true nature and potential for healthy living. From this embodied understanding of connection with ourselves and the Earth we will examine various ways these practices can be introduced into the therapeutic process.

TE/AIN 5600 Earth Body, Earth Mind

2 units

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

TE 5700 Wilderness Fast

2 units

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

TE 5800 Our Ecological Crisis: Healing the Trauma of The Earth

The earth is experiencing trauma in the form of our current ecological crisis, which directly impacts the health and wellbeing of humanity. The relationship between the earth's suffering and our own will be examined as well as how to awaken care and compassion in order to heal the trauma of our disconnection from the earth. We will discuss how healing can occur through activism and participation in environmental movements locally and globally. Therapeutic processes for reconnecting with the Earth to support clients who may be experiencing eco-grief or eco-anxiety related to ecological trauma.

HUMAN SEXUALITY CERTIFICATE PROGRAM

HS 5000 Sexual Attitudes and Development**2 units**

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

HS 5050 Somatics, Sexuality and the Self: Exploring the Origins of Sexual Identity**2 units**

Grounded in somatic psychology, this course uses body-based experientials to explore sexual identity and the developmental origins of our sexual selves. The foundation of this course is mindfulness, focusing on increasing self-awareness of the body's needs and messages. Using dyadic process, small group discussion and reflective writing exercises, this course will explore core desires that shape sexual identity, experiences that create expansiveness and constriction, and ways to help clients understand and work with their own relationship to eroticism and sexual identity

HS 5150 Erotic Defiance: Holding Space for Daring Sexual Expression**2 units**

Clients from marginalized and misunderstood sexual identities/communities need culturally informed mental health professionals who understand, and are sensitive to, the dynamics of oppression and liberation. Artists belonging to socially unaccepted sexual communities have used the use of erotic themes in their art to challenge societal norms of sexuality and gender and have been catalysts for social justice movements throughout history. This course will explore methods these artists have used to claim space for a wider diversity of sexual expression and how mental health professionals can use these methods to create space for clients' explorations of the erotic. Participants will gain greater understanding of unconventional sexual expression (such as BDSM/kink, fetishes, and ecosexuality) as well as the discrimination marginalized groups have often faced. We will analyze examples of art addressing AIDS advocacy/Queer liberation, art as expression of feminism, art that expands our perceptions of gender/sexual identity, and art that challenges the dominant patriarchal colonial lens and explores what methods of liberation can transfer from art to therapeutic practice. Participants will have the chance to highlight the work of an erotic artist (visual art, film, theater, drag, music, etc.) they feel inspired by, and explore how they could incorporate the spirit of this art into their practice. Participants will identify and address any discomfort they experience in order to increase their understanding of the "sexual outsider" and cultural proficiency in working with a wide variety of sexual expressions.

HS 5200 Working with Queer Sexualities**2 units**

Queer – a slur reclaimed, made beautiful and full of pride. A word that encompasses many identities and expressions. What does it mean to be a therapist working with queer sexualities? This class aims to pull apart what we think we know. We will identify ways the gender binary sneaks into therapy rooms and how to undo the stereotypes that come with it. We will explore sexualities that exist at the edges of straight society's understanding including BDSM and Consensual Non-Monogamy. We will define the importance of the therapy room as a space that welcomes the parts of us that are outside of what society mandates and process the therapist's role in creating space and support for queerness to emerge.

HS 5300 Clinical Skills: Theorizing and Thinking About Sexual Issues in Psychotherapy**2 units**

Despite the important role sexuality plays in our lives, research suggests that clients and therapist alike find talking about sexual issues particularly difficult. In this course, we'll explore ways to minimize dissociative responses and stay therapeutically engaged, to think when things get "hot" and help clients understand facets of their sexual selves better. We'll discuss a range of sexual topics/issues and apply theoried that help us think about, reflect, feel into, ask questions, and enrich conversations about sexual issues with clients.

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

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

HS 5450 Eros in Myths, Dreams and Fantasies**2 units**

The Greek word Eros dates back to the 14th century and was originally used to describe romantic love or desire. In the classical and literary world, Eros is often associated with madness, longing, and ecstasy. For Plato, Eros was the mechanism that propelled human beings toward wholeness. This course explores the role Eros plays in the transformative work of psychotherapy. It offers participants a frame for engaging more deeply with the erotic as it shows up in dreams and fantasies. Participants will use art, writing, and ritual to explore their own relationship to Eros and also practice skills that can be applied to clinical practice.

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

This course introduces participants to models for working with sexual issues. Participants will become acquainted with a variety of theoretical approaches to help clients explore their sexual lives, to develop a more satisfying sensual and erotic life, and to understand the personal, social, and cultural influences that shape their sexual attitudes, desires, and behaviors. This course helps practitioners develop a listening perspective and therapeutic attitude that cultivates a safe, curious, non-shaming exploration of sexual issues. This includes ways of listening to what clients say (content) and how they communicate (process) about the intimate details of their inner lives.

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

It is vital that mental health professionals know how to support their clients as they process experiences of sexual trauma and define what healing means to them. Clinical professionals specializing in sexuality need to understand the complexity and impact of sexual trauma on mental health and the sexual self. This course will discuss the prevalence of sexual trauma and how it effects people of all ages, genders, abilities, backgrounds, cultures, orientations, and ethnicities. Students will build skills in working with the emotional and physical impact of trauma, such as dissociation and dysregulation. Students will also learn how to help clients recognize and express their desires and boundaries, work with clients' partners and relationship systems within a therapeutic setting, and how to design clinical policies and therapeutic practices that support clients' autonomy and sense of agency. This course will examine how reclaiming pleasure can be a part of the healing process for many, and how the "self-of-the-therapist" and/or transference/counter-transference effects therapy, especially as many clinicians drawn to this work have had their own experiences of sexual trauma.

HS 5800 Touch and Embodiment**2 units**

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

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

Drawing from the work of Resmaa Menakem, John and Julie Gottman, and Ester Perel, this course introduces participants to current theories and practices for working with couples. Particular emphasis is placed on helping clients develop a capacity for mutual recognition and empathic attunement. Students will practice renegotiating the relationship based on a more conscious understanding of each partner's individual subjectivity using Resmaa Menakem's somatic concept of the five anchors for clients and therapists alike to remain present and effective during conflict. Connections between consent and pleasure, and the dichotomy of safety versus passion will be examined. Students are introduced to diverse ways of working with couples' desire discrepancies, infidelities, and loss of interest.

HS/AAR 5100-2 Too Hot to Handle: Therapeutic Approaches to Working with Infidelity, Porn and Sex Addiction **2 units**

Infidelity, porn, and the concept of "sex addiction" are subjects that often bring up strong emotions in both clients and therapists. Additionally, many therapy training programs do not cover these subjects in detail, leaving professionals to find their own way through these tricky and common concerns. This class will combine the most up-to-date practices in sex therapy with exploration of the "self-of-the-therapist." Participants will examine how their own histories and beliefs around affairs, erotic material, and sex addiction, or what sex therapists are increasingly referring to as "out-of-control sexual behavior" (OCSB) might show up in their work with clients. We will explore models of working with infidelity and OCSB and examine the possible positives and negatives of erotic materials. Participants will practice managing the "heat" of their own reaction to make sure they are always prioritizing the needs of the client(s).

HS/CMH 5350 Adolescent Sexuality: Navigating Self, Relationship and Parts Unknown **2 units**

Mental health professionals are often hesitant about addressing sexuality issues with youth and adolescents, and many do not receive much training in how to do so. Young people navigate important issues around sexuality, often with little or no sexual education or valuable guidance on the topic. This course will cover sexual development from puberty to adulthood from a psychosocial, attachment informed, relational perspective. Students will learn strategies for working with young people needing guidance and support with sexuality and sexual including assessment, communication, consent, sexual health, and safety. We will explore how humor and creative techniques can create a more relaxed atmosphere of trust and empowerment, as well as taking fear and anxiety out of a potentially triggering and controversial topic. Participants will explore their own comfort and discomfort with sexual issues affecting adolescents and transference/countertransference will be addressed. Finally, we will explore ethics and rules regarding young people such as confidentiality concerns and reporting.

PSYCHEDELIC STUDIES CERTIFICATE PROGRAM

PS 5100 The Psychedelic Movement: Pioneers in the History, Research, and Current Policy Development

This course explores the complex history of psychedelics, past and current legal status, policy development, and potential uses. A combination of lectures, discussions, readings, and experiential exercises will support students as they explore the various ways in which psychedelic compounds have been used throughout history from ancient Indigenous practices up to current controversies surrounding their therapeutic benefits. Topics covered in this course will include an overview of modern psychedelic research and how it has been influenced by Indigenous usage, the political and cultural opinions about psychedelics in the 1970s, the current legal status of psychedelic compounds across the globe, and legalization/decriminalization. The various potential uses of these substances in therapy for mental health issues and for creativity and personal growth will be discussed. Students will be invited to contribute to current debates as well as discern relevant evidence-based resources in psychedelic studies.

PS 5200 The Psychedelic Experience: Transcendent Personal Growth and Transformation

This course will explore the mystical and transcendent experiences common in psychedelic-assisted therapy interventions. Indigenous traditions and their influence on current therapeutic usage of psychedelic compounds will be explored.

The phenomenology of the transformation process from clinical and ethical standpoints, and the qualities, stages, and variables that define the psychedelic-assisted therapy experience will be discussed. Students will have the opportunity to participate and/or see experiential exercises that simulate these phenomena. Students will analyze how best to take advantage of adaptive neuro-plasticity activated to integrate changed perspectives and behaviors. Students will assess how the variables of facilitator or therapist approaches, group or individual usage, location, music, and many other aspects in the set and setting affect the psychedelic experience of the participant.

PS 5300 Navigating Ethical Practice in the Wild West of Psychedelics: Safety and Risk Reduction in an Emerging Landscape

This course will challenge students to apply ethical considerations in psychedelic-assisted therapy to enhance safety and reduce risk. Through reflective practice, this course will help students identify and deconstruct myths and biases that they may hold from historical and cultural influences. The extent and limitations of professional roles and scope of practice will be examined, while considering the scientific and cultural resources used to inform ethical decision-making. Students will explore topics of sustainability, appropriation, and other social justice issues and identify best practices for determining readiness, appropriateness of fit, and informed consent.

PS 5400 This Is Your Brain on Psychedelics: Neuroscience, Brain Plasticity, Creativity

This course examines the neuroscience of psychedelic compounds. Students will examine the processes by which psychedelic compounds interact with the brain, and how this interaction can lead to profound changes in perception, cognition, emotion, behavior, and creativity. Students will learn about the specific neural pathways and mechanisms that underlie the effects of psychedelic compounds. Through readings, lectures, discussions, students will examine the scientific research on the therapeutic potential of psychedelic compounds, as well as their use in spiritual and creative contexts. Students will critically evaluate which psychedelic compounds may be best suited to different mental health conditions, for referral purposes. Students will examine the neuroscience of expanded states of consciousness (ego dissolution, mystical/transcendent experiences) and why these experiences have the potential to cause lasting changes in the brain. Students will explore the complex interplay between brain chemistry and the subjective experience of the client. Participants will develop a discerning eye in evaluating research and science around psychedelic-assisted therapy and identify the sources and qualities that form their opinion on the neuroscience of psychedelic compounds for personal growth, mental health conditions, and more.

PS 5500 Emerging Trends in Psychopharmacology: Ethical use of Psychedelics and Other Substances used to treat addiction (reciprocity with Addictions certificate program)

This course will provide participants with an overview of the history, science and current ethical perspectives on psychedelic compounds used in the treatment of addiction. Ethical considerations regarding therapeutic application and intervention models and assessing problematic versus therapeutic use of substances will also be explored. Students will be invited to examine internalized cultural messaging and bias at a micro level, while engaging in critical analysis of the effects of the “War on Drugs” on policy, research, treatment, and popular opinion at the macro level. New research and therapeutic models involving psilocybin, ketamine and ibogaine as substances showing the potential to successfully treat opioid, methamphetamine, tobacco, alcohol, and other additions will be explored.

AIN/PS 5600 The Psychedelic Experience: Promises and Perils

This course provides an overview of the emerging field of psychedelic research and therapy, informed by the pioneering work of Stanislav Grof, MD, a new generation of researchers and therapists are examining the potential applications of psychedelic-assisted therapy including the treatment of depression, PTSD, addiction, and end of life care. Emphasis will be placed not only the healing potential of expanded states of consciousness, but also the perils of unskillful use as well as the importance of helping clients integrate these extraordinary experiences.

TRAUMA, GRIEF, AND RENEWAL CERTIFICATE PROGRAM

TGR 5100 Counseling Skills for Trauma and Grief

2 units

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

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

2 units

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

TGR 5300 The Art of Healing Grief and Trauma

2 units

This course will focus on the transformational process involved in working with people experiencing grief. Students will learn to differentiate between trauma and grief and how the brain responds to each differently. Through readings, experiential exercises, understanding of cultural competencies, guided imagery, ritual, ceremony, and mindfulness activities, participants will receive resources to be able to assess situations and provide support to individuals, families, groups, and communities experiencing loss, grief, and trauma.

TGR 5400 Trauma Theory, Process, and Interventions

2 units

This course will introduce current trauma theories, PTSD and many prevalent modalities of trauma treatment and traumatic grief. We will explore the neurobiology of trauma and its effects on the brain, the body, the mind, and emotional functioning. Participants will be introduced to many of the tools and interventions and their appropriate applications presently being used in trauma counseling, with some emphasis on somatic experiencing. Traumatic grief and loss and the trauma of facing one’s own death will also be introduced. The interventions discussed will be framed in the context of a sequential three-stage treatment model. Experiential exercises will assist students in exploring and assessing the effect of trauma in their own lives. Vicarious trauma and therapist self-care will also be explored.

TGR 5500-2 Theories of the Grief Process

2 units

This course describes the grief process from various perspectives and models, with the study and treatment of grief and loss as the initial focus. Discussion of cross-cultural issues, traumatic grief, special populations, disease-related grief, and the creation of effective support systems is included in the course content. Explorations into the student’s own grief and loss issues will enrich the knowledge base.

TGR 5600 Ethics, Self-Compassion and Professional Issues

2 units

The weekend will include an in-depth exploration of Ethics, not only those required by various counseling organizations, but also the inner ethics of each of us, ethics in our Times and the ethics of various cultures, plus legal tools for planning for both pre-death and post-death issues, and family involvement in this process. Compassion fatigue, therapist renewal, self-care, and prevention of burn-out, at mental, emotional, and spiritual levels, will also be addressed. The class will include experiential work as well as informational presentations.