



College Catalog 2025-2026

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A Letter from the President

Dear Graduate Students,

Welcome to the journey of a lifetime! Whether you are from the “Land of Enchantment” or have come cross-country to Southwestern College, so too will your learning include rich experiential variety, roads less traveled, occasionally unpredictable weather, and unexpected surprises. Fortunately, you will have the best GPS available: our curriculum, faculty and staff, and student support services. Courses and content have been selected and structured with great care to keep you on track and on time to your destination—a transformational graduate degree that will change and save lives. Along the way, expect an abundance of wonder, deep insights into self, mind-bending observations, and moments of awe over what you have learned and accomplished.

Should you ever find yourself feeling offroad, on uneven ground, or stalled on the shoulder, a team of Southwestern Guides who care deeply about you as a person, your learning, and your success will respond and help steer you back on course. They know from deep experience that no two educational journeys are alike, and as you discover new levels of consciousness, self-awareness, and greater capacity for learning and discernment, achieving your dream will benefit from having these diverse, caring sources of help and support along the way.

As your President, I felt called to come here. I hope you feel the same. My own circuitous journey is steeped in lifelong learning, teaching, mentoring, and building community. Now I get to do that with, for, and alongside you. Long before graduation you can expect to see and hear from me as we map out together what comes next for you and the College.

With gratitude for you, this day, and all that we get to bring to it,



Dr. Thom D. Chesney, PhD
President, Southwestern College & the New Earth Institute
CEO, Tierra Nueva Counseling Center
Let's stay connected! [LinkedIn](#) | [Instagram](#) | [SWC page](#) | [Threads](#)



PART I: INTRODUCTION TO SOUTHWESTERN COLLEGE

The College Catalog covers information about Southwestern College's master's and doctoral degrees 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 2025-2026 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 master's and doctoral degrees and specialty certificate programs for ongoing professional development. The College's innovative curriculum integrates personal growth, consciousness, and holistic professional training in intimate experiential classrooms. Faculty members are reflective practitioners and respected agents of change in their communities. Together, faculty and students work to facilitate a transformational process of self-reflection and increased awareness, which prepares students for meaningful and sustainable careers. SWC's approach and philosophy is articulated in the College's Mission Statement: *Transforming Consciousness through Education*.

Programs

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
- Master of Arts in Transformational Teaching, Learning, and Leadership
- 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
- Ecotherapy
- School Counseling
- Trauma-Focused 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/>

Our Learning Management System

To support student learning in the online environment, SWC utilizes a dynamic course platform called Populi. Institutional Technology, under the leadership of the Chief Technology Officer, 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 Student Affairs Director 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.

Online 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:

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

Statement of Diversity

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

We value cultural humility.

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

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

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

We invite you to grow with us.

Roots of Southwestern College's Educational Philosophy

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

Ralph Waldo Emerson

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

Rudolf Steiner

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

development of intuitive ability as well as the artistic, disciplined application of spiritual sensitivity.

John Dewey

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

Carl Jung

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

Abraham Maslow

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

History of Southwestern College

Phineas Quimby and New Thought

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

as “the Father of New Thought,” a movement that embraces and explores the *philosophia perennis*, or wisdom traditions, as re-articulated by every culture and era.

Neva Dell Hunter

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

Robert Waterman

Dr. Robert Waterman, 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.

Introduction to the Transformational Learning Process

Attributes of Transformational Education

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. Students are encouraged to leverage their own personal therapy and this is a requirement for students

Transformational Curriculum

- 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.
- For students enrolled in the MA clinical programs, 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 finding and clarifying answers.

The College views effective faculty as 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 human beings 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 presence and attunement look and feel like. This requirement extends beyond demonstrations of 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

This rubric is designed to support faculty in the development as transformational teachers; it delineates what we are striving to do and be as effective teachers in the transformational classroom and aligns with our institutional core values and learning outcomes. The rubric contains descriptive measures for three components deemed essential for the transformational teacher:

- Ability to engage students
- Ability to promote transformational learning
- 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 & 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.

Assessment of Student Learning

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 their area of study. The criteria are based on those competencies considered essential in the preparation of helping professionals. The College assesses students’ demonstration of competencies using multiple measures of achievement, frequent opportunities for assessment and multiple faculty evaluators.

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.

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’s Curriculum Sub-Committee. Changes may be made to update or revise program, course, or institutional learning outcomes with Academic Council’s Curriculum Sub-Committee approval. Revisions to student learning outcomes may be proposed 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 course syllabi. Additionally, learning outcomes aligned with specialized accreditations, such as CACREP for Counseling and CAAHEP for Art Therapy are also clearly identified in course syllabi.

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 for updating the course syllabus.

Southwestern College Institutional Learning Outcomes (ILOs)

The Southwestern College Institutional Learning Outcomes (ILOs) help guide the design of all programs of the college.

Students will:

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

Descriptions of Institutional Learning Outcomes

1. **Demonstrate the skills to facilitate transformation in self and others.** In Part One of the program, “transformation” relates to the experience of exploring oneself. Students learn to apply theories and methods of counseling and art therapy to their own experience and use this process to transform their consciousness. A central aspect of this is cultivating awareness of the dynamic relationship between how one impacts and is impacted by others, whether relating to individuals, communities, or the world. In Part Two of the Program, the focus broadens to include helping others with their transformational process. This largely takes place in the counseling and art therapy relationships that students develop in practicum and internship. The supervisory relationships as well as the continuation of personal therapy allow students to continue their own growth process as they hone their professional helping and healing skills and identity.
2. **Demonstrate the ability to examine implicit assumptions embedded in belief systems and how they influence conscious relating.** In each course, students are encouraged to explore implicit assumptions embedded in-cultural systems. Excavation of personal values and beliefs that have been embedded in the psyche as a result of unconscious identification with various social groups, such as family and peer groups, institutions/organizations, and local and global communities, lends to greater awareness of limiting constructs that govern interpersonal interactions, decisions and relationship quality. The classroom becomes a laboratory of personal and collective discovery, and awareness is promoted in both didactic and experiential ways. Assignments are designed to help students become more aware of their reactions to course reading and material as well as potential areas of bias that are affecting their perceptions about themselves, others, and the world. This continued process of inquiry, discovery, and reflection is a critical aspect of cultivating conscious relating.

Awareness of implicit assumptions is an essential skill in providing culturally appropriate and ethically sound mental health services. Without such examination, a

counselor/therapist is much more likely to impose their worldview on a client, inadvertently perpetuating a hierarchical and/or colonizer model, which is antithetical to a process of change that empowers others. By cultivating habits of self-examination, humility, and curiosity, students are more able to serve diverse populations without imposing culturally based views and values.

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

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

4. **Demonstrate the knowledge, skills, attitudes, and behaviors necessary to function as a conscious, competent, ethical professional.** Throughout the educational process, students develop, and master core competencies required by their professions through grounded, holistic, comprehensive academic and field training.

Knowledge of history, theory, applications, ethical standards, professional organizations, interventions, modalities, and emerging trends permeates the curriculum.

Transformational skills are introduced, engaged with, and acquired via regular practice, with ongoing feedback and evaluation with peers and faculty. Attitudes and behaviors that demonstrate openness, creative inquiry, empathy, compassion, respect, curiosity, and non-judgment are cultivated and assessed in the classroom and through written work.

Assessment of 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 assignments
- Retention, persistence, and graduation data
- Rubrics tied to student learning, including rubrics for Reflection Papers, Academic Papers, Class Participation, etc.

Assessment Activities:

- Full-day Academic Assessment Retreat in the fall quarter (annual)
- Half-day Academic Assessment Retreat in winter quarter (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 (MA clinical programs).
- 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.

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.
- A call for nominations is sent out to students from the Student Affairs Director.
- Nominees are confirmed (nominees must be willing participants) and then posted to the student body by email, Populi and bulletin board prior to April 10th.

Voting:

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

Term of Service:

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

Executive, Academic and Administrative Staff

The President is responsible for the overall well-being of the institution and supervises the Executive Vice President, the Vice President of Academic & 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 Vice President of Academic & 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 & Student Affairs. These five positions constitute the Executive Council. Together they oversee the activities of the college and spearhead strategic planning.

Executive Council Subcommittees

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 & Student Affairs, Student Affairs Director, 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, learning outcomes assessment, program evaluation and improvement, and remedial actions required by the respective accreditation bodies). 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 data to inform program improvement and ensure program quality and academic rigor. Two Academic Assessment Retreats are held per academic year and survey data reviewed include exit, graduate satisfaction, employment/employer, Institutional Learning Outcomes. Additional data reviewed at these retreats include retention, persistence, and completion, and Learning Circles.

AC may appoint subcommittees, *ad hoc* committees and standing subcommittees as needed. Current subcommittees include the TNCC Leadership Committee.

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

- Clinical Academic Programs Associate Director
- Consciousness in Action Program Director
- PhD Program Director
- Student Affairs Director
-

Ad hoc/non-voting members who serve in an advisory capacity include:

- Enrollment Services Director
- Financial Aid Director
- Registrar
- TNCC Clinical Director

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

AC oversees the following:

- Academic program policies (review and approval of new policies and policy revisions)
- Review and approval of new faculty
- Review and approval of each year's graduating class
- Academic Programs Assessment & Continuous Improvement
- Review of faculty performance, decisions regarding the continuation of part-time faculty and updating the Master Teacher List on an annual basis

Academic Council Subcommittees

Curriculum Committee (CC) is a subcommittee of Academic Council. The subcommittee is chaired by the Vice President of Academic and Student Affairs and members include the, Clinical Academic Programs Associate Director, the Director of the Consciousness in Action Program, the PhD Program Director, and full-time faculty in Clinical Academic Programs.

Ad hoc/non-voting members who serve in an advisory capacity include:

- Registrar
- Student Affairs Director

CC is responsible for reviewing and approving:

- New academic programs
- Master syllabus templates
- Student Learning Outcomes, which include Institutional Program Learning, Course Learning Outcomes

- Curriculum maps (alignment matrices)
- All curricular changes, including new courses and/or significant course revisions (new course titles, new course descriptions, new course numbers, new course learning outcomes)
- Quarterly course schedule
- Course Leadership
- Program Review

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

- Clinical Academic Programs Director
- Field Training Clinical Supervisor
- TNCC IOP Coordinator
- Field Training Coordinator
- Student Affairs Director
- TNCC Clinic Operations Coordinator

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 desire to be agents of transformation, 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 self, others/community, and the world and 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 and winter 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 Student Affairs Director. PhD students are only admitted in the fall quarter for full time or part time enrollment. MA TLL students are only admitted for full-time or part-time enrollment in the summer 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.

NSO Attendance policy

New Student Orientation is required for all students entering the CN, AT/CN, ATP, and CINA programs beginning Fall 2025. There are two parts to orientation:

- asynchronous course in Populi and
- synchronous 2-day orientation sessions on Zoom.

Asynchronous course requirements

The asynchronous course opens at least 3 weeks before the first day of the quarter in which students begin the program (fall or winter). The course is not tied to a student's GPA and is graded as pass/fail. 75% of the orientation course must be completed by the Wednesday before the live orientation sessions. 100% of the course must be completed by midnight on the Sunday before the first day of the quarter.

Live orientation sessions

Attendance and participation are required in the 2-day orientation sessions which always occur on the Thursday and Friday of the week before the quarter starts (fall or winter). These sessions will be recorded. If a student is not able to attend all or part of the live orientations, they must notify studentsupport@swc.edu in advance of the orientation. They must also view the recordings and submit proof of having viewed them by midnight on the Sunday before the first day of the quarter.

Failure to complete both parts of New Student Orientation will delay the student's start in the program to the next quarter of enrollment. Fall enrollment will defer to the following winter. Winter enrollment will defer to the following fall. Students will be withdrawn from their courses for the current quarter.

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:
 - a. Application to Southwestern College with a nonrefundable \$50 application fee
 - b. Current resumé
 - c. Official transcripts from all colleges and universities attended
 - d. Typed personal statement of professional and educational goals and intentions
 - e. Two letters of recommendation

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

- Healing Image and brief description
- 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. Two letters of recommendation
7. 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.
8. 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.

MA in Transformational Teaching, Learning, and Leadership

1. A bachelor's degree from an accredited institution in education or service-oriented field of study.
2. All application information must be complete before admission, including:
 - a. Application to Southwestern College with a nonrefundable \$50 application fee

- b. Current résumé or CV
- c. Official transcripts from all colleges and universities attended
- d. Emails for two references submitted in the application packet so that a request is generated for them to complete a form and write a letter of recommendation.
- e. Official transcripts from both undergraduate and graduate institutions sent electronically or mailed to SWC Admissions, 3960 San Felipe Rd., Santa Fe, NM 87507
- f. Submit a typed personal statement of approximately 3-4 pages (1500 words) describing:
 - 1) Your professional and academic interests and goals
 - 2) Your personal qualities, including strengths and growth edges
 - 3) The life experiences that led you to pursue this degree
 - 4) A brief account of how you have provided service to others
 - 5) Your thoughts on how this program may benefit you
 - 6) If you could wave a magic wand in your current professional environment, what would you change? Why?

Applicants may be invited to an interview with Admissions and the Program Director and/or Associate Program Director. 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 is a distance program with synchronous zoom classroom sessions, asynchronous coursework, and three residencies in New Mexico.

PhD Visionary Practice and Regenerative Leadership

1. A master's degree from an accredited institution in any course of study.
2. All application information must be complete prior to admission, including:
 - a. Application to Southwestern College with a nonrefundable \$50 application fee
 - b. Current résumé or CV
 - c. Official transcripts from all colleges and universities attended
 - d. Emails for two references submitted in the application so that a request is generated for them to complete a form and write a letter of recommendation.
 - e. Official transcripts from both undergraduate and graduate institutions sent electronically or mailed to SWC Admissions, 3960 San Felipe Rd., Santa Fe, NM 87507
 - f. Personal Statement of six to seven pages (1,500 to 2,000 words) to include the following:
 - 1) Your personal and professional qualities, including strengths and weaknesses
 - 2) The life experiences that led you to pursue this degree
 - 3) Your Vision that you plan to bring forward in the program which includes:
 - The field or area of human endeavor and ecological need you hope to address
 - Describe why you are passionate and committed to this vision/dream of yours
 - Describe how you understand your dissertation focus or project currently

- This vision can still be in the formative stage and so may evolve and change during the program.

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 is a distance program with synchronous zoom classroom sessions, asynchronous coursework, and three residencies in New Mexico.

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.

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, self-reflective, and transformational programs at Southwestern College
- Potential success in the chosen fields based upon past academic or professional achievement
- Motivation for self-reflection and personal growth, collaboration, and success in the program
- Maturity and the congruence of the applicants' interest 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 pre-requisites 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 Vice President of Academic & Student Affairs or the PhD Program Director. 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 & Student Affairs. The Vice President of Academic & Student Affairs will consult with the Director of Enrollment Services and the Program Director. 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 of Credits – see Student Records section of this Catalog.

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 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. Our MA in Transformational Teaching, Learning, and Leadership is offered synchronously + asynchronously online with three required on-campus residencies. 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 Counseling Master’s degree programs. Contact the Director of Enrollment Services at admissions@swc.edu for the transfer credit policy.

Due to the unique, transdisciplinary nature of the courses in the Transformational Teaching, Learning, and Leadership curriculum, we generally do not accept transfer credit into this MA program. See Transfer Policy and contact the Associate Program Director with questions.

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 type of bachelor's degree is needed to be eligible for the MA in Transformational Teaching, Learning, and Leadership?

We will accept your bachelor's degree in education, psychology, social work, or other service-oriented field from an accredited institution with at least three years of experience in your professional field.

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.

The PhD program requires a master's degree in any field.

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. A unit at SWC is defined as 30 hours of learning activity per quarter. This could include one hour (60 minutes) of seat time plus two hours on required learning activities out-of-class per week for a total of three hours per week or thirty hours per quarter for each unit awarded. Full-time attendance requires 8 units per quarter. Part-time attendance requires 4 units per quarter.

What is the cost of attending Southwestern College?

Tuition for the academic year 2025-2026 is \$626 per quarter unit for MA programs and \$835 per unit for the PhD program. 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. In addition, there are program fees (e.g., programs with residencies). These are listed under Cost of Attendance on the SWC website and in this Catalog.

How long will it take to earn my MA degree?

This depends on the program of study and varies from two to four years, depending on whether you attend full or part time.

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) 416-7000.

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 students are enrolled at Southwestern College?

We are a small school by design with enrollment of about 300 students. The average class size is about 9.

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

We have an excellent student-to-faculty ratio of one faculty member for every eight students.

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 are out of state so they become licensed in the state where they live. 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 or you can also go to our website at <https://www.swc.edu/licensure-information-by-state/>.

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 functions as a dynamic learning laboratory where students can actively explore and apply concepts relevant to their chosen fields of study.

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

Yes. Please call or email 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: FINANCIAL POLICIES

Tuition and Fees

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

Tuition

- Degree Programs – Tuition for the 2025-26 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 and refund deadlines.

Fees

- Independent Study Course Admin Fee: A non-refundable \$50 administrative fee is charged for each independent study course registration.
- Application Fee: \$50 This fee is required when applying to a degree program.
- Continuing Education Fee: **\$10 per CE**
- Diploma Duplication Fee: **\$25**
- Drop Fee: A \$50 drop fee is assessed when a non-credit NEI course is dropped.
- Late Registration Fee: **\$10 per class**
- 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 except for students who withdraw from all courses prior to the drop deadline.
- 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. Late fees cannot be deducted from financial aid.
- 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 request**
- 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 letting them know an invoice has been posted to their account, including the due date. Payment is due before the first day of scheduled classes each quarter (not the first day of *your* class).

Students in good standing may request a payment plan at the time of registration. If tuition and fees are not paid by the due date stated on the invoice, or a payment plan has not been set up and first payment received, a late fee of \$25 will be assessed. For students who use financial aid to cover the entire balance due, all required financial aid documents must be finalized by the payment due date or a \$25 late fee 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 & 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 Bursar at (505) 467-6837
- 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 units can be requested by contacting the Bursar, (505) 467-6837 or attnbursar@swc.edu once their invoice is posted in Populi. 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 registration lock applied and students will be denied the following privileges:

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

Excess Aid Authorization

Students can authorize the Bursar's office to apply excess Title IV aid to additional charges on their student account by checking off the Excess Aid Authorization box in Populi. Federal law allows schools to use federal aid funds to automatically pay for tuition and class fees. Students may incur additional fees such as bookstore purchases, non-credit NEI classes (\$375), Incomplete Course fees, etc. By selecting "Yes" on the Excess Aid Authorization, this allows Southwestern College to automatically pay these additional charges out of any Title IV credit balances (aid refunds) on the student's account. If the student chooses not to allow SWC to pay these fees automatically, simply leave the Excess Aid Authorization set to "No" on the aid application (Financial Aid tab) in Populi. Students are responsible for any additional charges or fees they incur on their account.

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. Unless otherwise stated, refunds are calculated based on the full amount of tuition charges only; fees and other incurred charges will not apply. If payment is not received 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% up until the drop deadline of 5pm the second Monday of the quarter.

- 0% *after* the Drop Deadline of 5pm the second Monday of the quarter, 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 5pm the Monday after the first week of that class.

Tuition Refund Schedule for NEI weekend classes, 0.5- or 1-unit classes whether in-person or online

100% refund, minus the \$50 Drop Fee for non-credit NEI, 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:

- Monday of Week 2 of Scheduled Classes (5PM) — 100% refund of all prior charges for the quarter
- Week 2 — 50% refund of all prior charges for the quarter
- Week 3 — 25% refund of all prior charges for the quarter
- Week 4 and beyond — 0% refund

Exceptions for documented mitigating circumstances may be considered by request through the Vice President of Academic & Student Affairs.

Financial Aid

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 Financial Aid section of the SWC website for additional resources.

The Southwestern College financial aid programs include Federal Direct Unsubsidized Loans, Graduate PLUS Loans, private or alternative loans, scholarships, graduate assistantships, and payment plans. Each state's Department of Labor or Division of Vocational Rehabilitation may offer aid through their programs. SWC also accepts Veteran's education benefits.

The federal programs SWC graduate and doctoral students are eligible for are Federal Unsubsidized Direct Loans and Federal Graduate PLUS Loans.

Policy for Return to Title IV Funds

Regulations governing the return of Title IV government loans require schools to return all unearned tuition funds to the lender. This will lower the amount of the borrower's loan. Returns of government loans are determined by a pro-rated calculation based on the student's last date the student attendance. Returns of Title IV funds are recorded to student's account and affect what amount may be refunded to the student when courses are 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; the authorization form is located under the links tab in Populi. If there is no ACH Authorization form on file, then the student will be mailed a check to the address listed in Populi.

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 Refund Checks and Electronic Deposit to Students

Disbursement is the process of applying aid that the student has accepted to their account.

Any funds remaining after tuition & required fees have been paid are refunded to the student according to the following schedule below. The quarterly refund is posted to the student's bank account on the Thursday of the second week of classes.

Students in extenuating circumstances can request an early refund by filling out an Early Refund Request Form. Requests will be reviewed on a case-by-case basis, and the Financial Aid Administrator may require a meeting or additional supporting documentation from the student to determine eligibility.

Financial Aid Disbursement and Refund Schedule for 2025-26

PhD Program

Quarter	Classes Start	Last Date to Drop (5PM) and Receive 100% Refund of all prior charges for the quarter	Disbursement Date	Refund Date	Classes End
Fall	9/14/2025	9/22/2025	9/17/2025	9/25/2025	11/23/2026
Winter	1/4/2026	1/12/2026	1/7/2026	1/15/2026	3/15/2026
Spring	3/29/2026	4/6/2026	4/1/2026	4/9/2026	6/7/2026

Summer	6/21/2026	6/29/2026	6/24/2026	7/2/2026	8/30/2026
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MA Programs

Quarter	Classes Start	Last Date to Drop (5PM) and Receive 100% Refund of all prior charges for the quarter	Disbursement Date	Refund Date	Classes End
Fall	9/22/2025	9/29/2025	09/24/25	10/2/2025	12/7/2025
Winter	1/5/2026	1/12/2026	1/7/2026	1/15/2026	3/15/2026
Spring	3/30/2026	4/6/2026	4/1/2026	4/9/2026	6/7/2026
Summer	6/22/2026	6/29/2026	6/24/2026	7/2/2026	8/30/2026

After the first week of classes, refund checks and electronic deposits are issued the second 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) 467-6837 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.

Cost of Attendance

Cost of Attendance (COA) is calculated based on the academic program and planned enrollment status for each quarter (part-time or full-time) to establish the maximum amount of financial aid that can be offered. Students can contact the Financial Aid Office for a detailed breakdown of their individual Cost of Attendance for the academic year.

Doctoral Students

Full-time students take 6 or more units per quarter Part-time students take 3-5 units per quarter

Direct Costs

Tuition	\$835	Per Unit
Resource Fee	\$800	Per Quarter
Residency Fee	\$2,200	Residency 1
	\$1,000	Residency 2
	\$1,000	Residency 3

Indirect Costs

The maximum quarterly indirect cost allowance for a full-time quarter (6 or more units) is \$7,955:

Housing	\$4,250
Food	\$1,250
Transportation	\$1,250
Books, Supplies, & Equipment.	\$400
Misc. Personal Expenses	\$750
Loan Fees	\$55
Total	\$7,955

The maximum quarterly indirect cost allowance for a part-time quarter (3-5 units) is \$7,180:

Housing	\$4,250
Food	\$1,250
Transportation	\$625
Books, Supplies, & Equipment.	\$250
Misc. Personal Expenses	\$750
Loan Fees	\$55
Total	\$7,180

Master of Arts Students

Direct Costs

Tuition	\$626	Per Unit
Resource Fee	\$300	Per Quarter

Indirect Costs

The maximum quarterly indirect cost allowance for a full-time quarter (8 or more units) is \$8,230:

Housing	\$4,250
Food	\$1,250
Transportation	\$1,250
Books, Supplies, & Equipment.	\$400
Misc. Personal Expenses	\$750
Loan Fees	\$55
Personal Therapy (ATCN, CN, ATCP only)	\$275
Total	\$8,230

The maximum quarterly indirect cost allowance for a part-time quarter (4-7.5 units) is \$7,455:

Housing	\$4,250
Food	\$1,250
Transportation	\$625
Books, Supplies, & Equipment.	\$250
Misc. Personal Expenses	\$750
Loan Fees	\$55
Personal Therapy (ATCN, CN, ATCP only)	\$275
Total	\$7,455

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 COA. If approved, an increase in the cost of attendance ONLY increases any remaining loan eligibility. Requests are handled after the 1st week of the start of each quarter. Students can request an adjustment at any time during the academic year. Please contact the Financial Aid Advisor for any questions.

Categories of education-related expenses that can be considered:

- Purchase of a computer (one per academic program)
- Medical Expenses
- Dental Expenses
- Cost of disability accommodations
- Additional transportation expenses (repairs, travel for residences, etc.)
- Dependent Childcare expenses
- Living expenses (housing, utilities, food, etc.)

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

Southwestern College Financial Aid Office
 3960 San Felipe Rd.
 Santa Fe, NM 87507
 (505) 467-6602
 Toll-free (877) 471-5756, ext. 6816
financialaid@swc.edu

Awarding Policy

Students must apply for financial aid each academic year. The Free Application for Federal Student Aid (FAFSA) becomes available on October 1st annually (for the upcoming Fall) on 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 students are not eligible for federal need-based aid,

which includes Pell grants, SEOG, and subsidized loans. SWC does not currently participate in the federal work-study program.

Federal Loan programs require students to be enrolled at least half-time (minimum of 4 units per quarter for MA programs, 3 units per quarter for the PhD program). 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.

Financial Aid Application Process

Students can complete the FAFSA at any time, however, it is recommended students file their FAFSA by June 1st each year to allow processing time for the upcoming academic year. For more information on the FAFSA, visit <https://studentaid.gov>. SWC's federal school code is 030761.

Once a student completes their FAFSA, they should choose, or make adjustments to, their program planner as needed. Students should then submit the Financial Aid Request Form to communicate to the Financial Aid Office how much aid they are requesting. The Financial Aid Office will not package aid until the FAFSA and Financial Aid Request Form have been received. Once an aid offer has been generated for the student, they must login to Populi and accept, decline, or adjust their aid under the financial aid tab. First-time borrowers are required to submit Loan Entrance Counseling and sign their Master Promissory Note online at www.studentaid.gov. Students are encouraged to only borrow what they need based on their individual tuition, fees and living expenses.

If deemed eligible for Federal Aid, a student can request up to \$20,500 annually in Federal Unsubsidized Loans. Tuition and required fees for the year must be covered first before any living expense refunds will 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. If approved, the student can request maximum loan funds up to their individual cost of attendance. All student aid, including student loans, internal/external scholarships and other resources considered Estimated Financial Assistance, cannot exceed the student's established COA (cost of attendance). Scholarships can reduce loan amounts and loan amounts can be adjusted at the student's request. Students have the right to cancel all or a portion of their loan up to 14 days following disbursement.

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, identification information, or 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.

Refund Policy for Financial Aid Borrowers (Return to Title IV)

When a student does not complete the entire enrollment period (quarter), a portion of the federal funds received may need to be returned to the federal government. The Financial Aid Office is required to recalculate Title IV aid eligibility (Unsubsidized & PLUS loans) if a student officially or unofficially withdraws, is dismissed, or takes a leave of absence prior to completing 60% of the quarter. In these circumstances, the Financial Aid Office uses the student's last date of attendance in the Return of Title IV Funds calculation to determine the amount of federal aid the student has earned, and any amounts that need returned to the lender. This formula only applies when the student withdraws from all classes and is separate from the institutional tuition refund policy.

The Bursar's office will contact the student with any balance due after the return of funds and tuition refund policy have been applied. If the Return to Title IV calculation results in a credit balance, it will be sent to the student within 14 days. If the student does not have direct deposit set up with the Bursar's office, a check will be mailed to the student's current address listed in Populi.

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 federal student loan borrowers (Unsubsidized or PLUS who leave their program of study, regardless of the reason (graduation, leave of absence, withdrawal, suspension, or expulsion) are required to complete Loan Exit Counseling at <https://studentaid.gov/exit-counseling/>. Federal loan borrowers will not be cleared for graduation until they complete Loan Exit Counseling.

Financial Assistance

The Unsubsidized Federal Direct Loan

The Unsubsidized Federal Direct Loan is a non-need-based loan available to degree students who maintain satisfactory academic progress and are enrolled at least half-time (minimum of 4 units per quarter for MA program and a minimum of 3 units per quarter for the PhD program). During the period a student remains enrolled at least half-time, 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. More information about interest and capitalization can be found on the student aid website: <https://studentaid.gov/understand-aid/types/loans/interest-rates#capitalization>.

Repayment of the loan by the student begins six months after completing the program or upon early withdrawal or when enrollment status changes to less than half-time.

The annual maximum amount potentially awarded to a student in Unsubsidized Federal Direct Loans is \$20,500. The aggregate (total) limit including undergraduate loans is \$138,500.

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, must file and meet the general eligibility requirements for the FAFSA, and not have an adverse credit history. More information about adverse credit history can be found on the student aid website: <https://studentaid.gov/help-center/answers/article/what-is-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; loan servicers can be found on the student aid website: <https://studentaid.gov/manage-loans/repayment/servicers>.

Honorary Scholarships

SWC Honorary Scholarships are available to both MA & PhD degree students who are enrolled at least half time and making Satisfactory Academic Progress. The Financial Aid Office publicizes these scholarships to students through our website, postings, and emails.

Details, deadlines, and requirements are available on our website: <https://www.swc.edu/financial-aid/honoraryscholarships/>

Graduate Assistantships

Graduate assistantships are awarded through the Office of Admissions. The Graduate Assistantship (GA) program is an opportunity for students to receive a stipend and discounted tuition in exchange for supporting SWC's administrative functions. Assistantships are typically awarded in the fall quarter for the entire year. The award funds are distributed equally over the course of three or four quarters. Part of the award is used to discount tuition; part is paid as a stipend. Graduate Assistants work 7-10 hours per week during the academic quarters supporting the administrative functions of the college. Details can be found on our website, contact the Director of Enrollment Services (admissions@swc.edu) for more information. <https://www.swc.edu/overview/tuition-and-financial-aid/graduate-assistantships/>

Other Outside Funding:

Southwestern College also accepts all outside/private scholarships, grants, and state funding. Students can receive aid amounts up to their individual Cost of Attendance. Award amounts vary depending on the organization. Some 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://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 often require a co-signer. It is the student's responsibility to apply to the lender of their choice 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.

- SWC also participates in the Army Tuition Assistance Program, more information can be found on our website: <https://www.swc.edu/veterans-benefits/>

Angel Fund

Students that are experiencing a true and immediate financial emergency may request an award from the Angel Fund. The award amount varies depending on the situation and 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 registered for classes 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:

- Students must submit an Angel Fund Request Form and provide the reason, the amount, and supporting documentation for their stated request.
- A copy of a utility bill, an 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 or a meeting with the Financial Aid Administrator may be required.

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.

PART IV: REGISTRATION POLICIES & PROCEDURES

Audit

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

Student Designation

There are two student designations: 1) Ground and 2) Distance. Students declare their designation upon admission to the College. **Students may only register for courses within their designation.**

Students may request a change to their designation by using the Designation Change Request form, which is located in the Registrar file under the Student & Career Services Group in Populi. Designation changes may be requested by the first Friday of the quarter prior to the quarter that the change to take effect.

Students who miss the above deadline, but have extenuating circumstances, may apply to be considered for an exception with the Registrar. Circumstances qualifying to apply for an exception must have happened after the above deadline and can include changes to employment, residence, childcare or health related reasons.

Approval of the designation change is also dependent upon a student enrollment evaluation by the Registrar to ensure individual course enrollment remains within college standards.

Once the Registrar confirms the student's circumstance meets the qualifying criteria and that there will not be an adverse effect on the course enrollment, the Registrar will initiate a Petition for Policy Exception (PPE) on behalf of the student. This PPE must be approved by the Academic Program Director, Vice President of Academic & Student Affairs and the Director of Student Affairs before a student's designation can be updated by the Registrar.

Students who are not approved for a designation change 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 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 the student does not hear from the Registrar, it indicates that they 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 studentsupport@swc.edu to explore options to adjust their program planner. This may result in slowing down their program planner and extending the time to graduate.

Note: The PhD and MA in TTLL programs are distance only programs.

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 register for all classes via the Populi System during their designated registration date and time. Students will receive a notice to their SWC email with the date and time. On their designated date at their designated time students will see a notice on their Populi home page, "Registration is now open", under 'Alerts', this will give them a direct link to the Registration

page. Remember if registering from out-of-state, make sure to register at the scheduled time on the NM Mountain time zone.

Online self-registration will remain open until midnight of a student's registration date. If a student is unable to register on that date or needs to make changes to their classes, registration remains open via phone & email to the Registrar's Office, through the Friday before the start of the quarter.

If a class or class section the student wants are closed and they can't register for it, the student must register for an open class or class section and then call contact the Registrar's Office to be waitlisted for the class or class section they want. We are committed to equity in this process, and waitlists are a first come first serve process as space becomes available.

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, ePortfolio 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 from the instructor. Registration 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

Early Registration is available for students who have special circumstances beyond their control that require them to have class during a particular day and/or time. We depend on the integrity of students in these requests and expect that they understand the impact they will have on other students if they are allowed to register early.

Late submissions and/or submissions without required supporting documentation will not be considered. Please carefully read the instructions and form before submitting any Early Registration Request.

To qualify for Early Registration, students must have one of the following special circumstances and submit the required documents listed below:

A fixed and non-flexible employment schedule that conflicts with class times

Required Documentation: a signed and dated letter (on business letterhead), from the student's employer which includes a schedule of the days and times they work and attesting that their schedule is fixed and not flexible.

Childcare related reason

Required Documentation: a signed and dated statement from the student clearly outlining the circumstance that requires them to have particular class days and/or times.

Traveling more than 50 miles one way to campus (ground students only) requiring the student to bundle classes on the same day to reduce travel

Required Documentation: 1) a signed and dated statement from the student outlining how they plan to bundle classes; 2) a PDF of a Google Map or from a similar GPS mapping system showing they live more than 50 miles from campus. Note if the student is not bundling their courses to limit travel they may not be approved for early registration as simply living more than 50 miles from campus is not a reason for early registration.

Health related reason

Required Documentation: a signed and dated letter (on business letterhead) from a healthcare provider indicating and supporting the need for particular class days and/or times (ex: class time conflicts with a standing medical treatment appointment).

Other circumstances beyond the students control not listed above

Required Documentation: 1) a signed and dated statement from the student outlining the special circumstance, how it relates to needing classes on a particular day and/or time; 2) a signed and dated letter of support attesting to the circumstances in the student's statement if needed.

Requests based on instructor preference or for courses outside of a student's enrollment designation, i.e. distance or on-ground, will not be accepted.

Decisions regarding early registration will be made on a case-by-case and on a quarterly basis. The Registrar's Office will notify the student of the outcome of their request within seven business days of the submission deadline. Students who are approved for Early Registration will be placed in eligible classes only. Students will have two business days from the date of notification to review and confirm the classes are correct. Students will be responsible for registering for any unapproved or ineligible classes during their scheduled registration time.

Quarter Unit Definition & Definitions of Full & Part Time

MA Programs

One quarter unit (60 minutes) is an amount of work represented in intended learning outcomes and verified by evidence of student achievement. Hence, 4 units in a 10-week quarter system is considered the equivalent of 3 credit hours in a 16-week semester system. 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 Vice President of Academic and Student Affairs.

Definition of Full-time, Part-time for MA Programs

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

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

PhD Program

Credit or quarter units for Doctoral courses will be assigned according to the definitions given below. Each doctoral unit is the equivalent of 40 hours of required learning activity per quarter. All required learning activities must be explicitly stated in the course syllabus. The class Attendance Policy, which requires attendance for all scheduled classes, is used to count for seat-time when seat-time is used toward meeting learning activity total hours. The class meeting schedule is established in the Quarterly Course Schedule and is published on the course syllabus indicating times and dates for all scheduled class meetings.

Definitions for Doctoral Credit Policy

The Academic Year (AY) at SWC is defined according to a year-round academic schedule of four ten-week quarters with breaks in between each quarter. The doctoral AY begins by early September and ends the following year before the end of August.

1. As the AY is divided into four quarters of equal length, a credit hour is therefore referred to as a quarter unit, to conform with national norms.
2. A single doctoral unit is defined as four hours per week or 40 hours over the course of the ten-week quarter. A three-unit class is defined as 12 hours per week or 120 hours over the course of the quarter. A six-unit class is defined as 24 hours per week or 240 hours over the course of the quarter.
3. A doctoral unit may consist of any of the following educational activities: reading, writing papers, small group teamwork, online discussion group participation, research, fieldwork, experiential activities, journaling, meditation or other visionary practices, online course work in the learning management system (Populi), seat time during class sessions, one-on-one meetings with faculty, etc.
4. As an example, a typical three-unit doctoral class includes three hours of weekly zoom synchronous class sessions, leaving 9 hours outside of class (class sessions are defined as seat time) for individual and group educational activities as suggested above. Course syllabi will specify what educational activities are required.
5. The doctoral program is aware that one size does not fit all. Students read, write, and conduct other educational activities in different ways that may require different periods of time. The doctoral unit is a general category that provides guidance to course designers. Students' complete assignments according to their learning styles and needs. All students are expected to complete assignments according to course syllabi expectations.
6. Full-time Doctoral enrollment is defined as six quarter units and half-time enrollment is defined as three quarter units.

When an Extension is Required for Degree Completion for the Doctoral Program

Students studying full-time or half-time who have not completed their dissertation within the required timeframe may extend their studies to complete the dissertation. Students may enroll in an additional 3 doctoral units each quarter following the completion of all other program requirements to finish the dissertation. Students must complete their dissertations within three years after completing all other program requirements. The optional course as needed to complete the dissertation is VPRL 920 Dissertation Continuation (3 doctoral units).

Definition of Full-Time and Half-Time for the Doctoral Program

Full-time attendance requires enrollment in a minimum of 6 doctoral units per quarter.

Half-time attendance requires enrollment in 3 to 5 doctoral units per quarter.

Doctoral students will select at the onset of their program whether they intend to study full-time and complete the 76 doctoral units in the three-year year program or enroll in the half-time, 21-quarter program and complete the 79 doctoral units required for half-time enrollment.

Prerequisites & Corequisites

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.

Pre-/Co-Requisite 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 Vice President of Academic & Student Affairs and the Clinical Academic Programs Associate Director 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 of the quarter and only if they completed any necessary pre-requisites.

- Submit a completed Course 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.
- Students wanting to add a course after the first class meeting may only do so with permission of the instructor.
- Exceptions to this policy must be approved via a Petition for Policy Exception.

To **drop** a course:

- The deadline to drop a class without receiving a “W” on transcript is 5pm on Monday* of the second week of the quarter, with the exception of classes that start in the second week of the quarter. The drop deadline for classes starting in the second week of the quarter is by 5pm on the Monday* of the third week of the quarter. Drops are effective on the date the Course Add/Drop form is initiated. Courses are considered “Dropped” and removed from student’s transcript if the drop occurs by the deadline (For tuition refund information, see Refund Policy)
- *If Monday is a holiday, the deadline is Tuesday.
- Consult with the Student Affairs Director regarding how this will affect program planner.
- Submit a completed Course 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.
- The Vice President of Academic & 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 & College 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 Student Affairs Director.
- Consult with Financial Aid Administrator (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 (CEs), but who do not attend all of the hours to complete the class will not be awarded CE's 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.

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 Associate Program Director and/or the Program Director regarding your situation.
- Consult with the Financial Aid Administrator regarding the effect of withdrawal on financial aid (if you are receiving it).
- Consult with the Bursar 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.

Leave of Absence

Students wishing to halt their enrollment for up to 180 days (2 quarters) must apply for a Leave of Absence.

- Students considering a leave of absence should:
- Students should consult with a designated member of the Student Support Team regarding their situation and program planner.
- Consult with the Financial Aid Office regarding financial aid (if they are receiving Title IV funding).
- Complete the Leave of Absence form which can be found in the Student & Career Services group in Populi > files > Student Forms.

According to the U.S. Department of Education, day 1 of the 180th day clock starts on the first day of the first quarter of the Leave of Absence. If a student does not return by the 1 day (the 3rd quarter after the LOA began), then the U.S. DOE requires colleges to report enrollment status as “Withdrawn”. At the 181-day mark, students are required to start paying back any federal financial aid (Title IV) funds if they are not enrolled at least half-time in a degree program.

If a student wants to return within the 180 - 365-day period (within the 3rd or 4th quarter of the start of their temporary cessation of study), they must do the following:

- Complete the Return from LOA (Leave of Absence) Form indicating their return to the program.
- Consult with a designated member of the Student Support Team regarding their program planner.
- Consult with the Financial Aid Office regarding financial aid (if they are receiving Title IV funding).
- Notify the Registrar's Office of the quarter they intend to return.
- The form will also go to the IT Department for notification to make sure email is still active, student has Populi access, etc.
- The form will also go to the Bursar who will check the student’s account for any outstanding balances.

If a student wants to return after 365 days of the start of their temporary cessation of study, they must go through Admissions and reapply to the program. See Part II: Admissions for more information. Once approved, student submits Return from LOA (Leave of Absence) Form.

For multiple LOAs or temporary cessations of study, students can take up to 2 years or 8 quarters total over the course of the 6-year time frame policy. See Part II: Admissions for more information. Anything beyond this would require approval from the Academic Program Director

and Vice President of Academic & Student Affairs. Summers do not count, unless the student is already on an LOA that started before summer.

Financial Aid and Leave of Absence

Schools may not distribute aid 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 Return of Title IV Policy.

Changing MA Programs

A student wishing to change programs (e.g., art therapy to counseling) must complete the following steps:

1. Consult the Director of Enrollment Services to review the admissions requirements including required pre-requisites.
2. The student must discuss the change with the program director(s).
3. The student must then apply to the program and receive an acceptance letter.

Note: 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 weekly and will be processed within 2 weeks of the submission of the request. 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.

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 Vice President of Academic & Student Affairs.

Note: Due to the unique transdisciplinary nature of the courses in the MA in TTLL and the PhD in VPRL programs, we do not accept transfer credit.

PART V: THE NEW EARTH INSTITUTE OF SOUTHWESTERN COLLEGE

The New Earth Institute

The New Earth Institute (NEI) of Southwestern College offers continuing education for clinical mental health professionals, community education for personal growth and transformation, and certificate programs that prepare practitioners to deliver specialized mental health services. Courses can be taken for New Mexico Therapy and Counseling Board (#CCE0111661) and National Board of Certified Counselor (NBCC ACEP No. 7520) approved CEs, as well as for personal enrichment by the general public.

History

For over 40 years, Katherine Ninos served as the founding director of Community Education Programs at Southwestern, which began with the first Annual Transformation and Healing

Conference in 1981 and later expanded to offer electives to degree-seeking students, and to provide continuing education opportunities for community members. These offerings were intended for personal transformation as well as to enhance knowledge and skills in mental health counseling, creative expressive therapies, and art therapy. These offerings eventually evolved into professional certificate programs, with the first certificate being “Grief and Loss” which was launched in the early 1990s by Janet Schreiber, PhD, with a written endorsement from Elizabeth Kübler-Ross. The college now offers seven certificate programs with the latest being added in 2023.

In 2013, Katherine Ninos renamed the Community Education Programs, “The New Earth Institute.” She felt that it’s biblical allusion, which shows up most prominently in the Book of Revelation (The Apocalypse) referencing, “a new heaven and a new earth,” held a metaphorical vision of a transformed and higher consciousness, available to us when we move beyond the limited world of form, ego, personality and fear. Eckhart Tolle also borrowed the biblical phrase for the title of his book, “A New Earth: Awakening to Your Life’s Purpose,” and described how the “new heaven” would be an inner experience, and a “new earth” would be the out-picturing in form of that higher consciousness. Out of this came the tagline, “Transdimensional Teachings for the World Community.”

Certificate Programs

Each of the seven NEI Certificate Program offers advanced training in a specialty area designed to enhance the delivery and efficacy of mental health services in distinct content areas for specific populations. The following certificate programs provide courses that expand practitioner knowledge and skill, as well as career opportunities in the field of mental health. Full course listings can be found in the Southwestern College Catalog, and further details regarding each Certificate Program can be found on the college website: www.swc.edu.

Southwestern College and New Earth Institute Certificate Programs:

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

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

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.

Students and community members pursuing a Certificate must complete all required classes within six (6) years of taking the first class.

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

Continuing Education

NEI Certificate courses can be taken individually, or as part of the comprehensive certificate program, by clinical professionals to meet continuing education requirements. Courses can be taken in any order, without prerequisites. Each certificate program requires that a total of six courses be completed in order to receive a "Program Certificate." CE certificates are provided for each individual course completed.

Elective Degree Credit

Southwestern College degree program students taking NEI courses for degree program elective credit pay the regular college tuition price per unit. However, once their elective requirements are met, they have the option to complete additional courses required for the certificate at the continuing education price. Students may choose to complete a certificate in a specialty area or simply take courses that suit their interests. In order to complete an entire certificate program, students must apply for a particular certificate and take all the required courses in the chosen certificate program. Completed certificate programs are listed on student transcripts.

Personal Growth and Development:

The New Earth Institute of Southwestern College offers "Community Education for Personal Growth and Transformation." These courses are designed for the general public as part of the college's commitment to raising the collective consciousness as we usher in a "New Earth" that awakens us to humanity's greater purpose. Never before has Southwestern's unique curriculum, reflecting our values of creativity, compassion, self-awareness, personal responsibility, and service, been available to the wider community. It is our hope, that by sharing certain elements of our transformational graduate courses, that we will be able to contribute to the soul development of individuals as well as the greater good for all.

Community Lectures

NEI Community Lectures support the professional development of mental health professionals and life-long learning of community members with 2-hour presentations offered throughout the academic year on a variety of topics. Community Lectures are typically offered online, synchronously via Zoom. Mental health professionals can receive CEs for a small administrative fee, otherwise the lectures are free and open to the public.

Community Education for Personal Growth and Transformation

These courses are designed for the general public as part of the college's commitment to raising the collective consciousness as we usher in a "New Earth" that awakens us to humanity's

greater purpose. These offerings give the general public access to Southwestern’s unique curriculum, reflecting our values of creativity, compassion, self-awareness, personal responsibility, and service. It is our hope, that by sharing certain elements of our transformational graduate courses, such as mindfulness practices, creative processes, and more, that we will be able to contribute to the soul development of individuals as well as the greater good for all.

Transformation and Healing Conference

Southwestern College was intentionally created as a “light action” with the purpose of supporting the expansion of light within and between us. Central to this intention is awareness of, and respect for, Spirit. NEI’s annual Transformation & Healing Conference offers programming that supports the continuing education of mental health professionals seeking the embodiment of soul and spirit within their work while staying current with relevant science and research in counseling and art therapy. Conference presenters are selected based on their ability to balance the tangible and intangible aspects of clinical mental health, honoring ancient traditions while also applying modern methods of transformation and healing. For more information, including annual conference details, visit www.tandh.com.

Certificate Program Descriptions

Addiction, Abuse, and Recovery

Richard Pelfrey, MS, LMHC, LADAC, NCAC Addictions, Abuse, and Recovery Certificate Program Director

The goal of the Addictions, Abuse and Recovery Certificate program is to provide reflective practitioners with an integrated approach in the treatment of addictions with individuals, families and communities. Special attention will be given to the utilization of evidence-based practices in cultural contexts that lead to meaningful outcomes. Within this vision, the program seeks to cultivate a deep and personal conceptualization of the etiology of addictive disorders utilizing an interactive psychospiritual approach to facilitate a holistic view of the presenting problem of addiction and its treatment as a means to facilitating these outcomes in the field.

Graduates of the AAR Certificate will earn a total of 96 hours that can be counted for licensure as a Licensed Substance Abuse Associate (LSAA) or towards the 270 hours required to apply for licensure as a Licensed Alcohol and Drug Abuse Counselor (LADAC) in the state of New Mexico.

Program Learning Outcomes

Students will:

- PLO 1: Explain primary processes of addiction and recovery theory, including trauma-based origins, neurological effects and changes, and resiliency factors.
- PLO 2: Apply traditional, alternative, and emerging theories on addiction in the implementation of assessment, diagnoses, and treatment of addiction issues in ethical and culturally sustaining practice.

PLO 3: Examine and appraise the role of the counselor/therapist within a framework of cultural context, utilizing reflective practice to develop an embodied, heart-centered, authentic, transformational approach to treatment.

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 Treat 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

Diana Zumas, MA, LPCC, LPC 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.

Program Learning Outcomes

Students will:

- PLO 1: Describe key theoretical tenets of Interpersonal Neurobiology as a primary lens for understanding trauma, attachment, and implicit and explicit beliefs that shape our relationship to self and other, as well as its application in individual and group therapy
- PLO 2: Practice applying approaches informed by Interpersonal Neurobiology to enhance and support greater emotional and social intelligence for personal growth and professional growth.

PLO 3: Demonstrate therapeutic skills and techniques such as mindful attention, empathic attunement, resonant circuitry, co-regulation, neuroplasticity, and embodied presence in practice sessions and group settings.

PLO 4: Utilize experiential modalities, such as psychodrama, sociodrama, therapeutic play, expressive arts, and parts work, to safely and creatively engage in transformation and healing as a mental health professional.

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

Kate Latimier, MA, LPCC, Interim 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 on the assessment, diagnosis and treatment of mental health issues which affect and impact children and teens.

Program Learning Outcomes

Students will:

- PLO 1: Explore essential elements that support and nurture children's mental health, including primary attachment relationships, effective attuned parenting and teaching, developing self-esteem, creative expression, and age-appropriate self-determination.
- PLO 2: Analyze and evaluate children's developmental needs and choose best practice approaches and interventions to serve their social, emotional, relational, cultural, and mental health needs.

PLO 3: Formulate treatment plans and interventions that address a wide range of children's issues, with attention to ethical and culturally sustaining practices for both groups and individual children.

PLO 4: Examine and appraise the role of the counselor/therapist within a framework of cultural context, utilizing reflective practice to develop an embodied, heart-centered, authentic, transformational approach to treatment.

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.

Program Learning Outcomes

Students will:

PLO 1: Describe the health and wellness benefits of Ecotherapy, including the enhancement of spiritual, physical, emotional, and mental health.

PLO 2: Facilitate transformational nature-based experiences in a safe and ethical manner.

PLO 3: Utilize theoretical knowledge and practical applications of ecotherapy in personal and professional practice.

PLO 4: Integrate mindfulness-based, somatic healing practices and trauma-informed interventions with Ecotherapy approaches in therapeutic settings.

PLO 5: Engage in reflective practice in order to deepen the felt sense of the interconnection between nature and the other-than-human beings of this Earth.

PLO 6: Explore multicultural perspectives and diverse worldviews in service to conscious relating and ethical practice.

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 effectively 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 important 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/out of control sexual behavior, 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 each class is approved for 16 CE credits. 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.

Program Learning Outcomes

Students will:

- PLO 1: Describe current and emerging theoretical approaches and best practices in the field of sex therapy, including sexual development and functioning, sexual and gender identity, diverse sexual expressions, and relationship and intimacy skills.
- PLO 2: Apply clinical skills relevant to ethical, culturally sustaining, sex therapy practice, including assessment and diagnosis (when necessary) of sexuality related concerns, case conceptualization, and clinical interventions designed to address a wide range of sexual issues.
- PLO 3: Examine and appraise the role of the sex therapist within a framework of historical and cultural context, utilizing reflective practice to develop an embodied, heart-centered, authentic, transformational approach to treatment grounded in the science of human sexuality.

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.

Program Learning Outcomes

Students will:

- PLO 1: Describe the history and science of the therapeutic use of psychedelic compounds.
- PLO 2: Critically evaluate the scientific research in the emerging field of psychedelic-assisted therapy.
- PLO 3: Analyze the ethics and decision-making models that apply to psychedelic assisted therapies.
- PLO 4: Describe the phenomenological experiences common to the therapeutic use of psychedelic compounds and why they produce lasting adaptive emotional, mental, and behavioral changes.

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 in Addiction Treatment

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).

Program Learning Outcomes

Students will:

PLO 1: Examine the core characteristics and symptoms of trauma and grief, including intergenerational grief and trauma, in order to provide personal and professional support for individuals and groups in the area of trauma, grief and renewal.

PLO 2: Explore issues of death and dying in the micro and macrocosm of individual and collective psychology with a culturally informed perspective that honors personal and systemic beliefs.

PLO 3: Apply traditional, alternative, and emerging theories on grief and trauma in the implementation of assessment, diagnoses, and treatment of individuals, groups and families experiencing grief, trauma, death or any type of loss in ethical and culturally sustaining practice.

PLO 4: Examine and appraise the role of the counselor/therapist within a framework of cultural context, utilizing reflective practice to develop an embodied, heart-centered, authentic, transformational approach to treatment.

This 96-hour 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 VI: GRADUATE PROGRAMS

Southwestern College offers the following graduate programs. All programs are overseen by the Vice President of Academic & 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 Clinical Academic Programs Associate Director 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

Student will:

PLO 1: Foundational Knowledge: History, Theory, Neuroscience & Human Development

Develop a comprehensive and contextual understanding of the foundations of art therapy, integrating historical, theoretical, developmental, and neuroscience-informed perspectives to ground ethical and responsive clinical practice. CAAHEP Alignment: A.1, A.2, A.3, A.4, A.5

PLO 2: Art Therapy Practice: Media, Assessment, Diagnosis & Treatment Planning

Demonstrate the ability to apply art therapy knowledge and skills through intentional use of media, culturally informed assessment, and clinically sound diagnostic reasoning to create effective, individualized, and systemic treatment plans. CAAHEP Alignment: B.1, B.3, B.5, B.6, B.4

PLO 3: Relational, Multicultural, and Socially Just Practice

Cultivate therapeutic relationships rooted in cultural humility, relational attunement, and social justice, honoring creativity and meaning-making as central pathways for healing across diverse communities. CAAHEP Alignment: B.2, B.7, B.10, C.1

PLO 4: Professional Identity, Ethics, Supervision & Advocacy

Embody a reflective, ethical, and responsible professional identity, engaging in supervision, self-care, community care, and advocacy to sustain high-quality art therapy practice. CAAHEP Alignment: C.1, C.2, B.8, B.9

PLO 5: Research Literacy, Art-based Inquiry & Scholarly Contribution

Engage as critical consumers and emerging contributors to art therapy scholarship, ethically employing diverse research methods—including art-based inquiry—to evaluate and advance professional practice. CAAHEP Alignment: D.1, D.2, D.3, D.4

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 656-2	Practicum I and Lab: Helping Relationships in Art Therapy/Counseling	4.0
AT/CN 657-2	Practicum II and Lab: Helping Relationships in Art Therapy/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 696	Art Therapy/Counseling Internship I	4.5
AT/CN 697	Art Therapy/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: 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
CN AT 674	Helping Relationships: Integrated Counseling Skills	4.5
	One Elective (elective can be taken at any time in a program)	2.0
Total Units:	96	

MA Art Therapy for Clinical Professionals

Program Information

- The Clinical Academic Programs Associate Director oversees the MA in Art Therapy for Clinical Professionals.
- Designed for clinical professionals who would like to be credentialed as an art therapist.
- 53.5 quarter units (equivalent of approx. 36 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

Student will:

PLO 1: Foundational Knowledge: History, Theory, Neuroscience & Human Development

Develop a comprehensive and contextual understanding of the foundations of art therapy, integrating historical, theoretical, developmental, and neuroscience-informed perspectives to ground ethical and responsive clinical practice. CAAHEP Alignment: A.1, A.2, A.3, A.4, A.5

PLO 2: Art Therapy Practice: Media, Assessment, Diagnosis & Treatment Planning

Demonstrate the ability to apply art therapy knowledge and skills through intentional use of media, culturally informed assessment, and clinically sound diagnostic reasoning to create effective, individualized, and systemic treatment plans. CAAHEP Alignment: B.1, B.3, B.5, B.6, B.4

PLO 3: Relational, Multicultural, and Socially Just Practice

Cultivate therapeutic relationships rooted in cultural humility, relational attunement, and social justice, honoring creativity and meaning-making as central pathways for healing across diverse communities. CAAHEP Alignment: B.2, B.7, B.10, C.1

PLO 4: Professional Identity, Ethics, Supervision & Advocacy

Embody a reflective, ethical, and responsible professional identity, engaging in supervision, self-care, community care, and advocacy to sustain high-quality art therapy practice. CAAHEP Alignment: C.1, C.2, B.8, B.9

PLO 5: Research Literacy, Art-based Inquiry & Scholarly Contribution

Engage as critical consumers and emerging contributors to art therapy scholarship, ethically employing diverse research methods—including art-based inquiry—to evaluate and advance professional practice. CAAHEP Alignment: D.1, D.2, D.3, D.4

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 656-2	Practicum I and Lab: Helping Relationships in Art Therapy/Counseling	4.0
AT/CN 657-2	Practicum II and Lab: Helping Relationships in Art Therapy/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 696	Art Therapy/Counseling Internship I	4.5
AT/CN 697	Art Therapy/Counseling Internship II	4.5
CN AT 598-6	Research Methods and Program Evaluation (3.5 units can transfer from previous program and student would only need ATP 598)	4.5
ATCP 598	Arts-Based Research (only taken if student does not need CN AT 598-6)	1.0
	One Elective (elective can be taken at any time in a program)	2.0
Total Units:	53.5	

*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 Executive Vice President/Director of Consciousness in Action 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.

Program Learning Outcomes

- **Knowledge:** Demonstrate knowledge and understanding of the relationship between inner and outer reality, microsystems and macrosystems, individual consciousness and external reality.
- **Skills:** Demonstrate the skills necessary to facilitate one’s own personal transformation.
- **Attitudes and Behaviors:** Demonstrate the ability to express greater freedom in realizing one’s unique purpose in a partnership relationship with others and the world.

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 575-2	Psychology of Altruism II: The Call to Serve	3.0
CINA 600	Master’s Thesis and Presentation	5.0
	4 Electives (electives can be taken at any time in a program)	8.0
Total Units	45	

MA Counseling

Program Information

- The Clinical Academic Programs Associate Director 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:

PLO 1: Examine the history, philosophy, theories, and models of the counseling profession.

PLO 2: Explore the professional roles and responsibilities of counselors in culturally responsive ethical practice.

PLO 3: Apply multicultural counseling theories and models effectively in working with diverse clients.

PLO 4: Apply principles of human development in counseling assessment and treatment.

PLO 5: Students will Apply theories and models of career development in facilitating client life-work planning, decision making, and advocacy.

PLO 6: Practice and implement foundational clinical skills including therapeutic presence, reflective practice, active listening.

PLO 7: Apply strategies required for clinical assessment, diagnosis, treatment planning, and intervention.

PLO 8: Explore theories and models of group counseling and implement therapeutic processes in working with diverse groups.

PLO 9: Examine the history and basic concepts involved in assessment and testing needed for diagnosis, case conceptualization, treatment planning and clinical intervention.

PLO 10: Explore and apply research methods to inform ethical and culturally responsive clinical practice, and for program evaluation, planning, and implementation.

PLO 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 in Counseling	4.0
CN 657-4	Practicum II: Helping Relationships with Groups, Couples and Families in Counseling	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 696	Counseling Internship I	4.5
CN 697	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
CN AT 674	Helping Relationships: Integrated Counseling Skills	4.5
	4 Electives of 2 units each (electives can be taken at any time in a program)	8.0
Total Units	95	

MA Transformation Teaching, Learning, & Leadership Program Philosophy

The Master of Arts in Transformational Teaching, Learning, and Leadership (MA TTLL) is based on the belief that learning stems from deeply engaging in the cultivation of innovation and creativity held within. It is designed for individuals who seek to journey into their authentic selves and explore and nurture their soul's calling so they may forge their own authentic path. This holistic master's degree program provides a transformational learning experience that engages the intellectual, spiritual, emotional, and somatic dimensions of the human experience. Consciousness is woven into the curriculum, and the courses are designed to cultivate reflective inquiry, self-awareness, and presence as foundations of professional practice to prepare transformational teacher-leaders who desire to stir and nourish their inner calling in the service of their educational sphere and beyond.

The Program is a journey of transformation into the self, guided by reflective inquiry, self-awareness, and presence. Educators are invited to delve into introspection to uncover insights that inform their teaching and leadership. Voyaging through the three realms of the program, 1) Self as Learner – Invitation to Journey Inward, 2) Self as Teacher - The Adventure, and 3) Self as Leader– The Return, participants will use their inner wisdom as a compass to channel their passion and creativity to reimagine and reinvigorate their practice through reflective inquiry and dialogue with their inner world. Each realm is developed to support pivotal themes around their Hero's Journey of challenge, transformation, and triumph inherent in personal and professional spheres. These themes serve as support as participants design and carry out their personalized passion project, identifying a challenge and coming up with authentic and creative responses. The project will emerge from what is deeply important to you in your current teaching or leadership context.

During intensive residencies and online courses, participants engage in activities and processes to clarify their passion project and to garner access to the wellspring of creativity. Faculty Mentors provide guidance and support to bring their passion projects to fruition and leverage research to design thoughtful responses to a barriers or challenges they are facing in their current professional contexts. The program emphasizes empowerment and creativity to break out of conditioned ways of thinking and being within systems.

The MA TTLL program contributes to the mission of Southwestern College by preparing students who bring conscious awareness and presence to their work. Students emerge as change agents in educational settings to bring a deeper understanding of one's inner and outer landscape, which is in line with Southwestern's dedication to personal growth and self-discovery in the service of others. Additionally, the MA TTLL program supports cultivating learning environments responsive to cultural and societal needs and shifts and serves as a beacon for educational excellence, shaping the educational landscape on a broad scale.

MA TTLL Program Learning Outcomes (PLOs)

Students will demonstrate the ability to:

- PLO 1: Apply the art of mindful presence, self-inquiry, and reflective practice to deepen awareness of self, engage in conscious relating, and explore one’s impact on others.
- PLO 2: Examine and critically evaluate the historical lineages of education and related systems that have shaped them.
- PLO 3: Engage in transformational work to cultivate caring educational and other professional environments that foster resiliency, inclusion, belonging, hope, access, and opportunity
- PLO 4: Apply a regenerative and systemic approach to support transformation in diverse and complex organizational contexts.
- PLO 5: Build authentic caring partnerships that foster collaboration and cultivate vibrant, thriving communities.
- PLO 6: Design creative and thoughtful responses to barriers and challenges that nurture the holistic well-being of self and in community with others.
- PLO 7: Examine and transcend hegemonic social and cultural conditioning to develop authentic, transformational, and consciousness-based practices.
- PLO 8: Approach transformation in a way that honors, respects, and values the diverse contexts of people, their communities, and the meaning they attribute to their own lived experiences.
- PLO 9: Design liberating, empowering, and personalized curriculum, learning experiences, and services that cultivate voice and agency.
- PLO 10: Apply culturally responsive, trauma-informed practices that facilitate belonging, inclusion, and safety in teaching, learning, and leadership contexts.

Requirements for the Full-Time Pathway Toward Degree Completion

Duration: 9 Quarters, 67 Units **Year 1 - 30 units**

Summer Quarter - 6 units

MA TTLL 500 Residency 1: The Invitation to Journey Inward (2 units)

MA TTLL 510 Transformational Learning: The Journey Inward (4 units)

Fall Quarter - 8 units

MA TTLL 520 Entering the Imaginal World: Using Expressive Arts to Expand Self-Awareness (4 units)

MA TTLL 504 Reflective Inquiry I: Cultivating Presence (4 units)

Winter Quarter - 8 units

MA TTLL 550 Reflective Inquiry II: Applied Reflective Techniques in the Teaching Practice (4 units)

MA TTLL 530 Educational Research (4 units)

Spring Quarter - 8 units

MA TTLL 580 Transformational Teaching: Crossing the Threshold (4 units)

MA TTLL 540 Navigating Educational Systems: History of Education (4 units)

Year 2 - 33 units

Summer Quarter - 9 units

MA TTLL 600 Residency 2: The Adventure (1 unit)

MA TTLL 560 Culturally Responsive, Sustaining, and Revitalizing Teaching (4 units)

MA TTLL 570 Navigating Educational Systems: An Ecological Approach to Transforming Education (4 units)

Fall Quarter - 8 units

MA TTLL 590 Curriculum Development and Assessment: Designing Transformational Educational Experiences (4 units)

MA TTLL 610 Reflective Inquiry III: Roots and Shifts through Critical Reflection and Action (4 units)

Winter Quarter - 8 units

MA TTLL 620 Partnership and Collaboration (4 units)

MA TTLL 630 Passion Project I: Planning (4 units)

Spring Quarter - 8 units

MA TTLL 660 Passion Project II: Implementation (4 units)

MA TTLL 640 Transformational Leadership: Leading Within Your Sphere of Influence (4 units)

Year 3 - 4 units

Summer Quarter - 4 units

MA TTLL 680 Passion Project III: Reflection (3 units)

MA TTLL 690 Residency 3: The Return (1 unit)

Requirements for the Part-Time Pathway Toward Degree Completion

Duration: 16 quarters, 67 units

Year 1 - 18 units

Summer Quarter - 6 units

MA TTLL 500 Residency 1: The Invitation (2 units)

MA TTLL 510 Transformational Learning: The Journey Inward (4 units)

Fall Quarter - 4 units

MA TTLL 505 Reflective Inquiry I: Cultivating Presence (4 units)

Winter Quarter - 4 units

MA TTLL 550 Reflective Inquiry II: Applied Reflective Techniques in the Teaching Practice (4 units)

Spring Quarter - 4 units

MA TTLL 540 Navigating Educational Systems: History of Education (4 units)

Year 2 - 16 units

Summer Quarter - 5 units

MA TTLL 570 Navigating Educational Systems: An Ecological Approach to Transforming Education (*4 units*)

Fall Quarter - 4 units

MA TTLL 520 Entering the Imaginal World: Using the Expressive Arts to Expand Self Awareness (*4 units*)

Winter Quarter - 4 units

MA TTLL 530 Educational Research (*4 units*)

Spring Quarter - 4 units

MA TTLL 580 Transformational Teaching: Crossing the Threshold (*4 units*)

Year 3 – 17 Units

Summer Quarter - 5 units

MA TTLL 600 Residency 2 (1 Unit)

MA TTLL 560 Culturally Responsive, Sustaining, and Revitalizing Teaching (*4 units*)

Fall Quarter - 4 units

MA TTLL 590 Curriculum Development and Assessment: Designing Transformation Educational Experiences (*4 units*)

Winter Quarter - 4 units

MA TTLL 640 Transformational Leadership: Leading Within Your Sphere of Influence (*4 units*)

Spring Quarter - 4 Units

MA TTLL 620 Partnership and Collaboration (*4 units*)

Year 4 - 12 units

Summer Quarter

No classes

Fall Quarter - 4 units

MA TTLL 610 Reflective Inquiry III: Roots and Shifts Through Critical Reflection and Action (*4 units*)

Winter Quarter - 4 units

MA TTLL 630 Passion Project I: Planning (*4 units*)

Spring Quarter - 4 units

MA TTLL 660 Passion Project II: Manifestation and Implementation (*4 units*)

Year 5 - 4 Units

Summer Quarter - 4 units

MA TTLL 680 Passion Project III: Culmination (*3 units*)

MA TTLL 690 Residency 3: The Return (*1 unit*)

PhD In Visionary Practice and Regenerative Leadership

Program Information

This unique trans-disciplinary doctoral program is designed to prepare you as a regenerative leader to navigate the complexities of changing the old story of separation, domination, competition and control into the emerging story of cooperation, compassion, connection and capacity to regenerate broken social systems and struggling ecosystems. Relationships based on authentic partnership are key to our future. This program responds to the question of ‘how shall we shape these relationships of mutuality in order for individuals, families and communities to live in good relationship with each other and with the plants, animals, soils, waterways, weather systems, oceans and atmosphere upon which we depend for our lives?’ Responding to these challenges requires “change agents” capable of honoring wisdom traditions and creating new knowledge to envision and enact a new paradigm.

VPRL Program Learning Outcomes (PLOs)

Students will demonstrate the ability to:

PLO 1: Innovate, originate, and apply visionary and regenerative practices.

PLO 2: Select and actualize appropriate research methods.

PLO 3: Engage decolonizing and Indigenous practices and methods.

PLO 4: Curate and synthesize selected theoretical frameworks.

PLO 5: Develop collaborative, innovative leadership skills.

PLO 6: Utilize project management skills to move from vision/idea to embodiment/implementation.

PLO 7: Interpret data to sense connection, make meaning, and formulate recommendations.

PLO 8: Catalyze, inspire, expand, and deepen their work and lives through purposeful self-reflection and self-evaluation.

Requirements for the Full-Time Pathway Toward Degree Completion

Duration: 12 quarters, 76 doctoral units

Year 1 – 25 doctoral units

Fall Quarter – 7 doctoral units

VPRL 600 Residency 1: Seeking (*1 doctoral unit*)

- VPRL 610-2 Embodied Cosmology for Inquiry (3 doctoral units)
VPRL 620 The Phenomenology of Visionary Practice and The Call to Serve (3 doctoral units)

Winter Quarter – 6 doctoral units

- VPRL 630 Traditions of Native American Thought: New Minds and New Worlds (3 doctoral units)
VPRL 640 Regenerative Leadership (3 doctoral units)

Spring Quarter – 6 doctoral units

- VPRL 651-2 Self-Directed Study and Scholarly Expression I: Writing and Citing (3 doctoral units)
VPRL 670 Roots and Streams: Finding Your Voice, Clarifying Your Vision, Mapping Your Influences (3 doctoral units)

Summer Quarter – 6 doctoral units

- VPRL 681-2 Self-Directed Study and Scholarly Expression II: Writing and Citing (3 doctoral units)
VPRL 660 Introduction to Research Methods: Pathways of Insight (3 doctoral units)

Year 2 – 23 doctoral units

Fall Quarter – 6 doctoral units

- VPRL 710 Ethics: Embodied Social Justice Leadership for Vision & Regeneration (3 doctoral units)
VPRL 720 Advanced Research Methods: Regenerative Inquiry (3 doctoral units)

Winter Quarter – 4 doctoral units

- VPRL 731 The Vessel: Exploring Historicity, Lineage, and Legacy (1 doctoral unit)
VPRL 800 Preparing the Dissertation Proposal (3 doctoral units)

Spring Quarter – 7 doctoral units

- VPRL 700 Residency II: Gathering & Grounding (1 doctoral unit)
VPRL 770 Regenerative Visionary Project I: Planning (3 doctoral units)
VPRL 810 Dissertation Proposal Revision & Completion (3 doctoral units)

Summer Quarter – 6 doctoral units

- VPRL 780 Regenerative Visionary Project II: Action (6 doctoral units)

Year 3 – 28 doctoral units

Fall Quarter – 6 doctoral units

- VPRL 790 Regenerative Visionary Project III: Reflection (6 doctoral units)

Winter Quarter – 7 doctoral units

- VPRL 820 Collaboratorium I (1 doctoral unit)

VPRL 830 Writing the Dissertation I: Findings, Context, Insights (6 doctoral units)

Spring Quarter – 7 doctoral units

VPRL 840 Collaboratorium II (1 doctoral unit)

VPRL 850 Writing the Dissertation II: Recommendations, Proposals, Synthesis (6 doctoral units)

Summer Quarter – 8 doctoral units

VPRL 900 Residency III: Crossing the Threshold (1 doctoral unit)

VPRL 910 Writing the Dissertation III: Revision, Completion, Reflection, Launch (6 doctoral units)

VPRL 860 Collaboratorium III (1 doctoral unit)

Requirements for the Half-Time Pathway Toward Degree Completion

Duration: 21 quarters, 79 doctoral units

Year 1 – 13 doctoral units

Fall Quarter – 4 doctoral units

VPRL 600 Residency 1: Seeking (1 doctoral unit)

VPRL 610-2 Embodied Cosmology for Inquiry (3 doctoral units) **OR** VPRL 620 The Phenomenology of Visionary Practice and The Call to Serve (3 doctoral units)

Winter Quarter – 3 doctoral units

VPRL 630 Traditions of Native American Thought: New Minds & New Worlds (3 doctoral units) **OR** VPRL 640 Regenerative Leadership (3 doctoral units)

Spring Quarter – 3 doctoral units

VPRL 670 Roots and Streams: Finding Your Voice, Clarifying Your Vision, Mapping Your Influences (3 doctoral units)

Summer Quarter – 3 doctoral units

VPRL 651-2 Self-Directed Study and Scholarly Expression I: Writing and Citing (3 doctoral units)

Year 2 – 12 doctoral units

Fall Quarter – 3 doctoral units

VPRL 610-2 Embodied Cosmology for Inquiry (3 doctoral units) **OR** VPRL 620 The Phenomenology of Visionary Practice and The Call to Serve (3 doctoral units)

Winter Quarter – 3 doctoral units

VPRL 630 Traditions of Native American Thought: New Minds & New Worlds (3 doctoral units) **OR** VPRL 640 Regenerative Leadership (3 doctoral units)

Spring Quarter – 3 doctoral units

VPRL 681-2 Self-Directed Study and Scholarly Expression II: Writing and Citing (3 doctoral units)

Summer Quarter – 3 doctoral units

VPRL 660 Introduction to Research Methods: Pathways of Insight (3 doctoral units)

Year 3 – 14 doctoral units

Fall Quarter – 3 doctoral units

VPRL 720 Advanced Research Methods: Regenerative Inquiry (3 doctoral units)

Winter Quarter – 4 doctoral units

VPRL 710 Ethics: Embodied Social Justice Leadership for Vision & Regeneration (3 doctoral units)

VPRL 731 The Vessel: Exploring Historicity, Lineage, and Legacy (1 doctoral unit)

Spring Quarter – 4 doctoral units

VPRL 700 Residency II: Gathering & Grounding (1 doctoral unit)

VPRL 800 Preparing the Dissertation Proposal (3 doctoral units)

Summer Term – 3 doctoral units

VPRL 810 Dissertation Proposal Revision & Completion (3 doctoral units)

Year 4 – 19 doctoral units

Fall Quarter – 3 doctoral units

VPRL 770 Regenerative Visionary Project I: Planning (3 doctoral units)

Winter Quarter – 6 doctoral units

VPRL 780 Regenerative Visionary Project II: Action (6 doctoral units)

Spring Term – 6 doctoral units

VPRL 790 Regenerative Visionary Project III: Reflection (6 doctoral units)

Summer Quarter – 4 doctoral units

VPRL 820 Collaboratorium I (1 doctoral unit)

VPRL 830-A Writing the Dissertation I-A: Findings (3 doctoral units)

Year 5 – 17 doctoral units

Fall Quarter – 4 doctoral units

VPRL 840 Collaboratorium II (1 doctoral unit)

VPRL 830-B Writing the Dissertation I-B: Discussion and Insights (3 doctoral units)

Winter Quarter – 4 doctoral units

VPRL 860 Collaboratorium III (1 doctoral unit)

VPRL 850-A Writing the Dissertation II-A: Recommendations & Proposals (3 doctoral units)

Spring Quarter – 4 doctoral units

VPRL 870 Collaboratorium IV (1 doctoral unit)

VPRL 850-B Writing the Dissertation II-B: Synthesis (3 doctoral units)

Summer Quarter – 5 doctoral units

VPRL 900 Residency III: Crossing the Threshold (1 doctoral unit)

VPRL 880 Collaboratorium V (1 doctoral unit)

VPRL 910-A Writing the Dissertation III-A: Revision (3 doctoral units)

Year 6 – 4 doctoral units

Fall Quarter – 4 doctoral units

VPRL 910-B Writing the Dissertation III-B: Completion, Reflection, Launch (3 doctoral units)

VPRL 905 Collaboratorium VI (1 doctoral unit)

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:

- Prepares graduates to affect change in their communities and/or field of study
- Integration of creative, multi-tiered method of learning and subject matter
- 45 quarter units (equivalent to 31 semester credits)
 - CINA 575-2 Psychology of Altruism II: The Call to Serve
 - CINA 600 Master's Thesis and Presentation

Ecotherapy:

The Ecotherapy concentration invites students into a reflective exploration of the healing reciprocity between humans and the natural world. This specialization examines the profound disconnection that modern culture has experienced from the Earth and considers how this separation contributes to psychological and collective trauma, impacting both our relationships with one another and with the planet itself.

Grounded in transpersonal and contemplative psychology, ecological principles, and social, ecological, and political engagement, this concentration cultivates an understanding of ecological interconnectedness and the ways environmental degradation mirrors psychological suffering. Students explore how nature-based practices can support resilience, restoration, and transformation across individual and collective dimensions of life.

Ecotherapy encourages students to approach the Earth not as something outside oneself, but as a

remembering that *we are the Earth*. This orientation fosters an understanding of the self and the Earth as one. Through this awareness, the healing practices of ecotherapy become a reciprocal process—an act of participating in the healing of the self and the planet.

Through experiential learning, critical inquiry, and applied practice, the program emphasizes how re-weaving our interconnection with the living world nurtures mental, emotional, and spiritual well-being. Special attention is given to the collective dimensions of healing, highlighting how individual wellness is inseparable from community thriving and ecological balance, and how ecotherapy can serve as a pathway to repair and renewal across these interrelated spheres.

Students who complete this concentration will be prepared to integrate nature-based approaches into counseling, community, and clinical practice, bringing forward an orientation of reciprocity, stewardship, and collective healing that recognizes the health of the Earth and the health of people as one.

- TEC 500 Restoring Roots of Wholeness: Ecotherapy and the Renewal of Psyche and Planet (3 units)
- TEC 600 Rewilding the Psyche: Cultivating Reciprocity and Earth Regeneration (3 units)

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 even numbered year.
 - SCN 600: Comprehensive School Counseling Program Development & Evaluation (4.5 units). Offered spring quarter of each even numbered year.

Trauma Focused Counseling

- Prepares graduates to utilize trauma-informed practices to aid in repair and healing.
- Meets licensure requirements for states that require trauma coursework and crisis counseling.
 - TCC 500 Trauma 1: Introduction to Trauma and Crisis Counseling (3 units). Offered spring quarter.
 - TCC 600 Trauma 2: Experiential Approaches to Trauma Treatment (3 units). Offered summer quarter.

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.

PART VII: GRADUATION POLICIES AND PROCESS

MA Clinical Programs

Graduation Requirements

- Successful completion and documentation of psychology prerequisites (for AT/CN, CN, and ATCP students only).
- Successful completion and documentation of studio art prerequisites (for AT/CN and ATCP students only).
- Successful completion of the required number of units with a grade of B- or better in every course. (All Programs)

- Successful completion of the ePortfolio (AT/CN, CN, & ATP students only).
- Successful completion of the Personal Therapy requirement (AT/CN, CN, & ATP students only).
- Successful completion and submission of Internship hours and documentation (AT/CN, CN, & ATP students only).
- Successful completion of TNCC check-out. (AT/CN, CN, & ATP students only if they did any part of their field training at TNCC).
- Library clearance (lost or damaged fines paid, no overdue items, etc.).
- Bursar's office clearance (all tuition, fees, etc. paid in full).
- Successful completion of Federal Loan Exit Counseling (required only for students who borrowed funds through the Federal Direct Unsubsidized and/or PLUS Student Loan Programs.)

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 the Clinical Academic Programs Associate Director and Vice President of Academic & Student Affairs.

Moving through the Graduation Process

Graduation Process for Counseling and Art Therapy/Counseling Programs

1. **Graduation Clearance Informational Checklist:** AT/CN and CN Students will have access to this in their internship group in Populi. CINA students will be sent this from the Registrar office. VPRL students will be sent this from the Program Director. This is a checklist of things that students need to complete to graduate.
2. **Internship Completion:** (AT/CN, ATP, and CN students only): 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.
3. **Graduation Clearance Form:** All students will need to submit this to be cleared for formally graduating from their respective program. The link to this form will be sent to AT/CN, ATP, and CN students from the Field Training Coordinator, CINA students from the Registrar Office, and VPRL students from the Program Director.
4. **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.
5. **Transcripts:** Students must request transcripts formally through Populi. The Registrar typically needs at least three to five 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.
6. **Diplomas:** Students will receive their diploma in the mail two to four weeks from when the Vice President of Academic & Student Affairs signs the Graduation Clearance Form.

PhD Program

Graduation Requirements

Requirements for Degree Completion

There are both full-time and half-time pathways to graduation in the doctoral program. At the onset of their program, doctoral students will select whether they intend to study full time and complete the 76 doctoral units in twelve quarters or enroll half-time to complete the 79 doctoral units required for half-time enrollment in 21 quarters. Any exceptions to the academic program planner/degree pathway described below must be approved by the Academic Council or its designee. Full-time attendance requires enrollment in a minimum of 6 doctoral units per quarter. Half-time attendance requires enrollment in 3-5 doctoral units per quarter.

Students studying full-time or half-time who have not completed their dissertation within the required timeframe may extend their studies to complete the dissertation. Students may enroll in an additional 3 doctoral units each quarter following the completion of all other program requirements to finish the dissertation. Students must complete their dissertations within three years after completing all other program requirements. The optional course as needed to complete the dissertation is VPRL 920 Dissertation Continuation (3 doctoral units).

Policy and Procedure for Walking in the Annual Commencement Ceremony (All programs)

SWC has an annual commencement ceremony held the first Saturday of November with rare exceptions, please check the academic calendar for the specific date. Students will have the opportunity to be fully recognized and will receive their official diploma cover in the color representing their degree. They will not receive their diploma until all graduation requirements have been successfully met.

Note: A student's graduation date is the date that the Vice President of Academic & Student Affairs signs the Graduation Clearance Form, not the date of the annual commencement ceremony.

All graduation requirements must be completed by October 15 to be able to walk in the annual commencement ceremony. If a student does not anticipate completing ALL graduation requirements by October 15, they may request to walk at commencement by:

- Submitting a Petition for Policy Exception by October 15 of the year they would like to walk.
- The Petition should include a detailed timeline indicating how the student will complete the following requirements by the indicated due dates. VPRL students must also include written support from their Wisdom Council Midwife/Coach approving the deadlines for completion of written dissertation.

- All internship hours and final assignments must be completed by the last day of the fall quarter.
- Final internship paperwork and items listed on the Graduation Clearance checklist must be completed by December 15.

This is to ensure that the Graduation Clearance Form gets initiated by the student before the college closes for the holidays.

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 commencement 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 Student Affairs Director 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 orientation 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 and Winter 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 studentsupport@swc.edu. The Student Affairs Director 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

Academic Advisement is a student-initiated activity. Students may reach out to studentsupport@swc.edu to request an academic advisement appointment. Coursework concerns should be discussed directly with class instructors prior to discussion with an advisor. Academic Advisors can provide information about credentialing, career paths, and professional trends in counseling or art therapy. If you have a question about your program planner, reach out to the student support email.

Learning Lounge

The Learning Lounge is an ongoing series of workshops curated to broaden and expand student, staff, faculty, and alumni skills and experience at Southwestern College. These events are designed to supplement the core curriculum and support students in their development of the institutional learning outcomes (ILOs). Most Learning Lounge events can be used towards professional development hours that are required for graduation for students in the clinical MA programs. We offer a variety of events facilitated by SWC faculty, alumni, students, and guest experts, including topics adjacent to clinical practice, personal development, dispositional deep dives, and much more.

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.

Optional Student Success Coaching

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.

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

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

Please submit the *Accessibility Services Registration Form* which will go to the ADA Coordinator. You will be contacted to set up a time to meet to discuss your needs and discuss

accommodations. The ADA Coordinator will then send you a Notice of Accommodations for your signature. Instructions and link to this form can be found in the other document in this file in Populi called “Student Accessibility Registration Information and Form”.

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 *Notice of Accommodations*. The ADA Coordinator will review this policy and provide coaching on how to notify faculty/support staff during the accommodations meeting.

Students can request accommodations 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.

Types of Accommodations

Students with learning disabilities or attention deficit or hyperactivity disorders must submit a complete psychoeducational evaluation. See attached policy for details on the required documentation. Evaluations for attention deficit or hyperactivity disorders should be no more than **five** years old; re-evaluation may be required for students with older evaluation.

Students with physical, medical or sensory disabilities must submit medical or clinical documentation identifying the disability and specifying the recommended modifications and/or auxiliary aids.

Please contact studentsupport@swc.edu if you have questions or need more guidance

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 only must indicate the tests administered and the test (and subtest) scores. In addition, the evaluation, performed by a qualified examiner, must include the following:

- A narrative report analyzing and summarizing the data and a clearly stated diagnosis of a learning disability and/or ADD/ADHD.

- Suggestions, recommendations and strategies to help the student achieve academic success.
- Accommodations or adjustments the student may need.
- 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. See next page for link to form and steps in the process.

Documentation of disability other than learning disability or ADD/ADHD

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

- Diagnosis by a qualified physician.
- Prognosis by a qualified physician.
- Prescribed therapy and results.
- Academic adjustments and auxiliary aids suggested.

Additional Documentation and Next Steps

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.

Once the student submits all the appropriate materials through the [Accessibility Services Registration Form](#) which will automatically go to the ADA Coordinator then the following will happen:

1. Reasonable accommodations will be identified and approved by the ADA Coordinator.
2. The ADA Notice of Accommodations form will be completed and signed by the ADA Coordinator and emailed to the student in PDF form for signature.
3. The student is responsible for sharing this form with his/her faculty, supervisors, and internship liaison within the first two weeks of each quarter. We recommend the student set up a time to discuss and clarify their approved accommodations and how they will be implemented in each class with each teacher. SWC staff will not inform these individuals of the approved accommodations.
4. A copy of the form will be kept in the student's Populi file.

Please contact studentsupport@swc.edu if you have any questions or need help filling out the form.

English as a Second Language (ESL)/English Language Learner (ELL) Support:

At Southwestern College, we value multicultural learners, including those for whom English is not their first language. We understand that developing proficiency in a second language is not a disability. However, like other issues related to equitable access to learning, language accommodations can be made on an informal basis. No documentation is required for informal accommodations, and they are provided at the discretion of the instructor.

Informal ESL/ELL accommodations or adaptations include (all are at the discretion of the instructor):

- Requesting additional time to complete written assignments. Reasonable extensions will be granted on a case-by-case basis.
- Where possible, students may request to submit videos in lieu of written papers.
- Students may request ESL/ELL writing support from a Student Success Coach, by submitting a Student Support Referral located in the Student & Career Serviced group in Populi > Files > Student Forms > Student Support Referral Form Link and Instructions.

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

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. For Technology Services policies, please see Populi Files section.

Library Resources

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.

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.

Overview of Resources

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 five 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.
- [Quimby Memorial Library's LibGuides site](#), which collects information on all library resources and services, links to databases, tutorials, and micro curations of relevant resources.
- [EBSCOhost Ebook Databases](#) which includes greater than two hundred thousand remotely available ebooks.
- [Taylor & Francis Online](#) academic article database, which platforms full texts of greater than four million peer reviewed articles.
- [Streaming academic videos](#) through Psychotherapy.net and Kanopy.
- QML's [APA formatting guide](#).
- [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. Students may copy up to 100 pages per quarter, using the library’s equipment. Library staff will assist students with copying and scanning.

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.

Writing and Research Support

The QML Library team also has resources to assist students with their [scholarly and academic writing](#) and research. This brochure describes how to access the online line-editing assistance through Brainfuse, as well as the library’s willingness to support coaching and revision regarding APA 7 styling.

Campus Resources

Spiritual Practice on Southwestern College Campus

A thirty-foot yurt located by the New Earth Labyrinth on campus is our dedicated space for all lineages of spiritual practice. In this way students and community members are supported in their exploration and expansion of consciousness. The mission of Southwestern College as a Light Action, invites spiritual practices that support transformation in oneself out of which arises our service to others through an ethic of love.

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.

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 must also consult with the Clinical Academic Programs Associate Director 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 Clinical Academic Programs Director, Course Leader, or the Vice President of Academic & Student Affairs to explore the issue and develop a plan. The plan may include:

- Coaching on how to approach the issue
- Setting up a meeting for the associated parties to address the issue and/or conduct a structured mediation
- Contacting the Course Leader and Clinical Academic Programs Associate Director to address the issue
- On-going coaching student 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.

Success Coaches help by connecting students to resources, listening to their needs, and assisting them in navigating requirements related to their success. Students are provided with up to six sessions per coaching plan. If a need arises for more sessions this will be discussed with their coach and a new plan can be created. **This service is not a replacement for personal counseling/therapy.**

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
- 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 submits the form. The Vice President of Academic & 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. Once the faculty member submits the assessment a copy will be sent to the student and a meeting scheduled with the student to develop a support plan. The Clinical Academic Programs Associate Director may be included in the meeting 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 is 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 Vice President of Academic & 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

PART X: ACADEMIC POLICIES

Academic Program Review Policy

All new graduate programs including concentrations and certificates must undergo a formal proposal and review process prior to implementation. Approval from Curriculum Committee is contingent upon alignment with SWC's mission, academic standards, and institutional capacity.

1. Proposal Development

- The proposing party completes the official *Graduate Program Proposal Template*.
- The proposal must include:
 - Program rationale and objectives

- Curriculum structure and learning outcomes
- Resource requirements
- Assessment and sustainability plans

2. Preliminary Review

- Proposal is submitted to the *VP of Academic and Student Affairs*.
- Initial review ensures completeness and alignment with institutional priorities and for compliance with accreditation standards and reporting requirements.

3. Committee Review

- Proposal is reviewed by the *Curriculum Committee*.
- Feedback is provided for revisions and improvements.

Program Proposal Template

The purpose of this proposal template is to guide faculty, academic leaders, and program developers in creating new graduate programs that align with Southwestern College's mission of transformational and consciousness-based education. This process ensures that all new programs:

- Reflect SWC's core values and educational philosophy.
- Meet academic standards and accreditation requirements.
- Address community and professional needs.
- Are sustainable and feasible within institutional resources.

I. Program Overview

- A. Proposed Program Title
- B. Degree Type (e.g., MA, PhD, Certificate, & Concentrations)
- C. Department/School
- D. Program Length (e.g., 2 years, 3 quarters)
- E. Delivery Format (e.g., in-person, hybrid, online)
- F. Target Launch Date

II. Alignment with SWC Mission and Vision

- A. How does this program reflect SWC's vision, mission, purpose, and values?
- B. How does it align with SWC's transformational and consciousness-based approach to education?

III. Program Rationale/Need for the Program:

- A. Community, professional, or academic demand
- B. Gaps in current offerings
- C. Target Audience (Who will benefit from this program?)
- D. Career Pathways and Outcomes (Employment or further study opportunities)

IV. Learning Outcomes

- A. Program Learning Outcomes (PLOs) (List 5-10 measurable outcomes)
- B. Alignment with Institutional Learning Outcomes (ILOs):
 1. Demonstrate the skills to facilitate transformation in self and others.
 2. Demonstrate the ability to examine implicit assumptions embedded in belief systems and how they influence conscious relating.
 3. Develop a commitment to multicultural awareness and competency.

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

V. Curriculum Structure

- A. Core Courses (Titles and brief descriptions)
- B. Sequence of Courses
- C. Electives (Optional or specialized tracks)
- D. Residency or Experiential Components (If applicable)
- E. Capstone/Thesis/Dissertation Requirements:

VI. Faculty and Resources

- A. Expertise (Proposed instructors and qualifications)
- B. Library and Research Support:
- C. Technology and Learning Platforms (Use of Populi or other systems)
- D. Other?

VII. Assessment and Evaluation

- A. Student Learning Assessment Plan (Key assignments, rubrics, ePortfolio integration)
- B. Program Review and Improvement Cycle (Learning circles, synthesis essays, Feedback loops)

VIII. Budget and Sustainability

- A. Estimated Costs (Faculty, materials, technology)
- B. Revenue Projections (Enrollment estimates)
- C. Long-Term Sustainability Plan:

IX. Approvals and Timeline

- A. Internal Review Process (Committees, leadership, accreditation)
- B. Implementation Timeline (Development, marketing, enrollment phases)

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.

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 Administrator 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). See the Financial Aid Satisfactory Academic Progress 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, 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. Probation serves as a warning of the possibility of suspension or expulsion. The student may not appeal being placed on 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 Vice President of Academic & Student Affairs and Clinical Academic Programs Director.

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 Vice President of Academic & Student Affairs in collaboration with the Clinical Academic Programs Director, 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 Clinical Academic Programs Associate Director 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 Vice President of Academic & 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.

Attendance Policy

Class Attendance

- SWC operates on a 10-week quarter system. Courses that fall on holidays meet as scheduled (with the exception of Thanksgiving, Christmas, and New Years).
- Due to the experiential nature of the classes, attendance at and participation in all class sessions is required with exceptions only in extenuating or catastrophic circumstances.
- 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.
- Punctuality is important as your voice and your presence are essential. Repeated lateness will lower your grade in class participation.
- CEs are not available for partial attendance of NEI classes.

Any exception to the class attendance policy must be approved by the Clinical Academic Programs Associate Director 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.

Zoom/Synchronous Participation Policy:

Due to the experiential nature of our courses, being fully present and engaged during synchronous Zoom classes is a requirement. Students are required to keep their cameras on throughout the duration of each class and to ensure that they are in a quiet environment with no distractions, in which confidentiality can be maintained. Per SWC's technology policy, a student must have adequate internet connectivity to be able to fully participate in the class.

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 CEs, 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 CEs for the course. Partial CEs 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.

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.

VPRL students must complete their dissertations within three years after completing all other program requirements.

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.

Should a student in any of our graduate degree programs 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.

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 & Student Affairs. The VPASA will consult with the Director of Enrollment Services and the Clinical Academic Programs Associate Director to make a decision. This decision cannot be appealed.

Grade Appeals

The form must be submitted within 2 weeks of the final grade posting; otherwise, the final grade cannot be reconsidered and will remain as it was initially reported.

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

- Contact your instructor within 3 days of the final grade posting to request a meeting to discuss a grade change. If the instructor agrees to a grade change, the instructor must submit a Grade Change Form to the Registrar.

- If the instructor does not agree to a grade change, the student may submit a Petition for Grade Appeal along with any supporting documentation, such as course work and rubrics. The form will go to the Vice President of Academic & Student Affairs who will consult with the Clinical Academic Programs Director, Instructor, and Academic Council as needed.
- The Vice President of Academic & Student Affairs will approve or deny the grade appeal, and if approved they will send a grade change form to the Registrar. The VPASA's decision of the grade appeal is final.

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 scale:

Grade	Pass/Fail	Range	Grade point per unit of credit
A+	Pass	97-100%	4.0
A	Pass	92-96%	4.0
A-	Pass	90-91%	3.75
B+	Pass	87-89%	3.5
B	Pass	82-86%	3.0
B-	Pass	80-81%	2.75
C+	Fail	77-79%	2.5
C	Fail	72-76%	2.0
C-	Fail	70-71%	1.75
D/F	Fail	<70%	0
P	Pass	80-100%	4.0
	Other Designations		
I	Incomplete		
W	Withdrawal by student		
AW	Administrative Withdrawal (by Academic Council)		
IW	Instructor Initiated Withdrawal		
IP	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.

Incomplete Policy

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 Student Affairs Director prior to submitting a Petition for Incomplete. After meeting with the Student Affairs Director, a Petition for Incomplete may be submitted for approval by the faculty member and Clinical Academic Programs Director. 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 a student is receiving financial aid, they should check with the Financial Aid Administrator to determine how/if receiving an incomplete affects funding.

- If the class a 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 the Clinical Academic Programs Director. If approved, students may then file a Petition for Incomplete.

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 Clinical Academic Programs Associate Director 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 “extension” 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.

A faculty member may initiate an incomplete in an emergency.

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

Note: Incompletes are not allowed for some courses – refer to the Student Handbook for your program.

Late Assignments Policy:

In extenuating or catastrophic situations students can request an extension of up to one week on assignments with no late penalty. Students must request an extension prior to the assignment due date. If the late assignment is not submitted by the agreed upon due date, the grade will be recorded as a zero.

For non-extenuating or non-catastrophic situations, students can request an extension of up to three days and a late penalty of half a letter grade* per day will apply. Students must request an extension prior to the assignment due date. If the assignment is not submitted within three days from the due date, the grade will be recorded as a zero.

If an assignment is not submitted by the due date and an extension is not requested prior to the due date, the grade will be recorded as a zero.

Final assignments must be submitted by the due date. In extenuating or catastrophic circumstances, students may request an incomplete from their instructor per the Incomplete Policy. If a final assignment is not submitted by the due date with no prior communication, the grade will be recorded as a zero.

Discussion Boards:

Due to the interactive nature of online discussions, student participation and engagement must occur within the time frame set for the discussions. Once a discussion has closed, students can no longer receive credit for participation. In extenuating or catastrophic situations, instructors may provide an alternative way for students to contribute to the discussion (e.g., overall synthesis of the discussion that is shared with the class).

*Example If the grade is an A, a ½ letter grade deduction would be A-. If the grade is a B- a ½ letter grade deduction would be a C+.

Note: Specific programs may have slightly varying policies and processes for late assignments. Refer to the Student Handbook for your program.

Independent Study

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

Students wishing to initiate an Independent Study should:

- Speak to the Student Affairs Director regarding the process and circumstances under which Academic Council typically grants permission for an Independent Study. For example, enrolling in an existing course during a quarter in which it is not typically offered.
- 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 administrator to determine any impact on financial aid.

Independent Study for Licensure (MA Clinical Programs)

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 Affairs Director to determine which courses need to be taken.

1. The student must submit a formal request form 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. The link to the form will be provided at the required meeting with the Student Affairs Director.
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.

Independent Study Courses (for licensure in other states):

CN AT 522-B1 Applications of Human Development

0.5 units

This course provides students with an opportunity to develop greater competency in understanding developmental issues impacting diverse clients within the field of mental health. Students will examine applicable theories, assessment tools and techniques, developmentally informed treatment and intervention, or evidence-based approaches relevant to their future counseling practice. The student will have the opportunity to delve deeply into a topic of interest that is covered in the main course and to choose one of three options to integrate and synthesize their new learning.

CN AT 542-B1 Applications of History and Theories of Counseling

0.5 units

This course provides the opportunity to examine the history and development of the counseling profession, roles, and functions of professional counselors, and/or an overview of psychotherapy theory and practice. The student can study theories from the major schools of psychotherapy and develop self-awareness and practice core counseling skills by applying these theories. The student will have the opportunity to delve deeply into a topic of interest that is

covered in the main course and to choose one of three options to integrate and synthesize their new learning.

CN AT 543-B1 Applications of Group Dynamics

0.5 units

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. The student will learn characteristics and functions of effective group leaders, approaches to group formation, and/or how therapeutic factors contribute to group effectiveness. The student will have the opportunity to delve deeply into a topic of interest that is covered in the main course and to choose one of three options to integrate and synthesize their new learning.

CN AT 581-B1 Applications of Psychopathology

0.5 units

This independent study course is designed to give the student an opportunity to explore advanced topics in psychopathology and the diagnosis of mental health disorders, including ethical questions related to diagnosis, co-morbidity, and differential diagnosis within specific categories of associated disorders. The student 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 counseling practice. The student will have the opportunity to delve deeply into a topic of interest that is covered in the main course and to choose one of three options to integrate and synthesize their new learning.

CN AT 595-B1 Applications of Social and Cultural Foundations

0.5 units

The student will critically examine their own cultural assumptions and the dominant cultural norms in order to develop knowledge, awareness and skills to work effectively across difference. Topics to be addressed can include: identity formation, power, privilege and oppression; world views; approaches to communication; and related topics. The student will have the opportunity to delve deeply into a topic of interest that is covered in the main course and to choose one of three options to integrate and synthesize their new learning.

CN AT 598-B1 Applications of Research and Program Development

0.5 units

This course will provide students with the opportunity to deepen their understanding of the purposes, methods, and ethical, legal, and cultural considerations of research and enhance their understanding of how research studies are designed and conducted. The student will have the opportunity to delve deeply into a topic of interest that is covered in the main course and to choose one of three options to integrate and synthesize their new learning.

CN AT 625-B1 Applications of Career and Life Development

0.5 units

This course will apply career development theories and approaches, relevant assessments, and resources to facilitate career decision-making strategies within the context of a career and life planning model that is holistic and integrative. The student will have the opportunity to delve deeply into a topic of interest that is covered in the main course and to choose one of three options to integrate and synthesize their new learning.

CN AT 660-B1 Applications of Professional Ethics**0.5 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. The student will have the opportunity to delve deeply into a topic of interest that is covered in the main course and to choose one of three options to integrate and synthesize their new learning.

CN AT 664-B1 Applications of Assessment and Appraisal**0.5 units**

This course addresses the art, science, and ethics of psychometrics and explores methods for evaluating and selecting appropriate assessment tools. The student will gain further understanding of the role of assessment in the clinical process and how to embrace ethical and culturally sensitive measurement. The student will have the opportunity to delve deeply into a topic of interest that is covered in the main course and to choose one of three options to integrate and synthesize their new learning.

Plagiarism and Academic Dishonesty

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.

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 Clinical Academic Programs Associate Director and the Vice President of Academic & Student Affairs. A student will receive a copy of the signed form with the final decision to their email. The Student Affairs Director 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.

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.

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 & 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; last day to drop information, transformational education; Consciousness Across the Curriculum statement, Trauma Exposure, Self-Care and Trauma Informed Teaching statement, 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), and relevant competencies (i.e., CACREP and CAAHEP)
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

Whoever 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 Academic Support Coordinator but prior to the start of the course. Adjunct and part-time faculty are compensated at the established rate for curriculum development for all meetings related to course and syllabi development.

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

- Required reading
- Required viewing
- Course Outlines
- Assignments

- Percentages of Grade (NOTE: NEI courses taken for graduate credit must require reading and written work to count for 30% or more of the grade to ensure that graduate credit is not awarded for attendance and participation alone).

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

- New courses*
- Course title changes*
- Course description changes*
- Course Learning Outcome changes
- 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.

PART XI: INSTITUTIONAL POLICIES

Artmaking 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 Student Affairs Director. 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.

FERPA – Family Educational Rights & Privacy Act

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.

Student Rights

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 their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their 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 them. (§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 contact the Registrar at collegeregistrar@swc.edu and submit it with the appropriate documentation. 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.

Fire Pit

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

Hazing

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

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

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

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

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

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

Library Policies and Procedures

The Director of QML strives to maintain clear and timely communication with faculty and course leaders. Most courses rely, at least in part, on library resources. These resources must be coordinated with the Library Director prior to the coming quarter. Any changes involving library resources during a quarter must be communicated directly and immediately to the Library Director. This will ensure a seamless process for faculty, students, and library staff.

Resources

The Quimby Memorial Library is a learning resource center which provides the SWC community with greater than 10,000 physical books and other media, 200,000+ ebooks, greater than 5 million academic articles, and a growing collection of streaming content. The concentration of the collection is on counseling, applied psychology, art therapy, grief therapy, experiential

education and personal growth and development. There is also a wealth of material on comparative religions and metaphysics within the historic Quimby Collection. The library is continually developing its collections to reflect contemporaneousness, incorporate diverse perspectives, and better support the work of all programs offered at SWC, including MA TLL and doctoral program students as researchers.

Borrowing Procedures

Southwestern College students, faculty, alumni and staff have full library privileges, which includes access to its online and physical holdings. Students, faculty, and staff automatically become library patrons, when they are added to Populi. Patrons are not issued a library card and do not need one to access resources. Bibliographic instruction on locating, accessing, and effectively utilizing resources is provided by the library staff.

The Quimby Memorial Library is a member of the New Mexico Consortium of Academic Libraries. This membership allows Southwestern College students and faculty to borrow directly from any other member library in New Mexico, including the University of New Mexico and Santa Fe Community College. To participate in the direct borrowing program, students and faculty must register with the library staff and obtain Passport Certificates for other lending libraries. Students will receive an orientation to the library during their first Residency.

Quimby Memorial Library is a member of OCLC Interlibrary Loan program. The library also participates in the New Mexico State Library's Interlibrary Loan program. Patrons may borrow books and receive journal articles from participating libraries throughout the state. Because it takes about ten days to two weeks to receive requested materials, it is important that patrons inform librarians of their resource needs as early as possible in the research process.

Borrowing Terms

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

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

Videos and ebooks on reserve may be used in the library only. They may not be borrowed by students. There are a limited number of video copies that may be checked out to students for one night, three nights or a week, depending on student need for these video copies.

Reserve Materials

At the beginning of each quarter, the Library Director places all books listed as required reading on the syllabi on reserve. Class instructors may also place materials on reserve (i.e., books, videos, periodicals, articles, audio tapes, testing materials). Students may use these materials during library hours in the library or check out these materials for periods of three days. Renewals on reserve materials must be requested by email, phone, or in person. No holds can be placed on reserve materials.

Copying Guidelines

Southwestern College standards are consistent with Copyright Educational Fair Use Rules (<http://fairuse.stanford.edu>). Faculty members are responsible for contacting the publisher for permission and paying directly before copying materials for students.

All required reading and reserves should appear on course syllabi. Source citations for articles and periodicals are to be listed in class syllabi. Please direct students to original sources for assigned class readings. These will be kept on reserve in the Quimby Library during the class quarter.

It is preferred that faculty give their copying needs to personnel in the front office a week prior to the class for which copies are needed. However, faculty members may use copy equipment under the direction of the office manager.

Library Services Policies (Distance Education)

Section 1. Introduction and Mission Statement

In its Standards for Distance Learning Library Services, the Association of College and Research Libraries articulates a principle of access entitlement as follows: “All students, faculty members, administrators, staff members, or any other members of an institution of higher education are entitled to the library services and resources of that institution, including direct communication with the appropriate library personnel, regardless of where they are physically located in relation to the campus; where they attend class in relation to the institution’s main campus; or the modality by which they take courses” (ACRL, 2016). This Access Entitlement Principle, along with Quimby Memorial Library’s mission to support the learning, research, and scholarly efforts of the entire Southwestern College community, serve together as the foundation for the library’s establishing and maintaining equal access of library services to distance education students.

Quimby Memorial Library Mission Statement:

The Mission of Quimby Memorial Library (hereafter referred to as QML) is to support the curriculum and community of Southwestern College (hereafter referred to as SWC) by:

- Working to develop and maintain a relevant, current, and balanced collection of traditional and electronic resources, representing a diversity of approaches and

perspectives, designed to reflect, support, and challenge the SWC community and the college curriculum

- Promoting information literacy, information humility, and critical thinking skills, through instruction, video tutorials, and resource acquisition efforts
- Providing access to (and guidance in using) database aggregations and other academic software curated to support research needs characteristic of SWC students and faculty
- Providing reference and other one-on-one assistance that meets the highest standards of customer service.

Section 2. Management Policy

Distance Education Library Services Mission:

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

Goals and Objectives:

The goals and objectives of Distance Education Library Services include:

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

Section 3. Provision of Resources for Distance Students

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

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

Section 4. Library Services for Distance Students

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

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

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 Clinical Academic Programs Associate Director disclosing the relationship.
- An *Early Registration Request* to the Registrar if they need to avoid a specific class section.

Students who fail to apply for a Petition for 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 Clinical Academic Programs Director.
- 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 staff 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.

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

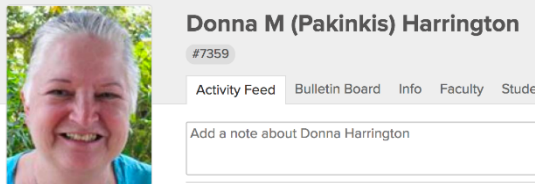
Populi, the College's student records management system, places the release of information in the hands of the individual. Students may control their profile privacy, time zone, and birthday announcements using the settings in Populi. Students may restrict access to phone numbers, email addresses, and 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.

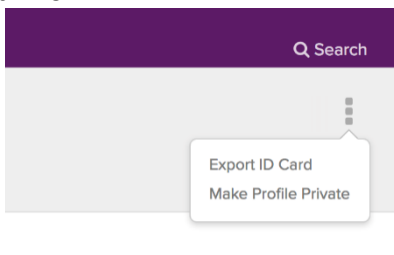
Contact Info

Fax (505) .
Work (505) .
Mobile ★ (505) .
Work ★🔒 [donna](#)

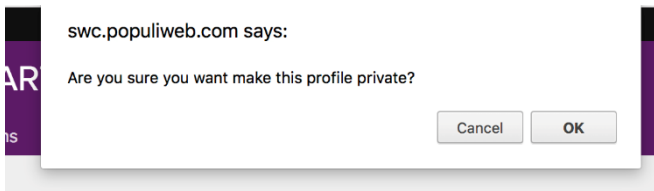
If your entire profile is PUBLIC, no padlock is visible to the left of your name.



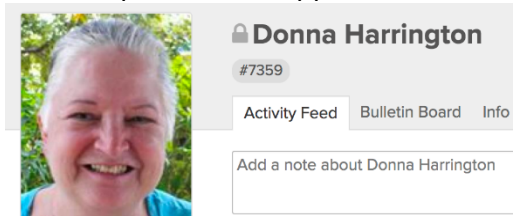
If you want to lock your entire profile, look for three dots on the right of the screen to mark your entire profile private. Note: when you do this, your classmates will not have access to your contact info.



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.



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 complaints, including Title IX complaints (sexual harassment, sexual assault, gender discrimination, etc.).

Student Complaint or Grievance about Faculty, Staff, or Administration

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

- If a student has a complaint or grievance, including Title IX complaints, with any faculty or staff member, they may complete and submit the Student Complaint or Grievance Form to the Title IX Coordinator/Vice President of Academic & Student Affairs.
- If the complaint/grievance concerns the behavior of the Vice President of Academic & Student Affairs, a student may submit the form to the President.
- If the complaint/grievance concerns the behavior of 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 Vice President of Academic & Student Affairs/Title IX Coordinator and/or the appropriate supervisor will follow-up with you regarding this concern. The Vice President of Academic & 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 Vice President of Academic & 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 Vice President of Academic & 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 & 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 & 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.

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 Student Affairs Director 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 Vice President of Academic & Student Affairs.
- The Vice President of Academic & Student Affairs will work with the student to create a plan for how to address and resolve the concern.
- The Vice President of Academic & 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 Vice President of Academic & 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. Graduation rates are posted on the SWC website.

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.

Technology Policies

Property Of Southwestern College

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

Information Privacy

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

All SWC community members should understand that these systems are intended for business use, and all content obtained, created, or stored on Southwestern College equipment is considered to be the property of Southwestern College. This includes, but is not limited to, computer data and information, electronic mail, and voice mail. Therefore, SWC community members using Southwestern College's business equipment should also have no expectation that any information stored on any Southwestern College computer (whether contained on a computer hard drive or computer disks), voice mails, network computers, or in any other manner will be private.

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

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

Content of Communication

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

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

Voice Mail Policy

Southwestern College reserves the right to obtain access to all voice mail messages left on or transmitted over the Southwestern College telephone and voice mail system. As such, SWC community members should not assume that such messages are private and confidential or

that Southwestern College or its designated representatives will not have a need to access and review this information.

Electronic Mail (E-mail) Policy Overview

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

Email Policy Statement

All email concerning Southwestern College business should be conducted with SWC email addresses. Use of personal email is not permitted for College business. SWC follows information technology management standards in higher education to manage and to administer its electronic mail system including security and access to ensure the effective and efficient use of electronic mail for academic and administrative use. Students, faculty, staff, and members of the governing board shall have no expectation of privacy on the use of the SWC email and shall adhere to the administration and ethical use of the SWC email system.

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

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

Southwestern College provides information technology resources to fulfill its mission. This policy establishes guidelines to protect the confidentiality, availability, and integrity of SWC’s information technology resources based on relevant laws and regulations. The policy also establishes appropriate security requirements and restrictions on accessing and using SWC’s information technology resources.

Information Technology Resources, General Use, and Security Policy Statement

- A. SWC is committed to the effective, efficient, ethical, and lawful use of its information technology resources to meet its mission, vision, and objectives.
- B. SWC supports the use of technology for the open exchange of information and ideas in accordance with established policies on academic freedom.
- C. All users are responsible for using information technology resources with awareness of and compliance with security, privacy, policies, and internal processes and controls.
- D. SWC is dedicated to the protection of the rights of copyright holders and complies with all copyright laws including the Digital Millennium Copyright Act and the Higher Education Opportunity Act.
- E. SWC is committed to the protection of privacy and confidential data under the Family Educational and Privacy Rights Act (FERPA) and in accordance with other appropriate laws.

- F. Information technology security is intended to protect access and usage, therefore SWC will limit risks through a combination of technology, procedures, enforcement, assessment, and awareness to minimize the risk of security incidents.

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

Information Security Policy Overview

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

Information Security Policy Statement

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

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

Intellectual Property Policy Overview

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

The College supports the development, production, and dissemination of intellectual property by its faculty members and related staff.

Intellectual Property Policy Statement

The College supports an atmosphere that fosters innovation, progressive instruction, creative expression and the free exchange of ideas. Employees are encouraged to publish and copyright, invent and patent materials and objects of their own creation that will contribute to the advancement of knowledge.

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

Guidelines for Social Media Use

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

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

Principles We Embrace

- Mutual Respect
- Creativity
- Positive Point of View
- Promotion of Education
- Conscious Reflection
- Being Helpful
- Diversity of Voices and Experiences
- Focus on what we are for rather than what we are against

Censorship and Ethical Considerations

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

Across the professions, there exists an ethical principle that when a professional has concerns about another professional's behavior, they will first go to that person, if at all possible, and discuss their concerns. In the event that no satisfactory agreement or solution can be reached at that level, the person can bring it to the next level of authority. This principle is also endorsed in the Southwestern College Social Media guidelines. It is to be remembered that differences of opinion are simply that, and that complaints are not appropriate unless and until 1) preferably the matter has been discussed with the individual responsible for the concern, and 2) the

matter contravenes one of the principles discussed above. Debating matters such as politics, sports, or religious beliefs should be left to individual discussions, or personal web pages and Social Media accounts rather than the Social Media platforms of the College.

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

Marketing and Social Media

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

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

Remember:

- Everything we post on social media becomes potentially available to the entire world
- Your post can be screenshot, photographed, forwarded, saved, reposted and so on, even if you leave up for only a minute – then it's too late to delete it.
- Sometimes we may have a certain sub-group of friends in mind when we post and forget that it will be visible to ALL of our contacts in Facebook, Instagram, or wherever. That could be ***embarrassing***. Writing about (or posting photos of) your weekend escapades or vacations may not be a good idea. Think about it ahead of time. Would it be OK if your colleagues, supervisors or clients read the post?

- Posting about clients is never a good idea, even if it's only "I saw my first client today!" We may not want our 'first client' reading that post.
- And remember, the illusion of privacy in social media is just that. There are many ways that posts can get out of our control, and fast. So always use your best judgment.

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

Internet Policy

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

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

- Southwestern College reserves the right to implement software and systems that can monitor and record all Internet usage. Such security systems are capable of recording (for each and every user) each World Wide Web site visit, each chat, newsgroup or email message, and each file transfer into and out of our internal networks, and we reserve the right to do so at any time. No staff member should have any expectation of privacy as to their Internet usage.
- SWC may review Internet activity and analyze usage patterns and may choose to publicize this data to assure that Southwestern College Internet resources are devoted to maintaining the highest level of productivity.
- Southwestern College reserves the right to inspect any and all files stored in all areas of the network in order to assure compliance with policy.
- Any SWC community member who attempts to disable, defeat, or circumvent any Southwestern College security facility will be subject to corrective action, up to and including termination. No faculty member may use Southwestern College's Internet to knowingly disable or overload any computer system or network or to circumvent any system intended to protect the privacy or security of another user.
- Files and/or applications that are downloaded from the Internet must be scanned with virus detection software before installation or execution. Southwestern College has taken steps to put systems in place to scan for such viruses. As such, no faculty member

shall take steps to circumvent these systems that are in place to detect a virus and, if necessary, to prevent its spread. Additionally, no software or applications may be installed without the pre-approval of the Chief Technology Officer.

- Sexually explicit material may not be accessed via the Internet. The display of any kind of sexually explicit image or document on any Southwestern College system is a violation of our policy on sexual harassment. In addition, sexually explicit material may not be archived, stored, distributed, edited, or recorded using our network or computing resources. Any SWC community member doing so will be subject to corrective action, up to and including termination or expulsion as applicable.
- Southwestern College's Internet facilities, or any computing resources, must not be used to violate the laws and regulations of the United States, or any other nation, or the laws and regulations of any state, city, province, or other local jurisdiction in any material way. Use of any Southwestern College resources for illegal activity is grounds for immediate dismissal.
- Additionally, Southwestern College will cooperate with any legitimate law enforcement activity.
- Southwestern College will comply with reasonable requests from law enforcement and regulatory agencies for logs, diaries, and available archives on any individual's Internet activities.
- Staff shall not place Southwestern College material (copyrighted software, internal business-related correspondence, etc.) on any publicly accessible Internet computer without prior permission from the Chief Technology Officer.
- The Internet does not guarantee the privacy and confidentiality of information. Sensitive material transferred over the Internet may be at risk of detection by a third-party. Staff must exercise caution and care when transferring such material in any form. Unless otherwise noted, all software on the Internet should be considered copyrighted work. Therefore, our SWC community is prohibited from downloading software and/or modifying any such files without permission from the copyright holder and the Chief Technology Officer.
- Any infringing activity by an SWC community member may have a serious impact on SWC. Therefore, Southwestern College may choose to hold the SWC community member liable for their actions.
- Any software or files downloaded via the Internet into the Southwestern College network become the property of Southwestern College.
- No SWC community member may use Southwestern College equipment to knowingly download or distribute pirated software, music or data.
- No SWC community member may use Southwestern College's Internet to deliberately propagate any virus, worm, Trojan horse, or trap door program code. SWC community members may not use Southwestern College Internet access to download entertainment software or games or to play games against opponents over the Internet.

Representation of the College in the Media and on the Internet

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

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

Storage and Retention of Communications

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

Licensed Software

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

Viruses

More damage to files may be caused by inappropriate corrective action than by the viruses themselves. If a College computer gets a virus, turn it off and leave it off, report it to the Chief Technology Officer immediately, who will then minimize the resulting impact at the earliest opportunity.

Computers and Computer Software Policy

It is the policy of Southwestern College to respect all computer software copyrights and to adhere to any and all terms of all software licenses to which Southwestern College is a party. Southwestern College users may not duplicate any licensed software or related documentation for use either on Southwestern College premises or elsewhere unless Southwestern College is expressly authorized to do so by agreement with the licensor and with the permission of the Chief Technology Officer. Unauthorized duplication of software may subject users and/or Southwestern College to both civil and criminal penalties under the United States Copyright Act. According to the US Copyright Act, illegal reproduction of software is subject to civil damages of as much as \$100,000 per title infringed, and criminal penalties, including fines of as much as \$250,000 per title infringed and imprisonment of up to five years.

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

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

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

Downloads

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

Data Protection

The Internet is public domain. At no time should any proprietary business information about Southwestern College be posted to the Internet or an e-mail recipient without first obtaining permission from the President or Executive Vice President.

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

Title IX

Southwestern College Title IX Policies and Procedures are based on the ATIXA 2022 model sexual harassment policies and procedures ©2022 ATIXA. Used with permission. **They are also issued in compliance with federal statutes and regulations, including 34 C.F.R. Section 106.45 (Grievance Process for formal complaints of sexual harassment).**

Southwestern College's TITLE IX POLICY covers concerns regarding SEXUAL/GENDER DISCRIMINATION, including but not limited to SEXUAL HARASSMENT, SEXUAL ASSAULT, DATING VIOLENCE, DOMESTIC VIOLENCE, STALKING, and RETALIATION.

Summary

In accordance with federal, state, and local civil rights law, Southwestern College ("Southwestern" or "SWC") does not discriminate in its employment practices or in its educational programs or activities on the basis of sex/gender as defined below. As required by those laws, SWC also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internally or externally. Reports of misconduct, questions regarding Title IX, and concerns about noncompliance should be directed to SWC's designated Title IX Coordinator. For a complete copy of federal statutes or regulations or for more information, please contact SWC Title IX Coordinator or the Assistant Secretary of Education within the federal [Office for Civil Rights \("OCR"\)](#).

Title IX Policy Statement

Southwestern College adheres to all applicable federal, state, and local civil rights laws prohibiting discrimination in employment and education. SWC does not discriminate in its admissions practices, in its employment practices, or in its educational programs or activities on the basis of sex, sexual orientation, or gender identity. As SWC is a recipient of federal financial assistance for education activities, SWC is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. In this context, sex and gender include all of the following: sexual identity, sex/gender stereotypes, gender identity, gender expression, sexual orientation, pregnancy, or parenting status.

SWC also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by SWC.

Any member of the campus community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, residential, or social access, opportunities, and/or benefits of any other member on the basis of sex is in violation of the SWC Title IX policy.

Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct). Reports can be made in person, by mail, by telephone, by video, or by email, using the contact information listed for the Title IX Coordinator (below). A report may be made to the Title IX Coordinator at any time (including during non-business hours) using any of these methods.

Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, please visit <https://www.swc.edu/title-ix/> or contact the Title IX Coordinator.

Individuals who believe they have experienced sex discrimination, harassment, and/or retaliation in violation of SWC policy should contact the following:

Dr. Virginia Padilla-Vigil, Title IX Coordinator

Southwestern College
3960 San Felipe Road
Santa Fe, NM 87507
Office Telephone: 505-467-6821
Cell phone: 505-692-8357
Email: vpvigil@swc.edu

A person may also file a complaint with any appropriate federal, state, or local agency within the time frame required by law. Depending upon the nature of the complaint, the appropriate agency may be the federal [Office for Civil Rights](#) (“OCR”) of the [U.S. Department of Education](#), or the New Mexico Department of Workforce Solutions, Human Rights Bureau. Up to date contact information for these agencies is available on-line, but includes the following:

New Mexico Department of Workforce Solutions Human Rights Bureau, 2600 Cerrillos Road, Santa Fe, New Mexico 87505 (505) 827-6838

Arizona, Colorado, New Mexico, Utah, Wyoming

Office for Civil Rights - Denver Office
U.S. Department of Education
Cesar E. Chavez Memorial Building
1244 Speer Boulevard, Suite 310
Denver, CO 80204-3582
Telephone: (303) 844-5695
Facsimile: (303) 844-4303
Email: OCR.Denver@ed.gov

Assistant Secretary for Civil Rights
Office for Civil Rights, National Headquarters
U.S. Department of Education

Lyndon Baines Johnson Dept. of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: [800-421-3481](tel:800-421-3481)
Fax: 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov

Within any resolution process related to this policy, SWC will provide reasonable accommodations to persons with disabilities and religious accommodations, provided that any request for accommodation is consistent with state and federal law.

Verification of Student Identity Policy

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.

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.

APPENDIX: GENERAL INFORMATION

Academic Calendars 2025-2030

2025-2026

FALL QUARTER 2025

Classes Begin Monday, September 22, 2025

Commencement, Saturday, November 8, 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

PhD Residency, March 26-29, 2026

Classes Begin Monday, March 30, 2026

Classes End Sunday, June 7, 2026

Summer Break June 8–21, 2026

SUMMER QUARTER 2026

TTL Residency, June 16-22, 2026

PhD Residency, June 18-21, 2026

Classes Begin Monday, June 22, 2026

Classes End Sunday, August 30, 2026

Fall Break August 31–September 20, 2026

2026-2027

FALL QUARTER 2026

PhD Residency, September 15-20, 2026

New Student Orientation, Sept. 17-18, 2026

Classes Begin Monday, September 21, 2026

Commencement, 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 2027

PhD Residency, March 25-28, 2027

Classes Begin Monday, March 29, 2027

Classes End Sunday, June 6, 2027

Summer Break June 7–20, 2027

SUMMER QUARTER 2027

TTL Residency I, June 15-21, 2027

PhD Residency, June 15-20, 2027

Classes Begin Monday, June 21, 2027

TTL Residency II, June 23-27, 2027

Classes End Sunday, August 29, 2027

Fall Break August 30–September 19, 2027

2027-2028

FALL QUARTER 2027

PhD Residency, September 14-19, 2027
MA New Student Orientation, Sept 16-17, 2027
Classes Begin Monday, September 20, 2027
Commencement, Saturday, November 6, 2027
Thanksgiving Break Nov 22-26, 2027
Classes End Sunday, December 5, 2027
Winter Break Dec. 6, 2027-Januray 9, 2028 (5 weeks)

WINTER QUARTER 2028

Classes Begin Monday, January 10, 2028
Classes End Sunday, March 19, 2028
Spring Break March 20-April 2, 2028

SPRING QUARTER 2028

Classes Begin Monday, April 3, 2028
Classes End Sunday, June 11, 2028
Summer Break June 12-25, 2028

SUMMER QUARTER 2028

TLL Residency I, June 20-26, 2028
PhD Residency, June 22-25, 2008
TLL Residency II, June 27-July 2, 2028
Classes Begin Monday, June 26, 2028
TLL Residency II, August 24-27, 2028
Classes End Sunday, September 3, 2028
Fall Break September 4-24, 2028

2028-2029

FALL QUARTER 2028

PhD Residency, September 12-17, 2028
MA New Student Orientation, TBA
Classes Begin Monday, September 18, 2028
Commencement, Saturday, November 4, 2028
Thanksgiving Break November 20-24, 2028
Classes End Sunday, December 3, 2028
Winter Break Dec. 4, 2028-Januray 7, 2029 (5 weeks)

WINTER QUARTER 2029

Classes Begin Monday, January 8, 2029
Classes End Sunday, March 18, 2029
Spring Break March 19-April 1, 2029

SPRING QUARTER 2029

PhD Residency, March 28-April 1, 2029
Classes Begin Monday, April 2, 2029
Classes End Sunday, June 10, 2029
Summer Break June 12-25, 2028

SUMMER QUARTER 2029

TLL Residency I, June 19-25, 2029
PhD Residency, June 21-24, 2029
TLL Residency II, June 26-July 1, 2029
Classes Begin Monday, June 25, 2029
Classes End Sunday, September 2, 2029
Fall Break September 4-24, 2028

2029-2030

FALL QUARTER 2029

PhD Residency, September 11-26, 2029

MA New Student Orientation, TBA

Classes Begin Monday, September 17, 2029

Commencement, Saturday, November 3, 2029

Thanksgiving Break November 19-23, 2029

Classes End Sunday, December 2, 2029

Winter Break Dec. 3, 2028-Januray 6, 2030

(5 weeks)

WINTER QUARTER 2030

Classes Begin Monday, January 7, 2030

Classes End Sunday, March 17, 2030

Spring Break March 18-31, 2030

SPRING QUARTER 2030

PhD Residency, March 28-31, 2030

Classes Begin Monday, April 1, 2030

Classes End Sunday, June 9, 2030

Summer Break June 10-23, 2030

SUMMER QUARTER 2030

TTLL Residency I, June 18-24, 2030

PhD Residency, June 20-23, 2030

TTLL Residency II, June 25-29, 2030

Classes Begin Monday, June 24, 2030

Classes End Sunday, September 1, 2030

Fall Break September 2-15, 2030

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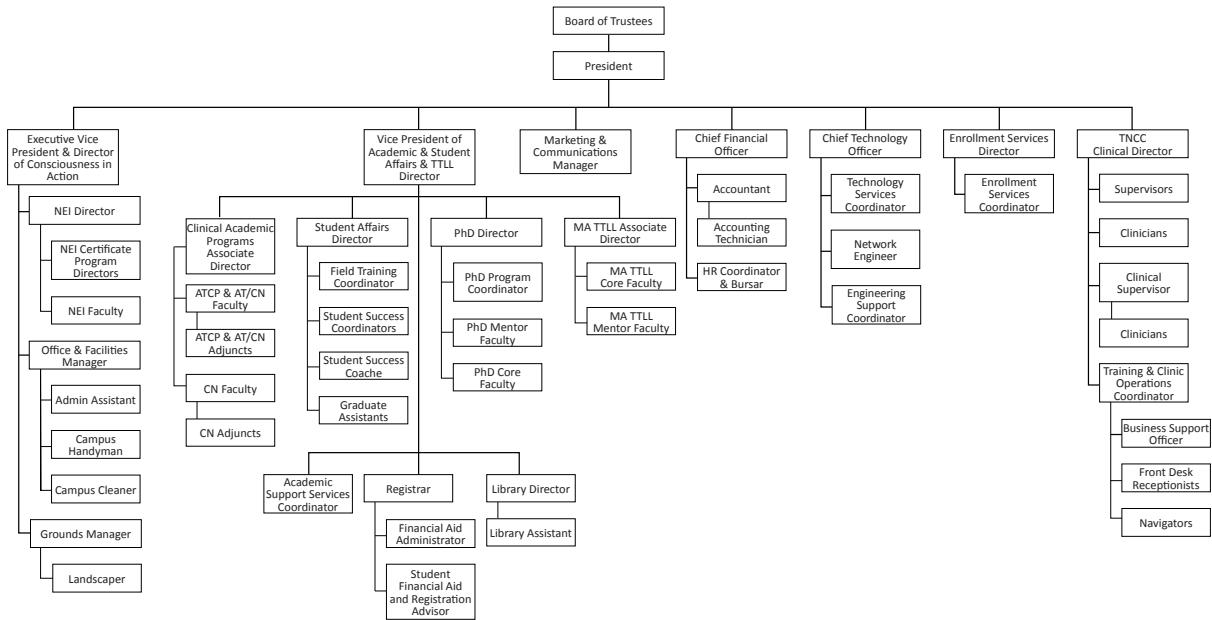
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SWC Organizational Chart

Southwestern College Organizational Chart



Revised December 2025

Course Catalog MA Clinical Programs

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.

One Elective of your choice from the New Earth Institute offerings

2 units

Elective can be taken at any time in a program.

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

Prerequisite: CN AT 542-4 Foundations: History and Theories of Counseling

This course provides an overview of the profession of art therapy with emphasis on the core theoretical frameworks that have shaped the foundation of the art therapy and counseling fields 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 clinical theoretical orientation 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, relational neuroscience, 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

Prerequisite: CN AT 500-3, Multicultural Awareness

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.

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 656-2 Practicum I and Lab: Helping Relationships 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 apply case conceptualization skills and utilize 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 in Art Therapy/Counseling* 4 units**

Prerequisite: AT/CN Practicum I and Lab

This course is a continuation of Practicum I. Students will continue to complete the total of 50 direct client contact hours required for Practicum I & II. At least 10 of those hours must be group facilitation. The remaining hours may be a combination of individual, family, and couples work. Students can complete group practicum hours at their chosen site or at another approved site in their community. 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, cultural, and theoretical perspectives and purposes of assessment procedures used in art therapy and counseling appraisal and evaluation. Students will practice administering counseling and art therapy assessment instruments through an ethical, cultural, and developmentally appropriate lens and will evaluate the validity and reliability of these tools. Treatment planning is an integral part of this course; students will understand the connection and the purposes of assessment in the role of treatment planning and treatment evaluation. 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-TR.

AT/CN 665-2 Addiction Assessment and Treatment in Art Therapy/Counseling **4.5 units**

Students will examine and apply emerging biopsychosocial and trauma-informed models that provide compassionate frameworks to create paths for assessment and treatment planning, to explore potential correlations with addiction, and to discern holistic and supportive treatment trajectories. Students will identify the connection between patterns developed in family systems and the possible formations of substance and process addictions as coping and mechanisms. In addition, students will consider environmental and cultural factors and will recognize possible personal and professional growth edges regarding addictions to increase the capacity for compassionate inquiry into addictive behavior within oneself and others.

AT/CN 696 Art Therapy/Counseling Internship I **4.5 units**

Prerequisite: Completion of all classes except electives and corequisites.

Art Therapy/Counseling Internship I is the first of a two-course supervised clinical internship sequence designed to support students' transition from advanced coursework into professional clinical practice. Students begin accruing required internship hours (a minimum of 300 direct and 300 indirect hours across the sequence) in an approved mental health setting while developing foundational clinical competence, professional identity, and reflective capacity.

Students participate in weekly group supervision using the El Duende model, engaging in creative inquiry to explore clinical work, personal and professional processes, relational dynamics, and ethical considerations. Emphasis is placed on integrating theory into practice, strengthening clinical presence, deepening self-awareness, and cultivating sustainable self-care practices.

The course includes a capstone component in which students begin to plan and design an arts-based project that integrates clinical learning, personal transformation, and emerging professional identity.

AT/CN 697 Art Therapy/Counseling Internship II **4.5 units**

Prerequisite: AT/CN 696 Art Therapy/Counseling Internship I

Art Therapy/Counseling Internship II is the second and culminating course in the supervised clinical internship sequence designed to support students' transition from advanced coursework into professional clinical practice. Students complete the remaining required direct and indirect internship hours (a minimum of 300 direct and 300 indirect hours across the sequence) in an approved mental health setting while developing foundational clinical competence, professional identity, and reflective capacity.

Through weekly group supervision using the El Duende model, students continue reflective and creative exploration of clinical practice, professional identity, interprofessional collaboration, and ethical responsibility. Emphasis is placed on readiness for entry-level professional practice, credentialing preparation, ethical decision-making, and sustaining reflective practice.

The course includes a capstone component in which students design and present an arts-based project that integrates clinical learning, personal transformation, and emerging professional identity.

One Elective of your choice from the New Earth Institute offerings **2 units**
Elective can be taken at any time in a program.

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; CN AT 522-2, Applied Theories of Human Development; and CN AT 530-3, Consciousness I: Cultivating the Healing Power of Presence

Hermeneutics is the interpretation and translation of a sacred text through a personal connection to divine source. In this course, the class becomes a dynamically creative laboratory where the sacred text of the self is revealed via heuristic inquiry and exploration of imaginal ways of knowing. Through this self-exploration, personal understanding of transformation and healing can be examined and defined as students engage in processes applicable to mental health counseling, art therapy, and regenerative leadership.

Students develop hermeneutic and therapeutic skills, including mindfulness, loving presence, empathy, radical acceptance, unconditional positive regard, compassionate inquiry, accurate mirroring, and relational attunement, as well as a culturally sustaining approach for working with archetypes, symbolism, metaphor, dreams, images and other imaginal 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 examine the essential and necessary components of transformation and healing that can then be carried into the ritual of daily life, personal and community action, in service to 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 575-2 Psychology of Altruism II: The Call to Serve **3 units**

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

This course builds on what students learned in Psychology of Altruism: Fundamentals of Helping Relationships about the essential need for loving selfcare as the foundation for other-care and how boundaries, unconscious interpersonal dynamics, and conditioned beliefs affect one's ability to be truly altruistic. In this class, students challenge their understanding of care as a dichotomy, typically described as selfcare versus other-care, by exploring and practicing undivided care grounded in our innate sociality as a species. Service and care are situated in systems theory contexts that encourage expanded consciousness, deeper sourcing, and more complex understandings and experiences of self and other as radically interconnected. Perspectives and tools for practicing regenerative care are introduced to nurture personal transformation, mutual empowerment, and opportunities for students to work with boundaries and limiting beliefs and behaviors. Strategies are provided to identify and work with contributors to and manifestations of burnout such as empathic distress fatigue, pathological altruism, secondary traumatic stress, compassion collapse, and care bypassing. Students

continue to develop their ability to set and be guided by conscious intentions and to strengthen their capacities of reflection, self-awareness, adaptability, and reflexivity along lines of communities of intersectionality. The class focuses on one's calling to be of service in one's community while simultaneously attending to multiple aspects of one's own wellbeing for greater equanimity, agency, and resilience. Students are required to fulfill twenty-eight (28) hours of practicum in community service with an average of four (4) hours per week over 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

Electives can be taken at any time in a program.

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 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 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 field of counseling. Students will examine their social location and life experiences which influence decision-making, boundaries, and advocacy work. 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, written work, group process, and experiential approaches. Students will leave the course with a foundational understanding of their professional identity grounded in ethical practice. This course is designed to align with CACREP standards (see course learning outcomes below).

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 696 Counseling Internship I **4.5 units**

Prerequisite: Completion of all classes except electives and corequisites.

Internship I provides an in-depth, supervised clinical experience that serves as the culminating practice component of the program. Over the course of internship I and II, students complete 300 direct client contact hours accompanied by weekly individual and group supervision, and 300 indirect hours that include documentation, supervision, training, and professional

development in support of their direct contact with clients. Students reflect on their personal and professional learning and growth, tracking their experience and impact through creative and reflective processes that serve as a springboard for weekly in class dialogue. As part of their internship experience, students design and begin to work on their culminating project, related to their internship experience.

CN 697 Counseling Internship II

4.5 units

Prerequisite: CN 696 Internship I

Internship II provides an in-depth supervised clinical experience in counseling that serves as the culminating practice component of the program. As a continuation of Internship I, students have selected an internship site where they complete a total of 300 direct client contact hours within a supervised clinical practice and 300 indirect hours that include documentation, supervision, training, and professional development in support of their direct contact with clients. Students reflect on their personal and professional learning and growth, tracking their experience and impact through creative and reflective processes that serve as a springboard for weekly in class dialogue. As part of their completion of Internship, students complete and present their culminating project related to their internship experience.

Four Electives of your choice from the New Earth Institute offerings (2 units each)

8 units

Electives can be taken at any time in a program.

CORE CURRICULUM (ART THERAPY/COUNSELING AND COUNSELING)

Students in both AT/CN and CN 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; CN AT 522-2, Applied Theories of Human Development; and CN AT 530-3, Consciousness I: Cultivating the Healing Power of Presence

Hermeneutics is the interpretation and translation of a sacred text through a personal connection to divine source. In this course, the class becomes a dynamically creative laboratory where the sacred text of the self is revealed via heuristic inquiry and exploration of imaginal ways of knowing. Through this self-exploration, personal understanding of transformation and healing can be examined and defined as students engage in processes applicable to mental health counseling, art therapy, and regenerative leadership.

Students develop hermeneutic and therapeutic skills, including mindfulness, loving presence, empathy, radical acceptance, unconditional positive regard, compassionate inquiry, accurate mirroring, and relational attunement, as well as a culturally sustaining approach for working with archetypes, symbolism, metaphor, dreams, images and other imaginal 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 examine the essential and necessary components of transformation and healing that can then be carried into the ritual of daily life, personal and community action, in service to 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 Foundations: History and Theories of Counseling

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

Prerequisite: CN AT 542-4 Foundations: History and Theories of Counseling

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 674 Helping Relationships: Integrated Counseling Skills **4.5 units**

This course serves as a supportive learning space for students to deepen microskills and techniques through multiple delivery modes. This course offers additional opportunities for peer and instructor feedback while furthering practical applications that follow the trajectory of treatment through a culturally responsive lens. Students will continue to integrate concepts, skills, and dispositions to create a therapeutic alliance that supports clients' exploration, understanding, and efficacious action. Students will apply clinical skills required for completing suicide risk assessment and crisis intervention related to substance use, domestic violence, and other client safety concerns. Additionally, students will consider the context of trauma stewardship, working to care for themselves as they care for others.

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.

CONCENTRATION COURSES

SCN 500 Foundations of School Counseling **4.5 units**

This course examines the history of the school counseling profession and the changing roles of school counselors in the 21st century. Other topics include the ASCA National Model and its application to school counseling; assessment and accountability; ethical, legal, and professional issues; culturally competent school counseling; and leadership and advocacy. Emphasis is placed on transformational thinking and practice within a social justice framework.

SCN 600 Comprehensive School Counseling Program Development & Evaluation **4.5 units**

This course provides the knowledge, skills, and understandings that school counselors need to develop, organize, and manage a comprehensive school counseling program. Resources and strategies for managing an effective program, demonstrating efficacy, and adhering to ethical practices are provided.

TCC 500 Trauma 1: Introduction to Trauma and Crisis Counseling **3 units**

Prerequisites: AT/CN 665-2 Addiction Assessment & Treatment in ATCN; CN AT 542-4 Foundations: History and Theories of Counseling; CN 565-3 Addiction Assessment & Treatment in Counseling; CN AT 581-5 Psychopathology: Diagnosis and Treatment of Mental and

Emotional Disorders.

Students will examine the impact of crisis and/or critical incidents and the potential neurobiological responses while obtaining skills and practicing techniques for assessing and intervening in specific crisis situations including suicide assessment and prevention. Students will explore multidisciplinary responses to crises, emergencies, and disasters. Cognitive, affective, behavioral, and neurological effects associated with trauma will be introduced; brief interventions to address stress responses will be addressed. This course serves as an introduction and prerequisite to Trauma 2: Experiential Approaches to Trauma Treatment.

TCC 600 Trauma 2: Experiential Approaches to Trauma Treatment **3 units**

Students will examine the impact of complex trauma and associated neurobiological responses including the impact of traumatic experience on development, memory, learning, attachment, social skills, relationship, and intimacy. Students will explore experiential and somatic methods for assessing and treating cumulative trauma. Cognitive, affective, behavioral, and neurological effects associated with trauma will be introduced; brief, intermediate, and long-term approaches as well as assessment strategies will be introduced within cultural and developmental frameworks. Methods of self-care to address compassion fatigue and vicarious traumatization will also be a central focus of this course.

TEC 500 Restoring Roots of Wholeness: Ecotherapy and the Renewal of Psyche and Planet

3 units

This course reimagines psychopathology as more than an individual phenomenon, viewing it instead as a reflection of collective rupture and disconnection from the Earth, ancestral healing traditions, and the more-than-human world. It invites students to engage in a paradigm shift toward a regenerative, Earth-centered understanding of healing and human wholeness.

Drawing from ecotherapy, transpersonal psychology, terrapsychology, and contemplative and Indigenous wisdom traditions, the course explores how ecological degradation mirrors psychological suffering and how the loss of relationship with nature contributes to both personal and cultural trauma. Students examine how restoring this relationship can nurture balance, resilience, and collective renewal.

Through experiential learning, reflection, and applied practice, students develop the capacity to integrate nature-based approaches into counseling, community, and clinical settings. Healing is approached as a reciprocal process, reweaving connection among self, community, and the living world. Ecotherapy is thus presented not as a technique, but as a transformative orientation recognizing that the health of people and the health of the planet are inseparable.

TEC 600 Rewilding the Psyche: Cultivating Reciprocity and Regeneration

3 units

This course explores regenerative ecopsychology—an emerging field that emphasizes healing through the active renewal of our relationship with the Earth. Rather than focusing solely on disconnection or harm, regenerative ecopsychology centers on restoration, resilience, and

reciprocal thriving between humans and the natural world. It views psychological well-being as inseparable from ecological health and invites practices that cultivate both personal and planetary flourishing.

Students will examine how the loss of connection with nature, community, and ancestral wisdom contributes to psychological suffering, and how restoring this relationship fosters balance and renewal. Drawing from transpersonal psychology, terrapsychology, Indigenous wisdom, and ecological science, the course integrates theory with direct experience.

Through nature-based practices, such as contemplative time outdoors, forest immersion, horticultural and animal-assisted therapies, and ecological stewardship, students deepen embodied connection with the living world. Ethical considerations, including land acknowledgment and cultural respect, are woven throughout. This course supports students in developing a regenerative orientation to counseling, community work, and ecological healing that honors the mutual well-being of self and Earth.

Course Catalog MA in Transformational Teaching, Learning, and Leadership Program

MA TTLL 500 Residency 1: The Invitation

2 units

Residency I is the first of three residencies held in and around Santa Fe, New Mexico of the MA in Transformational Teaching, Learning, and Leadership (MA TTLL) Program. Designed to acquaint you with the experiential nature of learning aligned with Southwestern College's teaching philosophy, this 5-day residency will initiate you into the MA program to begin your transformational journey. During this residency, program leadership will introduce you to SWC staff and faculty, the scope of the MA TTLL program, the program learning outcomes, and your faculty mentors. Through workshop sessions and healing circles, and while immersed in cultural experiences, you will learn practices to deepen your awareness of self and your impact on others while building meaningful partnerships with your Southwestern College (SWC) community of advisors, mentors, and student-peers. During the residency, you will also delve into the meaning of altruism, and you will be invited to cultivate awareness around how your conditioned thoughts, attitudes, and behaviors can impact self-care. Additionally, you will be encouraged to promote and engage in practices for greater health and well-being and to cultivate self-love and compassion. Pre-residency and during residency readings and assignments are required.

MA TTLL 510 Transformational Learning: Journey Inward

4 units

Robert Waterman, founder of Southwestern College, defines the concept of transformation as that which "changes the human personality, resulting in increased health, well-being, and joy." It involves a deep and meaningful shift in thought and perspective beyond acquiring rudimentary information and skills. At its core, transformation fundamentally changes how the individual understands oneself and the world. The course is designed to help you develop a

foundational understanding of essential concepts, theories, and practical skills used to transform the self in the service of others. The course facilitates personal transformation through intentional awareness and conscious reflection, using one's experiences as a conduit for learning. It serves as the cornerstone for transformational teaching and leadership.

MA TTLL 520 Entering the Imaginal World: Using the Expressive Arts to Expand Self-Awareness **4 units**

In this course, methods of creative processes and practices will be explored as vehicles towards personal understanding of transformation and healing. You will gain exposure to expressive arts modalities such as poetry, visual art, movement, music, sound, meditation, and storytelling. You will deepen their connection to your own essential nature and purpose by developing skills for working with archetypes, symbolism, metaphor, and dreams. Through your work with others, you will learn to track energetic cues and develop reflective listening techniques to broaden your capacity to be healing forces in service professions. By opening doors to imaginal realms that awaken personal and collective insight, awareness and understanding, you will apply their learnings to the ritual of daily life, professional and community action, adaptive change, and to cultivate the emerging seeds of your Passion Project. This approach pushes 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 your connection to the intangible mystery of life, as a driving force of human connectivity and hope

MA TTLL 505 Reflective Inquiry 1: Cultivating Presence **4 units**

This course supports you in deepening your awareness of self as a cultural being and focuses on the embodiment of presence as a transformational intra- and interpersonal skill. You will build on the resources of self-acceptance, self-love, and self-care introduced in Residency 1 to cultivate presence and inner resilience. You will 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 you. Through various experiential activities, dialogue, and personal reflection, you will begin to develop and apply practices that are foundational to cultivating presence as a path for meaning-making and tapping your inner wisdom so that you may ground yourself in your core values and deepest intentions.

MA TTLL 550 Reflective Inquiry II: Applied Reflective Techniques in the Teaching Practice **4 units**

In order to elevate teaching skills, this course will require students to cultivate self-reflective practices by incorporating reflective techniques into the teaching practice. In doing so, students will transcend beyond reflecting on the self to reflecting on the practice to deepen their relationship with their students and to perceive and value their students' experiences. This metacognitive and meta-reflective capacity will enhance their professional skills, enabling them to deeply cultivate their authentic teaching voices and teacher wisdom. Additionally, going beyond self-reflection to understand their students' experiences assists the teacher in creating

a responsive, student-centered, flexible, and innovative classroom. Reflective inquiry supports transformative teachers who create classroom cultures that nurture positive community building, engaging academics, and responsive teaching. This course utilizes the feedback lenses of self, students, and colleagues to extend the reflective practice into systemic methods for making informed decisions.

MA TTLL 530 Educational Research

4 units

This course in educational research is designed to help students comprehend the significance of educational research, familiarizing them with creative research methods that can be leveraged to support transformation in education and other caring professions. Decolonizing educational research will frame the exploration of the various research methods. Students will conduct research and write a literature review to inform the direction of their Passion Project and will identify a mentor who has expertise related to the focus of the passion project. Students will develop the skills to understand, analyze, synthesize, and critically evaluate educational research through the transformational lens of the student's MA TTLL Passion Project. Prerequisite MA TTLL 520 Entering the Imaginal World: Using the Expressive Arts to Expand Self Awareness.

MA TTLL 580 Transformational Teaching: Crossing the Threshold

4 units

We live in an era marked by rapid changes in society and the need for critical shifts in how we approach teaching and learning. We are called to question whether our teaching is in alignment with our philosophy, core values, and deepest intentions in fulfilling the critical needs of the diverse communities we serve. This course is designed to explore transformational teaching principles to support you in reimagining your practice as you navigate significant societal and educational shifts and strive to cultivate an educational system that is empowering, liberating, and responsive. The course will highlight the power of transformational teaching practices in removing barriers to learning and closing the opportunity gap.

MA TTLL 540 Navigating Educational Systems: History of Education

4 units

This course explores the history of American Education from the 17th Century to the present to develop an informed understanding of the correlation between past and current social issues and public educational institutions' practices and policies. Students will be provided with an informed understanding of how historical events and societal changes continuously shape the educational landscape. The course will explore key influences in educational philosophy and significant milestones that have shaped the past and current landscape of the educational system. Students will also examine how past and present social issues have shaped current trends and challenges in education. Grounding ourselves in the past provides us with the awareness to navigate the current educational system.

MA TTLL 600 Residency 2: The Adventure

1 unit

Residency 2 is the second of the three-part residencies in the program. This four-day residency invites you back to the inspiring surroundings of Santa Fe, guiding you deeper into your journey and the teaching realm of the program. Centering around the inner world of purposefully and

intentionally working in your field to design responsive solutions to the challenges and barriers in your work, this residency encourages and supports you with bringing your Passion Project forth from the imaginal realm into the tangible realm of creation. Through immersive cultural experiences and collaborative sessions, you will refine your project vision and begin taking the concrete steps of bringing your proposed project towards realization while considering the lived contexts of those you lead and serve. Prerequisite MA TTLL 530 Educational Research.

MA TTLL 560 Culturally Responsive, Sustaining, and Revitalizing Teaching **4 units**

The course will explore how culture impacts teaching and learning. Ethnicity, race, socio-economic status, gender, gender identity, sexual orientation, language, family, and their influence on teaching and learning will be explored. Research, theory, and strategies related to teaching to and through the strengths of diverse student populations are central to the course's curriculum. Throughout this course, students are invited to reimagine their views on teaching students from diverse backgrounds by deliberately and intentionally embedding students' identity, culture, and language at the center of the teaching and learning process.

MA TTLL 570 Navigating Educational Systems: An Ecological Systems Approach to Transform Education **4 units**

Because schools are complex social and political organizations, this course examines the interconnectedness and interdependence of people, events, experiences, and relationships within these learning environments. It invites students to consider an ecological systems approach to teaching and leading. It supports students in creating a teaching and leadership environment through empowerment, collaboration, and communication for and with all stakeholders throughout the organization's life cycle. By applying an ecological system thinking approach, students increase awareness of decisions made, hone reflective practices, and shift intentions toward a holistic ecological approach. This has the potential of increasing stakeholder investment, taking into account all aspects of the system rather than a compartmentalized view of teaching and leading.

MA TTLL 590 Curriculum Development & Assessment: Designing Transformational Educational Experiences **4 units**

This class focuses on designing transformational learning experiences for students. We will explore holistic, personalized, and innovative approaches to curriculum development and assessment as a foundation for designing curricula that honor students' contexts and cultural ways of learning, knowing, and being. Thus, ensuring a deeper and more personal learning experience for students. Learning theories and approaches to curriculum design including Understanding by Design and Universal Design for Learning will be explored through a cultural and trauma informed lens.

MA TTLL 610 Reflective Inquiry III: Roots and Shifts through Critical Reflection and Action **4 units**

This course is a continuation of your introspective journey of self-awareness through reflection and inquiry. The course focuses on the role of unlearning old ways of thinking and acting by

considering past actions as a tool for self and school improvement in a leadership role. While inquiring and reflecting on your leadership identity and impact, you will explore who you are as a leader, what you bring to the role, your intentions and influence, and how your actions impact students, staff, colleagues, families, and the community you serve. Additionally, you will explore what it means to be a culturally responsive and culturally sustaining leader in education.

MA TLL 630 Passion Project I: Planning

4 units

Passion Project I is the first installment of three Passion Project courses in the MA in Transformational Teaching, Learning, and Leadership program. Designed to turn your passion into an impactful project, you will focus on the initial planning stages of the Passion Project development. Planning the project will involve designing a change initiative, within your current professional context, clearly articulating the scope of the project and developing the timelines, goals, action steps, and resource allocations. Your Passion Project Mentor will support and guide you in developing your project. Prerequisite for this course is Residency 2 (MA TLL 600).

MA TLL 620 Partnership and Collaboration

4 units

Partnerships are an essential pillar for cultivating human potential. Through the collaborative partnership process, diverse skills and points of view are brought together to enhance creativity and innovation in the “recognition that the purpose of learning is to gain wisdom towards the betterment of the lives of those with whom we are connected” (Chavez & Longerbeam, 2016). In the educational setting, partnerships are necessary for creating a dynamic and enhanced learning environment rich with resource sharing, stakeholder involvement, and cultural exchange and appreciation. Such partnerships lead to robust educational experiences, better learning outcomes, and holistic well-being. In this course, students will explore ways to authentically engage internal and external stakeholders within learning organizations to support transformation that is liberating and considerate of the diverse contexts of people, their communities, and the meaning they attribute to their own lived experiences. Students will explore ways to leverage partnerships to design creative and thoughtful responses to barriers and challenges within their unique contexts.

MA TLL 660 Passion Project II: Manifestation & Implementation

4 units

Passion Project II is the second of three Passion Project Courses in the MA in Transformational Teaching, Learning, and Leadership program. The course is designed to bring your innovative Passion Project from conceptualization to manifestation. You will finalize your Passion Project plan and begin the phase of implementation. The course assessment methods will include regular project updates and timeline reviews with your Passion Project Mentor. Prerequisite for this course is Passion Project I. Prerequisite MA TLL 630 Passion Project 1.

MA TLL 640 Transformational Leadership: Leading within Your Sphere of Influence

4 units

This course bridges the learning and teaching realms of the program to the leadership realm. It is designed to support transformational leaders in moving beyond managing and maintaining the educational needs of the system to applying transformational leadership practices that

have the potential to improve outcomes, foster creativity, and bring about positive shifts. You will learn ways to inspire and motivate others to engage in transformational work while considering the needs and perspectives of all beings within the system. Transformational leadership strategies that work within your sphere of influence and honor the collective wisdom and voice of your community will be the focus of exploration.

MA TTLL 680 Passion Project III: Culmination

3 units

Passion Project III is the final passion project course in the 3-part series and represents the culmination of your passion project learning experience in the MA TTLL program. It provides you with the opportunity to gather findings and data to showcase your passion in action in the world. Guidance and support will be provided by your passion project mentor. During this phase of your project, you will gather and analyze data regarding the project's outcomes and the impact of your work. You will reflect on valuable insights gained by designing your Residency 3 Passion Project presentation. Your presentation will communicate your analysis of the data, lessons learned, assessment of project success based on outcomes specified in the proposal, and your ideas for refinement to continue the implementation of your project in the world. Prerequisite for this course is MA TTLL 660 Passion Project II.

MA TTLL 690 Residency 3: The Return

1 unit

Residency 3 represents the final steps toward the culmination of your journey in the MA TTLL program. This three-day summer residency provides a supportive environment designed to highlight your passion project and celebrate your unique transformational journey. You will share your presentation, communicating analysis of the data, lessons learned, assessment of project success based on outcomes specified in the proposal, and your ideas for refinement to continue the implementation of your project in the world. A recognition ceremony will be held with an invitation to return to Southwestern College for a formal commencement ceremony in November. Mutual listening, learning, and lending supports an emergent network of shared insights, future connections, and possibilities.

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VPRL 600 Residency 1: Seeking

1 unit

The initial residency, Seeking, brings students together in the fall of the first year for six days. It includes a bioregional, land-based experience in rural New Mexico in order to experience the land as presence and begin the exploration of visionary practices. This residency launches students into fall coursework and introduces them to Core Faculty and Faculty Mentors. Residency sessions will provide an in-depth introduction to Program Learning Outcomes and the arc of the doctoral journey. An orientation to academic advising, student and career services, course technology, library services, financial aid, the business office, and other campus resources will be provided. Assigned readings will be discussed. Students will prepare and present preliminary material on their intended regenerative visionary project and its connection to their dissertation focus. Students will be engaged in giving each other meaningful feedback. They will explore what “breaks their hearts” and what they are intending to mend or

repair – both within themselves and in the world. Students will meet with faculty and be matched with a Faculty Mentor. All assignments pre-residency, during residency, and post-residency are required.

VPRL 610-2 Embodied Cosmology for Inquiry

3 units

Embodied cosmology is an integrative approach to understanding the universe that bridges somatic experience with cosmic awareness, emphasizing the interconnectedness between our bodily existence and the larger cosmos. Embodied cosmology recognizes that we do not just observe the universe from the outside – we are the universe becoming conscious of itself through our felt sense, inner knowing, lived experience, and regenerative designs. This course adds the lens of inquiry as a process and practice to aid in identifying how our own positionality and interests intersect with the world’s calling. Contemplative practices such as meditation, movement, and somatic inquiry will be used to amplify our conscious awareness. We source the cosmological in wellspring metaphors and frames from multiple living wisdom traditions. Transformative research from the embodied cosmology perspective includes an understanding that the researcher is part of what they study, that multiple ways of knowing are valuable, and that a systems approach is vital to the inquiry process. This course will delve deeply into the work of exemplar inquirers who are regenerative leaders and visionary practitioners. This adventure fleshes out how cosmology influences which areas of study, paradigm, and methodology are embraced and expressed. We will emphasize inquirers who combine more than one paradigm, adopting a transdisciplinary approach to their areas of study. We will welcome the messy, the indeterminate, the complex, and the provisional to open up spaces that Western scientific positivism has precluded. This leads to a deeper understanding of what questions are life-giving and how to develop one’s own personal, evolving cosmology. Our own embodied cosmology can continue to provide a key lens for exploration of and research about visionary practices and regenerative leadership.

VPRL 620 The Phenomenology of Visionary Practice and The Call to Serve

3 units

Throughout history and across cultures, powerful dreamers, mystics, and visionaries who communicate their vision and inspire action have contributed significantly to art, culture, science, religion, politics, etc., for visioning is archetypal; an innate activity of consciousness that is intentional, relational, integrative, regenerative, creative, and mysterious. Through visionary practices, we engage with the transpersonal realm to bring to conscious awareness and initial expression each student’s vision-seed as an inherent, generative, and mytho-archetypal manifestation of their embodied values. The vision-seed expresses the individual’s unique essence and calling. Fundamental to one’s vision-seed is service within a greater whole guided by ethics of transpersonal love, discernment, reciprocity, and compassion. We experience the sourcing of this altruism, which is beyond ego or role, through myth and nature with attention to the principle of relatedness and values of regeneration. Turning towards wound, loss, reactivity, and other challenges as meaningful, we develop capacities of courage, humility, compassion, forgiveness, resilience, and a deeply embodied experience of inner/outer meaning, interconnection, and sympoiesis. This course is designed as an invitation to greater

connection or calling that can lead to renewed purpose and new ways of being, doing, and knowing. It is an experiential, exploratory opportunity for direct engagement with the phenomenology of visionary practice.

VPRL 630 Traditions of Native American Thought: New Minds and New Worlds **3 units**

This course will explore selected topics, issues, and processes related to traditions of Native American thought. Lecture, book analysis and discussion followed by reflective writing and individual presentation will form the foundation for this exploration. Special emphasis will be placed on creating a grounded philosophical understanding of Native American traditions of thought upon which students may draw upon as they apply their knowledge of Native American thought in their future educational and professional work. The thematic areas which will be used to guide our exploration as they relate to Native American thought include: telling a special story, the creative and story-based nature of Native thought; the philosophical paradigms inherent in Native thought; traditions of thought as represented in Native American expressions of community; the expressions of Native thought through traditional orientations to plants; the expressions of Native thought through myth and relationship to animals; the expressions of Native thought as expressed in relationship to place and community; exploration of the guiding paradigm of “thinking the highest thought;” exploration of the representations of Native thought inherent in traditional forms of Native education and; transformative perspectives for the future of Native thought in creating “new minds and new worlds.”

VPRL 640 Regenerative Leadership **3 units**

This course prepares the regenerative leader to critically and creatively perceive the opportunities for transformation within the threat multipliers of the current socio-ecological, systems-scale crises. As a counterpoint to contemporary degenerative and extractive economies and cultures, and the ecological and viral dangers they are generating, the course cultivates learning and leadership inspired by the 4 Ds (diagnosis, dream, design, and delivery) within systems thinking and regenerative approaches. This exploration spans multiple scales, including the personal biofield, ecological and economic households, as well as the bioregional and biospheric, and universal forces and energies. Learners gain literacy in key challenges, fields, and frames to engage in wild imagination and regenerative leadership, including across materialities, systems, and sites of regeneration such as bodies, economies, carbon, soil, food, fiber, waterways, learning, and design. Students learn from lead practitioners and leading-edge research, collaborating in teams to critically evaluate and utilize complex datasets while applying integrated social-ecological regenerative design. Concepts such as draw-down, uplift, and the pluriverse offer regenerative reframes to inspire the students’ emergent ideas. Students explore their own voice and unique offering along several of Scharmer’s dimensions, to upgrade: a) our learning infrastructures toward whole-person and whole-systems learning; b) our democratic infrastructures by making them more direct, distributed, and dialogic; and c) our economic infrastructures toward shifting from “ego-system” to “eco-system” awareness. We collaborate to free up fresh frames and unfreeze mind, heart, and will for the important work the world is birthing in us.

VPRL 651-2 Self-Directed Study and Scholarly Expression I: Writing and Citing

3 units

This one-unit portion of the Self-Directed Study Course supports knowledge, practice, and application of scholarly writing and APA 7 style for doctoral students. Through readings, practice, and dialogue with the instructor and each other, students will refamiliarize with structural, stylistic, and tonal elements of writing within an academic context and conceptualize and carry out a plan for applying those elements to a written component of the self-directed study, with which they will be simultaneously engaged. Students will explore tools and strategies for bridging the processes of undertaking and experiencing the SDS and completing a written expression of the same, which fulfills expectations of scholarly work while preserving the spirit and quality of the SDS experiential.

VPRL 660 Introduction to Research Methods: Pathways of Insight

3 units

Transformative journeys begin with transformative questions. This course prepares the doctoral researcher to engage in exploring and designing transformative inquiry and a personally resonant insight-path characterized by vigor, vibrance, ethics, the deep imagination, and relevance. This class marks the researcher-inquirer as engaging in transformative and disruptive paradigms. The inquirer is characterized as an active, co-creative agent of revelation and change, deeply sensing meaning and the subtle dimensions of the transformative processes concurrent at multiple scales in and through the researcher-inquirer, the sensing Earth, living biocultural communities, and the universe in becoming. Students engage with ten possible paths of inquiry to clarify their positionality, sources of insight, and deep curiosities. Inquirers explore how others have journeyed with deep questions to innovative vibrant action, across methods and creative means. They gain familiarity with different methods and designs while initiating and cultivating a systems-informed, multi-scale, and multi-modal journaling and reflection process. Students support each other through collaborative inquiry, to clarify their own centering questions, to engage with the numinous, and to seek out relevant bodies and exemplars of innovation. The students generatively co-design catalytic creativity processes and discussion seeds to nurture mutual learning and engagement. Ethics, social and environmental justice, and Indigenous knowledge approaches are threaded throughout the learning. The course culminates in synthesis presentations and papers that deepen pathways of and collective intelligence.

VPRL 670 Roots and Streams: Finding Your Voice, Clarifying Your Vision, Mapping Your Influences

3 units

In this course, students will explore coming into voice as they seek to further clarify their vision. They will describe the major influences and perspectives that undergird their work by exploring the question: “Whose shoulders do I stand on?” By identifying the thinkers, writers, artists, activists, doers, and dreamers who inspire and inform them, regenerative visionary students will map the roots and grounding theories that have shaped them and their viewpoint. They will anchor and apply concepts such as positionality, reflexivity, lenses, theoretical and conceptual frameworks as well as constructs, worldviews, and paradigms. Importantly, students will gain aptitude for finding, curating, analyzing, and synthesizing scholarly resources and literature. Through writing, learners will find patterns and themes amongst their chosen literature. Students reflect on other’s points of view and develop argumentation skills and practice the

ability to cite and format in the most current APA style while developing their review of the literatures. They will practice telling the story of their connected informing literatures in a transdisciplinary way. They will learn to be in conversation with other contributors in their field and begin to envision their Wisdom Council while weaving resource literature together into a strong, draft literature review. By exploring the question: “What kind of ancestor do I want to be?” and clarifying what streams of regeneration they are contributing toward, students imagine their legacy. Using arts-based and visionary approaches, alongside their literature review as a scholarly document, students creatively and critically express the next phase of the doctoral journey. This course provides an opportunity to further refine and communicate students’ doctoral projects and the direction of their dissertations as they more accurately define their purposes and express their hopes for what they are seeking to accomplish.

VPRL 681-2 Self-Directed Study and Scholarly Expression II: Writing and Citing

3 units

This one-unit portion of the Self-Directed Study Course supports knowledge, practice, and application of scholarly writing and APA 7 style for doctoral students. Through readings, practice, and opportunities for engagement with instructor and peer feedback on drafts, students will engage with structural, stylistic, and tonal elements of writing within an academic context and conceptualize and carry out a plan for applying those elements to a written component of the self-directed study, with which they will be simultaneously engaged. Students will apply concepts and tools from the readings, practice, and feedback to their SDS writing independently, with direct support from the instructor upon request and work toward completing a written expression of the SDS, which fulfills expectations of scholarly work while preserving the spirit and quality of the SDS experiential.

VPRL 700 Residency II: Gathering & Grounding

1 unit

This four-day immersive on-ground experience frames the start of the second phase of study for doctoral students as they move from initiates to designers. The second residency marks a significant transition, concluding their course of divergent study and converging on their regenerative visionary project and dissertation focus. During this residency, students will identify strengths as well as gather skills and insights to support their dissertation proposal and field work/research design. They will envision their Wisdom Council and map the doctoral pathway ahead. We review the Program Learning Outcomes, and students identify what they need to investigate in more depth. Immersive field experiences with plant gathering and fabric dyeing as well as guided encounters help develop clarity in embodied practices drawing from and expressing densely saturated fields of meaning. Gathering, clarifying, distilling, consolidation, and deepening are hallmarks of the second residency. Students share and receive feedback and support on their emerging project vision and design while gaining greater knowledge and capacity to express their ideas.

VPRL 710 Ethics: Embodied Social Justice for Vision and Regeneration

3 units

This course includes an analysis of historical and contemporary ethical frameworks. Students will explore their inherent biases, the role of regenerative leadership in developing and maintaining ethical frameworks, and the strategies that link ethical practice to visionary

principles of community and planetary justice and care. This seminar will encourage learners to explore, critique, develop, and embody their own ethical frameworks through a series of readings, reflections, and exercises. In addition to the readings put forth by the instructor, the participants will introduce materials that interest and/or trouble them. These will provide insight into the intersection of ethics and our current and future commitments to work, to each other, and to the Earth. Remembrance, regeneration, and restoration themes are explored through analysis and generation of creative counternarratives. Grappling with and healing patterns of interpersonal drama, marginalization, and intergenerational trauma nurtures relational ethics. Students research and take inspiration from contemporary examples of reparative and emergent strategies. Students will design reparations projects to achieve ethical, visionary, and just practices.

VPRL 720 Advanced Research Methods: Regenerative Inquiry **3 units**

The world is calling for regeneration. Inquiry shaped by regenerative design and imaginal emergence involves deep shifts toward ways of being and knowing that honor care, complexity, collaboration, adaptation, interdependence, resilience, and systems actualizing for life-giving design and transformation. In this course, students deepen their sense of place and elaborate collective vocation. They identify potentials to iteratively design for systemic flourishing. Bridging from theory to embodied practice, students engage in advanced research methods through the lens of becoming regenerative designers, practitioners, and leaders. Students gain skills in accessing the matrix of deep imagination to translate their dreams and vision sprouts into plans for inquiry, while grappling with and becoming certified in research ethics. Learners also apply principles of respect, relationship, representation, relevance, responsibility, and reciprocity from Indigenous methodologies to develop their emerging ethical research designs. Practical skills in regenerative leadership and facilitation of biomimicry-inspired innovation support methodological clarity. Actively utilizing regenerative design processes plus methodology-specific resources moves students from sketches and précis to briefings and proposals regarding the methods of their emerging doctoral project focus.

VPRL 731 The Vessel: Exploring Historicity, Lineage, and Legacy **1 unit**

To be in ceremony is to belong, to appropriately apply our gifts and training with the understanding that our work is rooted in healing. This course marks a threshold between the core courses and the start of dissertation design. Students synthesize a conceptual essay to harvest achievements and transformations thus far and pivot in creative courage toward the work ahead. Students grapple with clarifying the streams of their own lineages and contexts, and what legacies their regenerative visionary projects can contribute toward. This course engages students to apply Anzaldúan nepantla theory as they explore historicity, lineage, and legacy topics to nurture their upcoming dissertation research. Nepantla theory enables visionary scholar-activists to move between thresholds, to hold space in paradox, sustaining a both/and approach to emergent meaning-making. Students apply nepantla theory to curate a way of being that diverges then converges, going out into sources of support and then coming back to synthesize meaning. Nepantlera students are able to fiercely navigate wastelands and spaces-between with transdisciplinary and trans-species grace and embodiment. Traversing

borderlands with critical and creative capacities, students will design and build dynamic Legacy Vessels with Scrolls, representing written and artistic distillations and symbols of their evolving sense of belonging, contribution, and legacy. The class culminates in the students sharing their creations with their supportive community, rippling out into the world as they proceed into their dissertation research and writing process.

VPRL 770 Regenerative Visionary Project I: Planning

3 units

In this course, students draw together the strands of their vision, interests, informing literatures, and methods to propose a project in the field of experience. The regenerative visionary project represents the fieldwork and data collection for the dissertation. Therefore, the IRB requirement must be satisfied in order to move ahead with the visionary project. The concurrent course in revising the dissertation proposal satisfies the IRB requirement and prepares the student for the fieldwork described in this course's proposal. The student works with their Wisdom Council and the community with which they plan to engage to design, detail, and revise their regenerative visionary project proposal. This proposal will overview the project, include information about site or partner logistics, goals and methods, and means of encounter and engagement of the regenerative visionary project. The student artfully considers what information, data, investigations, curiosities, conversations, and recordings might help shed insight and support exploring the effectiveness of the project. Students demonstrate project management skills by producing a detailed timeline and budget as part of their project proposal. In this course, students undertake a revision cycle of their regenerative visionary project proposal with a major milestone after the quarter's midpoint, to integrate feedback from their Wisdom Council and any site teams in their emerging work.

VPRL 780 Regenerative Visionary Project II: Action

6 units

As a fruit of mindful design and supported articulation, the journey of the visionary and regenerative leader in the Southwestern program culminates in the realization of the visionary project. In this quarter, the student leads their regenerative visionary project enacted in the field: whether through community engagement, conducting interviews or focus groups, facilitating design charrettes, or social entrepreneurship; or through piloting a project, a systems intervention, the making of new creative work, or a self-cultivation initiative. The visionary project action process is dynamic, and by design seeks feedback, input, guidance, and/or evaluation from members of the contexting community(ies) — or from engaged participants. So, as the student enacts vision and regeneration, they expand their circles of insight. A critical dimension of the quarter of the visionary project action involves maintaining a daily fieldwork journal. The student also produces an update reporting progress, actions, and initial insights at least every three weeks for their Wisdom Council dissertation committee. The term concludes with the sharing of the fieldworking journal with their Wisdom Council, plus a final summary of action. This term of action prepares the student for the next term of reflection on their visionary project.

VPRL 780-A Regenerative Visionary Project II-A: Action

3 units

As a fruit of mindful design and supported articulation, the journey of the visionary and regenerative leader in the Southwestern program culminates in the realization of the visionary project. In this quarter, the student begins to lead their regenerative visionary project enacted in the field: whether through community engagement, conducting interviews or focus groups, facilitating design charrettes, or social entrepreneurship; or through piloting a project, a systems intervention, the making of new creative work, or a self-cultivation initiative. The visionary project action process is dynamic, and by design seeks feedback, input, guidance, and/or evaluation from members of the contexting community(ies) — or from engaged participants. So, as the student enacts vision and regeneration, they expand their circles of insight. A critical dimension of regenerative visionary project action involves maintaining a daily fieldwork journal. The student also produces an update reporting progress, actions, and initial insights at least every three weeks for their Wisdom Council dissertation committee. The term concludes with the sharing of the fieldworking journal with their Wisdom Council, plus a summary of action.

VPRL 780-B Regenerative Visionary Project II-B: Action

3 units

As a fruit of mindful design and supported articulation, the journey of the visionary and regenerative leader in the Southwestern program culminates in the realization of the visionary project. In this quarter, the student continues to lead their regenerative visionary project enacted in the field: whether through community engagement, conducting interviews or focus groups, facilitating design charrettes, or social entrepreneurship; or through piloting a project, a systems intervention, the making of new creative work, or a self-cultivation initiative. The visionary project action process is dynamic, and by design seeks feedback, input, guidance, and/or evaluation from members of the contexting community(ies) — or from engaged participants. So, as the student enacts vision and regeneration, they expand their circles of insight. A critical dimension of regenerative visionary project action involves maintaining a daily fieldwork journal. The student also produces an update reporting progress, actions, and initial insights at least every three weeks for their Wisdom Council dissertation committee. The quarter concludes with the sharing of the fieldworking journal with their Wisdom Council, plus a summary of action. This course series focused on action prepares the student for the next phase of reflection on their visionary project.

VPRL 790 Regenerative Visionary Project III: Reflection

6 units

Reflective and reflexive meaning-sensing is the fount of insight for visionaries and regenerative leaders. Upon successful completion of the actions for the visionary project, doctoral students engage in reflection, metacognition, and metadiscursion. What new awarenesses are arising? What might these insights mean for systems design and visionary practice? The student continues the practice of the visionary practice journal to capture emerging reflections and connections. The doctoral journeyer applies their identified sensemaking method to their data, whether multi-cycle qualitative coding, grounded theory saturation, regenerative design, or other identified method. The student submits written and/or visual and/or media-based structured reflection to their doctoral team on actions taken and input/guidance/evaluation from participants and/or members of their community. Opportunities for sense-making,

deepening inquiry, and exploration result, which suggest new avenues of research, additional information needed, new service or leadership, and other emergent possibilities. Often students will utilize member-checking to cycle their emergent insights back through the communities of their visionary project. The student also produces an update reporting progress, actions, and insights at least every three weeks for their Wisdom Council dissertation committee. This course enables the student to engage in multiple ways of knowing to produce original insights for the furtherance of the regeneration of self, place, society, interlinked systems, and the planetary.

VPRL 790-A Regenerative Visionary Project III-A: Reflection

3 units

Reflective and reflexive meaning-sensing is the fount of insight for visionaries and regenerative leaders. Upon successful completion of the actions for the visionary project, doctoral students begin to engage in reflection, metacognition, and metadiscursion. What new awarenesses are arising? What might these insights mean for systems design and visionary practice? The student continues the practice of the visionary practice journal to capture emerging reflections and connections. The doctoral journeyer starts to apply their identified sensemaking method to their data, whether multi-cycle qualitative coding, grounded theory saturation, regenerative design, or other identified method. The student submits written and/or visual and/or media-based structured reflection to their doctoral team on actions taken and input/guidance/evaluation from participants and/or members of their community.

Opportunities for sense-making, deepening inquiry, and exploration result, which suggest new avenues of research, additional information needed, new service or leadership, and other emergent possibilities. Often students will utilize member-checking to cycle their emergent insights back through the communities of their visionary project. The student also produces an update reporting progress, actions, and insights at least every three weeks for their Wisdom Council dissertation committee. This course enables the student to engage in multiple ways of knowing to produce original insights for the furtherance of the regeneration of self, place, society, interlinked systems, and the planetary.

VPRL 790-B Regenerative Visionary Project III-B: Reflection

3 units

Reflective and reflexive meaning-sensing is the fount of insight for visionaries and regenerative leaders. Metabolizing the action phase of the visionary project, doctoral students continue to engage in reflection, metacognition, and metadiscursion. What new awarenesses are arising? What might these insights mean for systems design and visionary practice? The student continues the practice of the visionary practice journal to capture emerging reflections and connections. The doctoral journeyer applies their identified sensemaking method to their data, whether multi-cycle qualitative coding, grounded theory saturation, regenerative design, or other identified method. The student submits written and/or visual and/or media-based structured reflection to their doctoral team on actions taken and input/guidance/evaluation from participants and/or members of their community. Opportunities for sense-making, deepening inquiry, and exploration result, which suggest new avenues of research, additional information needed, new service or leadership, and other emergent possibilities. Often students will utilize member-checking to cycle their emergent insights back through the

communities of their visionary project. The student also produces an update reporting progress, actions, and insights at least every three weeks for their Wisdom Council dissertation committee. This course enables the student to engage in multiple ways of knowing to produce original insights for the furtherance of the regeneration of self, place, society, interlinked systems, and the planetary.

VPRL 800 Preparing the Dissertation Proposal

3 units

Having completed the major theory and methods courses, the doctoral student turns to the design and proposal of the dissertation. Via the literature review, students elaborate on earlier doctoral program research and writing to articulate a deeper understanding of informing theories and current regenerative practice and research. The student also elaborates and clarifies their focused project design, leveraging regenerative design and leadership as well as robust methods, to pinpoint a research question, an opportunity space, and the means of contribution, writing these up in a formal proposal. This dissertation proposal provides the rationale for the work being proposed in the project. An important dimension of this course involves forming and convening the doctoral team, the Wisdom Council, including recruiting a chair, or Midwife, from amongst Southwestern faculty, a second academic in a relevant field, and an embedded community member from the proposed project space. The student develops a pitch about their project proposal for doctoral team recruitment and additionally proposes an engagement model for consultation and work with their doctoral Wisdom Council. The student begins to identify potential consultants as needed. In this way, the doctoral team is a microcosm of skills-building for the regenerative leadership embodied in the forthcoming visionary project. By the end of the quarter, the student has successfully formed a Wisdom Council and has submitted their dissertation proposal. The dissertation proposal should be a properly academically styled document, free of grammatical, usage, or mechanics issues and featuring clear organization and signposting and skillful argumentation. The preparation of the dissertation proposal will also reflect skillful and scholarly citation and substantiation of well-designed proposals with clear rationales. In this course, the student also engages in metacognitive/meta-discursive reflection about the process and insights of the quarter, synthesizing these in a brief process reflection paper.

VPRL 810 Dissertation Proposal Revision & Completion

3 units

This course supports the student's iterative revision and finalization of their dissertation proposal with the guidance of their Wisdom Council committee. The student will also develop and submit their Institutional Review Board proposal. The Wisdom Council dissertation committee continues to be a nexus for emerging regenerative leadership practices, facilitation skills, and agile communication. The quarter flows through four main processes and related milestones. (1) Feedback: A committee meeting focalizing feedback on the completed dissertation proposal is held within the first few weeks of the quarter. (2) Revision: The student actively engages in the dissertation proposal revision process, tracking changes responsively and developing clarifying visualizations. By the course midpoint, the revised proposal plus revision table should be submitted to the core faculty for review, with subsequent sharing with the committee. (3) Proposal finalization: Often students find it helpful to hold a final proposal

review meeting to gain sign off on their dissertation proposal. Any final outstanding changes can be agreed upon and rapidly resolved through diligent doctoral learner leadership. (4) Institutional Review Board (IRB) Research Proposal Submission. Simultaneous with further committee review and final revisions, the student will be finalizing the research design for submission to the Institutional Review Board. This IRB proposal will include the research proposal form, a brief representation of the literature review and methods, and detailed protocols and procedures for recruitment of research sites and/or participants, methods of data generation, analysis, and community review, along with other ethical considerations. Completion of the course requires the Wisdom Council signoff and successful submittal of the IRB research proposal to the Institutional Review Board. The student will also submit a final reflective paper, along with sample research memos and evidence of the ongoing research journal, summarizing evolutions and learnings from the quarter.

VPRL 820 Collaboratorium I

1 unit

The Collaboratorium provides mutual momentum on crafting and articulating inspiring, senseful, and compelling transdisciplinary dissertation writing through sustained engagement and weekly synchronous sessions. Birthing original thought in the context of community allows for a nexus for mutual care and growth. The Collaboratorium leverages each student's writing and theoretical wonderings to help close the gap between challenge and embodied solutions. Students will practice appreciative approaches, careful listening, and resources for maintaining progress. Student-led briefings, group genius resource sharing, and follow-up writing spaces support reflection and meaning-sensing. As appropriate, Instructor-led discussions may include: maintaining momentum and rewiring procrastination; setting micro-milestones and writing goals; writing from sketch and concept map to extended outline; pre-writing, flow writing; signposting in complex manuscripts; manuscript organization, and/or other requested support.

VPRL 830 Writing the Dissertation I: Findings, Context, Insights

6 units

The dissertation is the culminating document of the visionary practitioner and regenerative leader's journey at Southwestern College. Upon completing the visionary practice action and reflection cycle, which begins after the accepted dissertation proposal, students are prepared to undertake dissertation writing. The dissertation represents the translation of insights from the visionary project, situating these insights inside of the existing literature and the work in the field. The focus of this quarter is on articulating findings. The student will complete any qualitative sense-making to distill and articulate findings via tables, charts, and major insights. The student will curate compelling stories and substantiation for their findings. The student will also reweave these findings with relevant work in the field and existing literatures to draft the findings chapter. A major milestone in the quarter occurs when students turn in their draft Dissertation Part 4, Findings, to their Wisdom Council. This integrative work might also surface additional areas for coverage in Part 2, regarding the literature review. Leveraging the dissertation proposal, the student should thus complete the quarter with a Part 4 findings chapter and be able to integrate this with a refreshed literature review in Part 2, and a revisited methods section for Part 3, reflective of the actual journey of the visionary project. By the end

of this quarter, the student will have begun creating an effective scaffold for the body of the dissertation.

VPRL 830-A *Writing the Dissertation I-A: Findings*

3 units

The dissertation is the culminating document of the visionary practitioner and regenerative leader's journey at Southwestern College. Upon completing the visionary practice action and reflection cycle, which begins after the accepted dissertation proposal, students are prepared to undertake dissertation writing. The dissertating researcher draws out key findings from the visionary project. The focus of this course is on distilling and articulating findings. The student will complete any qualitative sense-making to distill and articulate findings via tables, charts, and major insights. The student will curate compelling stories and substantiation for their findings. A major milestone in the quarter occurs when students turn in their draft Dissertation Part 4A, Findings, to their Wisdom Council.

VPRL 830-B *Writing the Dissertation I-B: Discussion and Insights*

3 units

The dissertation represents the translation of insights from the visionary project, situating these insights inside of the existing literature and the work in the field. In the last class, Findings, the doctoral journeyer followed an infolding process of digging into the fieldworking material to locate and prioritize key passages, phrases, and meanings. During this course, Discussion and Insights, the student unfurls back outward, discussing each finding by exploring the meaning of each finding and interweaving it into the context of existing literatures and insight pathways. The student will reweave these findings with relevant work in the field and existing literatures to draft the discussion part of the findings chapter. The work in this course involves beginning to move from the "what" of sensemaking and articulating findings to the "so what" of integrating the findings into the larger streams of shared knowledges and meanings. What does the doctoral journeyer think each finding means? This integrative work might also surface additional areas for coverage in Part 2, the literature review. Leveraging the dissertation proposal, the student should thus complete the quarter with a full Part 4, the findings and discussion chapter, and be able to integrate this with a refreshed literature review in Part 2, and a revisited methods section for Part 3, reflective of the actual journey of the visionary project. By the end of this quarter, the student will have moved forward in creating an effective scaffold for the body of the dissertation.

VPRL 840 *Collaboratorium II*

1 unit

Collaboratorium II sustains a nexus for mutual care and support for vibrant dissertation progress. The collaboratorium leverages agile and regenerative leadership practices to close the gap between challenges and embodied solutions for dissertating writers. This course focuses support on the process of developing conclusions and recommendations as well as the peer review and effective revision of manuscripts. Concurrent with their Writing the Dissertation II coursework in developing Part 5, Conclusions, of their dissertation, students will work on clarifying the significance of their findings, translating these into conclusions and recommendations. Course colleagues propose and articulate the "so what" and "now what" of their research and utilize appreciative inquiry to support each other in improving their

articulation. The collaborative nature of the course also supports developing and testing the effectiveness of summary visualizations and charts. Further, as the students prepare their complete Dissertation Draft for handoff to their respective Wisdom Councils, they support each other in peer review of their preliminary complete drafts. In preparation, students will add in organizational markers, signposts, and transitions to heighten readability. Appreciative approaches, depth peer review, and skill development in revision management and inspiration build critical capacities for emerging leaders. Instructor-led briefings, mutual momentum meetings, success coaching, group genius resource sharing, a flowing chat “beehive,” and follow-on writing spaces sustain accelerated progress on writing, reflection, and revision. Students leverage the collegial practice space of group genius to hone vibrant, multimodal, and life-giving texts and visualizations.

VPRL 850 Writing the Dissertation II: Recommendations, Proposals, Synthesis **6 units**

The focus of this quarter for the emerging visionary practitioner is on translating findings and insights into proposals and recommendations. The regenerative design cycle supports place-based systems-actualizing. The recommendations and proposals of the regenerative visionary practitioner spring to life with vibrant visuals and descriptions, insightful process models, systems-embedded pathways, and/or emerging networks. Thus, the student undertakes writing Part 5, the conclusion chapter, sharing the surprises, recommendations, and the “so what” of the inquiry journey, while identifying vistas for future inquiry, fieldwork, or design. The student formulates any proposals or schemata resulting from their insight process while situating their significance. Depending on the project space, some students might include regenerative designs within their proposals and recommendations as they develop their conclusion chapter. Additionally, the student has now gained a full sense of the trajectory of their writing, insight, and proposal-making. This work prepares students to draft/revise their Part 1, abstract and dissertation introduction, as they also continue identifying any glossary terms and tuning their literature review. Students also undertake updating references, assembling appendices, and grooming for review, applying style guidelines as they revise and sew together their full document, responsive to ease of reading, transitions, and clarity. The aim of Writing the Dissertation II is for the student to assemble a complete draft of their dissertation (including Parts I through 5) by the end of the quarter, which they will hand off for Wisdom Council review and feedback.

VPRL 850-A Writing the Dissertation II-A: Recommendations & Proposals **3 units**

The focus of this quarter for the emerging visionary practitioner is on translating findings and insights into proposals and recommendations. The regenerative design cycle supports place-based systems actualizing. The recommendations and proposals of the regenerative visionary practitioner spring to life with vibrant visuals and descriptions, insightful process models, systems-embedded pathways, and/or emerging networks. Thus, the student undertakes writing the start of Part 5, the conclusion chapter, particularly sharing the surprises and recommendations. The student formulates any proposals or schemata resulting from their insight process while situating their significance. Depending on the project space, some

students might include regenerative designs within their proposals and recommendations as they develop their conclusion chapter.

VPRL 850-B Writing the Dissertation II-B: Synthesis

3 units

Dissertating students complete writing Part 5 of their dissertation, the conclusion, in this course. Students articulate the significance of their work as they describe the “so what” of the inquiry journey. They also identify vistas for future inquiry, fieldwork, or design (the “now what”). Additionally, the student has now gained a full sense of the trajectory of their writing, insight, and proposal-making. This work prepares students to draft/revise their Part 1, abstract and dissertation introduction, for now the student has come full cycle and knows what journey they are to be signposting and what pathways of insight they would like to introduce their reader to. Dissertating learners continue identifying any glossary terms and finish tuning their literature review. Students also undertake updating references, assembling appendices, and grooming their dissertation for review, applying style guidelines as they revise and sew together their full document, responsive to ease of reading, transitions, and clarity. The aim of Writing the Dissertation II-B is for the student to assemble a complete draft of their dissertation (including Parts I through 4) by the end of the quarter, which they will hand off for Wisdom Council review and feedback.

VPRL 860 Collaboratorium III

1 unit

Collaboratorium III sustains a nexus for mutual care and support for vibrant dissertation progress. The collaboratorium leverages agile and regenerative leadership practices to close the gap between challenge and embodied solution for dissertating writers. This course focuses support on the process of developing conclusions and recommendations as well as the peer review and effective revision of manuscripts. Concurrent with their Writing the Dissertation coursework, students will work on clarifying the significance of their findings, translating these into conclusions and recommendations. Course colleagues propose and articulate the “so what” and “now what” of their research and utilize appreciative inquiry to support each other in improving their articulation. The collaborative nature of the course also supports developing and testing the effectiveness of summary visualizations and charts. Further, as the students prepare their Dissertation Draft for handoff to their respective Wisdom Councils, they support each other in peer review. In preparation, students will add in organizational markers, signposts, and transitions to heighten readability. Appreciative approaches, depth peer review, and skill development in revision management and inspiration build critical capacities for emerging leaders. Instructor-led briefings, mutual momentum meetings, success coaching, group genius resource sharing, a flowing chat “beehive,” and follow-on writing spaces sustain accelerated progress on writing, reflection, and revision. Students leverage the collegial practice space of group genius to hone vibrant, multimodal, and life-giving texts and visualizations.

VPRL 870 Collaboratorium IV

1 unit

This class supports sustained engagement with dissertation writing and document formulation. Mutual support and collaborative intelligence models retain and sustain students in the depth

dimension of sensing meaning and articulating arguments, interpretations, and proposals that are well-substantiated and compelling. Students apply creative and regenerative design to develop ongoing, productive writing practices and side by side writing time via virtual library and writing salons. Students provide peer reviews of their colleagues' emerging summary visualizations and proposals. Instructor-led briefings, mutual momentum meetings, success coaching, group genius resource sharing, a flowing chat "beehive," and follow-on writing spaces sustain accelerated progress on writing, reflection, and revision. Students leverage the collegial practice space of group genius to formulate and revise vibrant, multimodal, and life-giving texts and visualizations.

VPRL 880 Collaboratorium V

1 unit

Collaboratorium V supports student momentum during the revision, completion, and launch cycle of the dissertation document. The collaboratorium leverages agile and regenerative leadership practices to sustain momentum and workshop solutions for dissertating writers. This course focuses support on the process of review and effective revision of manuscripts along with the launch of the completed dissertation. Appreciative approaches and skill development in revision management and issue resolution build critical capacities for emerging leaders. Students practice the art of curating, tracking, and detailing resolutions of revision suggestions from multiple reviewers to succeed in dissertation revision. Holistic views across the entire dissertation document yield insights and strengthen the integrity and readability of complex documents. Students also look ahead to leverage and build networks for launching their insights into the world. Instructor-led briefings, mutual momentum meetings, success coaching, group genius resource sharing, a flowing chat "beehive," and follow-on writing spaces sustain accelerated progress on writing, reflection, and revision. Students leverage the collegial practice space of group genius to revise and finalize vibrant, multimodal, and life-giving texts and visualizations.

VPRL 900 Residency III: Crossing the Threshold

1 unit

The third residency, *Crossing the Threshold*, is a four-day intensive that celebrates the movement toward conclusion of the doctoral journey. Students and their doctoral program Midwives/Coaches (chairs) come together for the final residency, which is a celebration of achievement and learning as students near completion of their dissertations. Students share their work through an extended dissertation presentation followed by community discussion and conversation. Student Catalysts offer and engage feedback from peers and faculty. In addition, they have time with their Midwives for support and direction toward completion. One residency session focuses on preparing the dissertation for publication with ProQuest. Another session focuses on a launch plan post-graduation to include mapping social and professional networks, identifying resources, and beginning the imaginal process of life after the dissertation. This session includes discussion of career services and alumni relations.

VPRL 905 Collaboratorium VI

1 unit

In the ongoing journey of completing the dissertation, we continue to undertake extensive listening, revision, and rewriting. The act of coming together in community continues to

support us in mutual momentum and insight. In this final collaboration space before completion, we pause and appreciate the journey we've undertaken together. We look to our dissertating colleagues and appreciate the mutual support that has enabled all the progress we have made. We gladly offer affirmation, critical insight, feedback, and reflection. While doing complete read-throughs, tracking changes, and dispositioning issues raised by our Wisdom Councils and Midwives, we get our arms around the dissertation manuscript as a whole. We burnish glossaries, headings, formatting, and tune the references for completeness. We apply APA to all figures and tables to create special tables of contents using styling tools. We prepare the document for uploading into the database. We work together to leverage networks and synergize about joint publication and presentation and projects as the world continues to weave healing in and through us.

VPRL 910 Writing the Dissertation III: Revision, Completion, Reflection, Launch **6 units**

The visionary and regenerative leader enters their culminating quarter at Southwestern with the engagement and support of their Wisdom Council, engaging in a full review and final revision of their dissertation document. The quarter kicks off in the first week with a meeting of the full Wisdom Council giving their feedback and markup at that time. Taking in feedback from the wisdom of their full committee, the student engages in an immersive and iterative revision, tracking and documenting changes in a table of changes for clarity and to evidence responsiveness. With the support and frequent meetings with their Midwife/Coach, the committee chair, the student creates timelines and prioritizes changes and planning for completion. By the final week of the quarter, the Wisdom Council will meet again and endorse and celebrate the final dissertation. In addition to the revised dissertation, completely ready and publishable via ProQuest, students also develop a "Launch Plan" to launch their dissertation writing and the subsequent project, practice, publication, and/or worldwork they are imagining into being. This Launch Plan will include attention to timelines, resources, and goals. It will also map the social networks and regenerative pathways to support the birth of this work into the world.

VPRL 910-A Writing the Dissertation III-A: Revision **3 units**

The visionary and regenerative leader enters their culminating phase at Southwestern with the engagement and support of their Wisdom Council, engaging in a full review and final revision of their dissertation document. The quarter kicks off in the first week with a meeting of the full Wisdom Council giving their feedback and markup at that time. Taking in feedback from the wisdom of their full committee, the student engages in an immersive and iterative revision, tracking and documenting changes in a table of changes for clarity and to evidence responsiveness. With the support and frequent meetings with their Midwife/Coach, the committee chair, the student creates timelines and prioritizes changes and planning for completion.

VPRL 910-B Writing the Dissertation III-B: Completion, Reflection, Launch **3 units**

The visionary and regenerative leader enters their culminating quarter at Southwestern with the engagement and support of their Wisdom Council, engaging in a finalization of their

dissertation document. In the previous course, the student has submitted their revised thesis document and table of revisions, noting the disposition of each recommendation by the Wisdom Council. By the final week of this quarter, the Wisdom Council will meet and endorse and celebrate the finalized dissertation. In addition to the revised dissertation, completely ready and publishable via ProQuest, learners also develop a “Launch Plan” to launch their dissertation writing and the subsequent project, practice, publication, and/or worldwork they are imagining into being. This Launch Plan will include attention to timelines, resources, and goals. It includes an ethical plan for communicating with the contexts and communities out of which the research has emerged. It will also map the social networks and regenerative pathways to support the birth of this work into the world.

VPRL 920 Dissertation Continuation

3 units

Dissertations offer conceptual frameworks and methods for fieldwork, share findings, and offer recommendations for innovations in visionary practice and regenerative leadership. Continuing doctoral students in the dissertation phase are supported by their Midwife (doctoral committee chair) and Wisdom Council (committee) in the birthing of their written work. Iterations of writing, refinement, review, and revision sustain progress on the final written offering of the Southwestern doctoral journey. Continued progress on tight, clear writing, strong substantiation and exemplification, and insightful visualizations are the hallmarks of this process. Students utilize project management to hone their documents and appendices. They lead collaboratively with their Wisdom Council and embedding communities to make significant progress on their goals and the articulation of their regenerative visionary practice.

Course Catalog New Earth Institute (NEI)

ADDICTIONS, ABUSE AND RECOVERY CERTIFICATE PROGRAM

AAR 5050 A Culture of Addiction: Systemic and Ecological Perspectives on Addiction and Recovery

2 units

How has the dominant cultural paradigm promoted and perpetuated a culture of addiction across the socio-economic spectrum? How do we break out of the dominant cultural paradigm in order to decentralize our theoretical understanding of addiction and recovery? How do we support healing and recovery while living in a toxic and traumatizing industrial cultural complex? In this course, students analyze the etiology of addiction through the lens of modern culture, using relevant contemporary professional literature, and systemic ecological theoretical models. Mainstream approaches to addictions treatment and its historical roots are examined and strategies for detoxifying from dominant cultural programming are explored. Cultural considerations and comparisons regarding treatment access and approaches for both privileged and marginalized populations are discussed. Students also gain pragmatic clinical skills for decentralizing treatment, in order to apply innovative and holistic trauma informed interventions that can help guide clients back to lasting sustainable healing and recovery.

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 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 are explored, and students 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**

Addiction treatment increasingly requires the use of evidence-based practice in order to meet standards of care and ensure quality of service to those struggling with substance use and abuse. This clinical population often experiences co-morbidity, or the experience of co-occurring mental health issues, compounding the complexity, acuity, and need for effective and holistic treatment methods. This course provides students with clinical skills that allow them to assess and treat addiction with co-occurring mental health issues. Students are provided with an overview of evidence-based practices and theoretical approaches to treating co-occurring disorders common in addiction treatment. Holistic and alternative approaches are discussed and compared with evidence-based models keeping in mind cultural considerations as well as standards of care.

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 examine the theoretical basis for MI and touch on the supporting research for it. In addition, they explore how to apply MI techniques and strategies to a variety of issues, including addiction, depression, and anxiety. During the course, MI strategies will be applied experientially to assist students to make changes in their own lives to increase their own sense of balance and wellness. Finally, students are encouraged 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 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) are also be explored.

AAR 5550 Addressing the Elephant in the Room: Cultivating Recovery within the Family System **2 units**

This course considers the development of Substance Use Disorder within the context of the family system. Within family systems, implicit messages often serve to maintain homeostasis and avoid the “elephant in the room,” perpetuating addiction and substance use. This kind of denial contributes to lack of attunement and attachment rupture, diminishing relational safety,

and creating an environment where the rule of, “Don’t talk, don’t trust, don’t feel,” predominates. This course examines addiction, intergenerational and epigenetic patterns of behavior, and survival mechanisms that shape family systems. We explore how substance misuse and addiction, as well as unconscious patterns of behavior and communication, affect and inform the dynamics of the family system. Utilizing this foundation, participants conceptualize treatment planning and the overall recovery process through a systems lens, from onset to maintenance. Conversely, we examine how the recovery process itself may impact the family system as a whole. Strategies for individual and family therapy are discussed and practiced, covering diverse, culturally sustaining modalities and approaches that wholeheartedly and compassionately address the “elephant in the room.”

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

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

AAR/CMH 5510 Addiction and the Developing Brain: Prevention and Treatment for Adolescents **2 units**

This course examines the impact of substance use on the developing brain and explores strategies and techniques for prevention and treatment of substance abuse among adolescents. Neurological mechanisms, epigenetic predispositions, sociocultural messaging, and other risk factors underlying chemical dependence are discussed from a trauma-centered viewpoint. Misconceptions regarding the etiology of substance use disorders, such as heredity of substance use, are assessed in service to prevention, harm reduction, intervention, and treatment planning strategies for counseling adolescents.

PS/AAR 5500 Emerging Trends in Psychopharmacology: Ethical Use of Psychedelics and Other Substances in Addiction Treatment **2 units**

This course provides 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 are 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 are explored.

CMH/AAR 5013 Adolescents and Addiction: Treatment and Prevention **2 units**

This course provides students with an overview of current trends in the treatment and prevention of addiction among adolescents. Evidence-based practices are 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 are introduced and discussed.

AAR/HS 5420 Compulsion or Coping Skill? What To Do When Sex, Tech, and Other Behaviors Get Out of Control **2 units**

The current social, economic, and political landscape provides a fertile environment for all types of addictions to develop. Addiction is any process that overpowers a person's effort to control or moderate their relationship with any behavior. This course explores the unique etiology and treatment of "out of control" behaviors as pathogenic responses to stress, as well as the intersectionality of process addictions with ingestive or substance addictions. Students consider holistic and pragmatic assessment and treatment strategies for lasting lifestyle change in working with clients who present with imbalanced relationships to behaviors including sex, love, scrolling, work, and other processes. Students engage didactic and experiential modalities with specific exercises utilized to frame treatment as a healing pathway toward natural rhythms that help diverse clients across the socioeconomic spectrum regain balance and wholeness while mitigating the toxic aspects of modern culture.

APPLIED INTERPERSONAL NEUROBIOLOGY CERTIFICATE

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. This course provides students with opportunities to discuss and practice how these experiential action techniques can be used. The interweaving of theory from relational neuroscience, attachment, mindfulness, and psychodrama provides a rich guiding lens and conceptual framework for the course.

AIN 5060 Psychodrama Renewed: The Body Remembers What the Mind Forget **2 units**

Over a century ago, Dr. Jacob Levy Moreno founded the philosophy and methodology of Psychodrama, Sociometry and Group Psychotherapy on a revolutionary guiding mantra, "The

body remembers what the mind forgets.” Applied Interpersonal Neurobiology now recognizes this premise as basic fact of developmental and relational neuroscience essential to transformational healing. This experiential course translates theory into practice, offering an interactive inquiry into the elegant sensory landscape of the body as our universal first language and basis for all memory. The embodied and subtle energies that shape the ‘felt sense’ of our individual and collective experience will be analyzed and explored while students practice techniques for somatic tracking and co-regulation. Psychodrama, action methods, and other group process techniques that support somatic attunement and relational engagement are introduced as tools for recognizing shifting states individually, as well as within the greater body of the collective.

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

Play is a neurobiologically essential ingredient in the process attachment, social development, healing, and ongoing creative evolution. This course offers a current theoretical framework and techniques addressing the neurobiology of social connection, development, play and the impact of trauma. It examines the importance of embodied presence, and how to listen and respond from the ‘felt sense.’ It details how to facilitate social connection, creativity, and play while analyzing factors that inhibit or support active engagement. 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 and themes about connection.

AIN 5150 Cultivating New Neural Pathways for Personal and Social Change through Psychodrama **2 units**

Research in neuroscience concludes that embodied, relational techniques most effectively alter and retrain the deep neurological pathways that govern perception, experience, our capacity for creative expression and relationship. Psychodrama and action methods offer this type of embodied and relational practice in which personal and collective storylines can be mindfully explored. Moreover, using action-oriented techniques, differences and edges can be safely and openly examined for personal and societal re-imagining and change. Theory from Interpersonal Neurobiology supports our exploration of implicit and explicit storylines, awareness of trauma, ways to maximize co-regulation, and how the group field can support personal and social healing. Often a transpersonal aspect emerges as the group coalesces into a synchronized whole, activates its “autonomic healing center,” and opens to a consciousness bigger than the individual members. Through continual practice interweaving mindfulness and somatic awareness students learn to access the inherent wisdom of the embodied brain to cultivate safety and regulation. Skills and practices from this course can be carried forward and adapted to either individual or group settings.

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. Students 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 introduced during this course can be applied in person or online, in groups, or individually while still operating within the frame of the group-as-a-whole.

AIN 5300 Neurobiological Roots & Applications of Experiential Action Methods **2 units**

This course offers participants a resource-based model and toolbox of experiential action methods that can be applied and adapted for various populations and contexts. 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 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.

AIN 5310 Polyvagal Theory Embodied: A Deep Dive into PVT using Art and Action

Methods

2 units

In this course, students explore, define, and learn about the landscapes and narratives of the polyvagal nervous system using experiential processes including art and action methods in order to adopt an embodied understanding of Polyvagal Theory and how it can be utilized by both practitioners and clients. As practitioners we can tune our own social engagement system to help co-regulate others and interact in more harmonious, balanced ways. Meanwhile, many of our clients live in a chronic state of dysregulation, based on the neuroception of threat. This contributes to elevated stress levels leading to a wide range of dysfunctionality and interpersonal conflict. What if we could offer our clients an increased capacity to regulate their nervous systems and shift out of maladaptive states? Imagine the change that would resonate in families, communities, and in the world at large! Polyvagal Theory, and its clinical applications, offer pathways to regulation and integration by examining how trauma impacts the nervous system. Through explorations of the unconscious workings of the nervous system we can learn to identify and differentiate between social engagement, fight or flight, and freeze or collapse to consciously tend to dysregulated states. Polyvagal Theory’s non-pathologizing perspective and useful coping skills are introduced to support client wellbeing.

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, students learn to ground themselves in the core sense of the centered-self through mindfulness and somatic practices. In watching clinical videos of parts-work sessions students track their responses and learn ways to work with activated parts. Through dyadic work, students 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 5360 Honoring the Voices Within: Understanding, Differentiating, and Integrating our Internal Parts through Experiential Processes **2 units**

This experiential course begins with the basic premise of Internal Family Systems, that humans are comprised of different psychological, emotional, and somatic parts. Elements of Applied Interpersonal Neurobiology can be utilized to explore and understand these various parts to inform both differentiation and integration. When considered through a parts perspective, the more we define and get to know our internal aspects and connect with them through compassion, presence, and curiosity we are able to cultivate coherence of the Self. Through various experiential processes, we can get to know our own inner parts through modalities that include action methods, mindfulness, psychodrama, and artwork, held within the container of Applied Interpersonal Neurobiology. By externalizing parts to better get to know them, we begin to attune with them with warmth and non-judgment and start welcoming them into our inner constellation in a more integrated way. Students practice meeting different internal aspects with presence and empathic attunement, to allow parts to reveal themselves in a new light, let go of burdens, and re-integrate into the inner orchestra of the Self with a preferred role and renewed access to their gifts, talents, and abilities. This process can profoundly transform our relationship to self and other. The skills learned in this course can be applied both personally and professionally and utilized with a variety of settings and populations. No prior experience in parts work or action methods required.

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

Groups can provide opportunities for deep healing and repair of attachment wounds. This skills-based course draws from the traditions of interpersonal neurobiology, attachment theory, mindfulness, experiential and expressive art therapy, expanding on what we know about groups and their facilitation in service to therapeutic process. Students reflect on their internal and embodied experience of groups, investigate their implicit beliefs and responses to groups, and examine the ways this personal history influences their participation and leadership in

group work. Mindfulness practices are integrated as primary tools to support resourcing and self-regulation in group process. This course also examines navigation of traumatic material that may arise, turning relational disruptions into opportunities for reparative experiences. Leadership qualities of attunement, compassion and inclusion will be emphasized in service to the greater goal of a group becoming, as JL Moreno states, “a healing agent unto itself.”

AIN/PS 5610 The Healing Potential of Non-Ordinary States of Consciousness: The Legacy of Stanislav Grof, MD **2 units**

Informed by the pioneering work of Stanislav Grof, M.D., LSD researcher and developer of Holotropic Breathwork, a new generation of researchers and therapists are 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 the healing potential of expanded states of consciousness as well as the importance of helping clients integrate these extraordinary experiences in order to foster neuroplasticity, neurogenesis, and lasting change. Holotropic Breathwork is a powerful method of using non-ordinary states of consciousness for deep self-exploration and healing. It is based on insights from modern consciousness research, depth psychology, and various spiritual practices and can also be seen through the lens of relational neuroscience. A highly experiential method, Holotropic Breathwork combines enhanced breathing, evocative music, focused bodywork, art and group sharing.

CHILDREN’S MENTAL HEALTH CERTIFICATE

CMH 5017-3 Beyond the Birds and the Bees: Strengthening Healthy Gender and Sexual Development in Children and Teens **2 units**

This course provides mental health professionals with evidence-based strategies to strengthen healthy gender and identity development, focusing on how to support children, teens, and their families as they navigate the challenging terrain of sexuality and gender. Strategies for advocacy and interventions that support the experience of children and teens with straight, Two Spirit, Lesbian, Gay, Bisexual, Trans, Gender Expansive, Queer, Questioning, Intersex, Asexual, Pansexual, and other affectional orientations, and gender identities (2SLGBTQIAP+) will be identified with consideration of the influence of social and cultural messaging regarding gender development. Other topics include gender and sexual identity development within diverse cultures and across intersectional identities in order to examine bias and transference that can impede ethical practice.

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 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 students have the opportunity to connect on a deep level to this work while exploring and integrating theoretical concepts. Training or coursework in sandplay therapy, such as Foundations of Jungian Sandplay Therapy (CMH 5055), is recommended prior to taking this course. However, students who do not have prior training or coursework in Sandplay Therapy may contact the instructor prior to class for suggested preparations.

CMH 5055 Foundations of Jungian Sandplay Therapy

2 units

This course offers an overview of the history, theoretical foundations, practical ethical applications, and neuropsychological underpinnings of Jungian sandplay therapy with children and adults. Compelling case studies, expressive art projects, journaling, sandplay, and other experiential activities provide opportunities for students to explore and embody personal symbols, examine cultural implications, and develop attunement skills necessary to engage clients in sandplay.

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 factors influencing commonly seen constellations of mental, emotional and behavioral symptoms. 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 health and wellbeing. Psychoeducation, group dialogue, and experiential learning approaches provide opportunities for students to develop critical awareness of the complexities of diagnosing disorders of childhood and adolescence.

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 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 examines the ethical considerations and challenges that commonly arise when working with children, teens, and their caregivers. Using a combination of didactic, case study, and role-play, as well as experiential approaches such as art making, students explore the basic tenants of ethical practice and issues surrounding client rights, confidentiality, informed

consent, mandated reporting, scope of practice, competency, boundaries, and other complex topics surrounding counseling and art therapy with children and adolescents. Students are encouraged to reflect on their personal belief systems and experiences to evaluate and assess implicit bias and develop a professional ethos for working with children and families. Students will also have opportunities to review ethical codes, identifying when and how to access supervision and consultation, and practice navigating ethical decision-making models, in order to balance client rights and therapist responsibilities across a variety of settings and contexts.

CMH 5250 Attachment: The Heart of Well-Being

2 units

This course examines the foundations of early parent-child relations in order to recognize primary attachment imprints affect child development, interpersonal relational patterns, and future well-being. Considering heart-opening, ethical, and cross-cultural practices, students identify early disruptions that can be repaired and strengthened through attuned counseling, promoting healing and security through healthy attachments between children and care-givers. Experiential processes designed to strengthen healthy attachment will support both personal and professional development.

CMH 5600-2 Creative Therapies for Children and Adolescents

2 units

Children and adolescents have varying social, emotional, relational, and mental health needs that are different from adults. This course explores a wide range of creative approaches to assessment and intervention with children and adolescents. Various tools and techniques for supporting children and adolescents in the therapeutic setting, including creative use of the therapy room and outdoor environments, are examined as powerful players in a child's experience of counseling and therapy. Students also experience opportunities for self-healing work with their own inner child or inner adolescent.

AAR/CMH 5510 Addiction and the Developing Brain: Prevention and Treatment for Adolescents

2 units

This course examines the impact of substance use on the developing brain and explores strategies and techniques for prevention and treatment of substance abuse among adolescents. Neurological mechanisms, epigenetic predispositions, sociocultural messaging, and other risk factors underlying chemical dependence are explored from a trauma-centered viewpoint. Misconceptions regarding the etiology of substance use disorders, such as heredity and genetic predispositions, are assessed in service to prevention, harm reduction, intervention, and treatment planning strategies for counseling adolescents.

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 learn strategies for working with young people needing guidance and support with sexuality and sexual including

assessment, communication, consent, sexual health, and safety. The use of humor and creative techniques to create a more relaxed atmosphere of trust and empowerment, as well as taking fear and anxiety out of a potentially triggering and controversial topic, are also discussed. Students explore their own comfort and discomfort with sexual issues affecting adolescents and transference/countertransference will be addressed. Finally, ethical considerations and guidelines regarding confidentiality concerns and reporting are explored through case studies and group consultation.

ECOTHERAPY CERTIFICATE PROGRAM

***TE 5050 Animating the Sacred: Deepening our Interconnection with the Earth* 2 units**

The Earth is a sacred being. She reminds us that we are part of one ecosystem of life sustaining life. Many of us experience the historical and cultural norms of cultures of domination that create separation and disconnection and reinforce a strong sense of individual identity. We often lose the sense of belonging to and with the Earth. Awakening to animate the sacredness of the Earth to move through us is a way to deepen our interconnectedness and knowing of this belonging. Through deepening our presence with meditation practice, this course explores earth based therapeutic approaches such as earth dreaming and terrapsychology, ceremony/ritual and connection to the mystery, earth art, and deep ecology. These earth-honoring practices for enriching our relationship with ourselves, one another, and the Earth remind us of our deep connectedness and activate the sacred animacy of the Earth to move through us, to bring this into greater consciousness. Students examine ways that we are disconnected and blocked and identify and practice releasing resistance and barriers to this divine truth that we are part of all life as we open embodied pathways allowing the transformative and healing qualities of life to move through us. Students practice these mutual, life-giving practices of connectedness as acts of regenerative remembrance. During the course, students have the opportunity to develop and deepen your personal relationship with the sacred aliveness of the Earth and learn to bring this into the ecotherapy work with clients.

***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 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 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 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 **2 units**

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 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 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 explores the 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. Students gain greater understanding of unconventional sexual expression, such as BDSM/kink, fetishes, and ecosexuality, as well as the discrimination marginalized groups have often faced. 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 are analyzed as students identify methods of liberation that can transfer from art to therapeutic practice. Students also have the chance to highlight the work of an erotic artist (visual art, film, theater, drag, music, etc.) they feel inspired by and consider how they can incorporate the spirit of this art into their practice. Implicit bias is investigated and assessed through reflective practice to increase awareness of what it's like to be a "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, and identify ways the gender binary sneaks into therapy rooms in order to undo the stereotypes that come with it. Students explore sexualities that exist at the edges of straight society's understanding including BDSM and Consensual Non-Monogamy. Students discuss and 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 5250 Sex in the Second Half of Life

2 units

Our experience of sexuality evolves across the lifespan and changes as we continue to grow and develop. This class examines and celebrates sexuality in the second half of life, drawing from

various perspectives from advocates, educators, and sex therapists. Topics include those that frequently affect sexuality after age 40, such as perimenopause and menopause, sexual response changes, evolving sexual self-concept, and changes in relationship status due to divorce or bereavement. Students discuss how to be informed and supportive as helping professionals for clients exploring sex in the second half of life, including education about sexual adaptations that are helpful for a wide variety of changes in body response. Transference/countertransference, as well as dynamics related to practitioner and client age, gender identity, sexual orientation, and other cultural differences that might present in a therapeutic setting are analyzed and assessed.

Under Revision to Incorporate 5000 and 5300 into one required course to be offered FA27

HS 5300 Clinical Skills: Theorizing and Thinking About Sexual Issues in Psychotherapy 2 units

Despite the important role sexuality plays in our lives, research suggests that clients and therapists alike find talking about sexual issues particularly difficult. In this course, students 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 theories 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. Students refine their skills in articulating their own desires and improving communication with sexual partners. They will also have opportunities 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. Students use art, writing, and ritual to explore their own relationship to Eros and also practice skills that can be applied to clinical practice.

HS 5600-2 Non-Monogamy and Polyamory: Ethical Therapeutic Practice with Diverse Relationships 2 units

As various forms of ethical non-monogamy (ENM) become more common, it is vital that clinicians learn best practices in working with diverse relationship structures. This class widens the participant’s knowledge of the many different forms and flavors of ENM, and explore how

established psychological theories, such as attachment theory and systems theory, can be applied in work with ENM clients. Through case studies and group discussion, ethical issues such as special considerations in working with more than two people, such as how to determine who should attend sessions, how to maintain therapeutic alliance with multiple people, and when co-therapy might be a helpful model are examined. Participants explore their own feelings, biases, and experiences with various relationship structures to be aware of and avoid harmful countertransference.

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 examines the prevalence of sexual trauma and how it effects people of all ages, genders, abilities, backgrounds, cultures, orientations, and ethnicities. Students build skills in working with the emotional and physical impact of trauma, such as dissociation and dysregulation. Students 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 also examines 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 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 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 are 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 course combines the most up-to-date practices in sex therapy with exploration of the "self-of-the-therapist." Students 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.

Models of working with infidelity and OCSB are assessed, and the possible positives and negatives of erotic materials are examined. Students practice managing the “heat” of their own reactions to make sure they prioritize the needs of their clients.

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 examines sexual development from puberty to adulthood from a psychosocial, attachment informed, relational perspective. Students learn strategies for working with young people needing guidance and support with sexuality and sexual identity including assessment, communication, consent, sexual health, and safety. Humor and creative techniques that can create a more relaxed atmosphere of trust and empowerment are introduced, as well as other strategies for taking fear and anxiety out of a potentially triggering and controversial topic. Students explore their own comfort and discomfort with sexual issues affecting adolescents to address possible transference/countertransference. Ethics and rules regarding young people such as confidentiality concerns and reporting are also discussed.

AAR/HS 5420 Compulsion or Coping Skill? What To Do When Sex, Tech, and Other Behaviors Get Out of Control 2 units

The current social, economic, and political landscape provides a fertile environment for all types of addictions to develop. Addiction is any process that overpowers a person’s effort to control or moderate their relationship with any behavior. This course explores the unique etiology and treatment of “out of control” behaviors as pathogenic responses to stress, as well as the intersectionality of process addictions with ingestive or substance addictions. Students consider holistic and pragmatic assessment and treatment strategies for lasting lifestyle change in working with clients who present with imbalanced relationships to behaviors including sex, love, scrolling, work, and other processes. Students engage didactic and experiential modalities with specific exercises utilized to frame treatment as a healing pathway toward natural rhythms that help diverse clients across the socioeconomic spectrum regain balance and wholeness while mitigating the toxic aspects of modern culture.

PSYCHEDELIC STUDIES CERTIFICATE PROGRAM

PS 5100 The Psychedelic Movement: Pioneers in the History, Research, and Current Policy Development 2 units

This course examines 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 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 are discussed. Students are also 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.

2 units

This course explores the mystical and transcendent experiences common in psychedelic-assisted therapy interventions. Indigenous traditions and their influence on current therapeutic usage of psychedelic compounds are recognized and discussed.

The phenomenology of the transformation process from clinical and ethical standpoints, and the qualities, stages, and variables that define the psychedelic-assisted therapy experience are examined with opportunities for students to participate and/or see experiential exercises that simulate these phenomena. Students analyze how best to take advantage of adaptive neuroplasticity activated to integrate changed perspectives and behaviors. Students also 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

2 units

This course challenges students to apply ethical considerations in psychedelic-assisted therapy to enhance safety and reduce risk. Through reflective practice, this course helps students identify and deconstruct myths and biases they may hold from historical and cultural influences. The extent and limitations of professional roles and scope of practice are examined, while considering the scientific and cultural resources used to inform ethical decision-making. Students explore topics of sustainability, appropriation, and other social justice issues and identify best practices for determining client readiness, appropriateness of fit, and informed consent.

PS 5310 Ethical Use of Psychedelics with Special Populations

2 units

This course provides students with an overview of the history, science, and emerging research on the ethical use of psychedelic-assisted therapy with special populations such as veterans, those experiencing distress from terminal illness, and neurodivergent clients. The unique needs of each of these groups are examined from an informed perspective, with attention to ethical considerations regarding assessment, therapeutic applications, intervention models, and standards for safe and effective practice. Students are invited to reflect on internalized cultural messaging and bias about these populations and analyze the efficacy of existing standards and protocols in the field of psychedelic-assisted therapy when working with special populations. Participants also learn to discern possible benefits and risks in order to ensure ethical application of psychedelic-assisted therapy when working with special populations.

***PS 5400 This Is Your Brain on Psychedelics: Neuroscience, Brain Plasticity, Creativity* 2 units**

This course examines the neuroscience of psychedelic compounds. Students identify 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 describe the specific neural pathways and mechanisms that underlie the effects of psychedelic compounds. Through readings, lectures, discussions, students discuss the scientific research on the therapeutic potential of psychedelic compounds, as well as their use in spiritual and creative contexts. Students critically evaluate which psychedelic compounds may be best suited to different mental health conditions, for referral purposes. 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 are assessed. The complex interplay between brain chemistry and the subjective experience of the client are examined and discussed. As a result, students 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/AAR 5500 Emerging Trends in Psychopharmacology: Ethical Use of Psychedelics and Other Substances in Addiction Treatment* 2 units**

This course provides 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 are 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 are explored.

***AIN/PS 5610 The Healing Potential of Non-Ordinary States of Consciousness: The Legacy of Stanislav Grof, MD* 2 units**

Informed by the pioneering work of Stanislav Grof, M.D., LSD researcher and developer of Holotropic Breathwork, a new generation of researchers and therapists are 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 the healing potential of expanded states of consciousness as well as the importance of helping clients integrate these extraordinary experiences in order to foster neuroplasticity, neurogenesis, and lasting change. Holotropic Breathwork is a powerful method of using non-ordinary states of consciousness for deep self-exploration and healing. It is based on insights from modern consciousness research, depth psychology, and various spiritual practices and can also be seen through the lens of relational neuroscience. A highly experiential method, Holotropic Breathwork combines enhanced breathing, evocative music, focused bodywork, art and group sharing.

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. Students examine theories of trauma, complicated grief, and traumatic grief through readings, experiential exercises, guided imagery and group interactions, to develop skills that 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 is explored and discussed, as well as extraordinary experiences, spiritual emergency and near-death experiences. Counseling skills to deal with these issues are demonstrated and practiced experientially.

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

2 units

This course identifies 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. Students explore both knowledge and beliefs about death, and how to help others in their dying journey. Questions of “What dies and What doesn’t?” as well as mortality and immortality are discussed. The groundwork of the weekend includes our own consciousness, views, values, and concerns regarding death and dying.

TGR 5300 The Art of Healing Grief and Trauma

2 units

This course focuses on the transformational process involved in working with people experiencing grief. Students 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 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 introduces current theoretical views on trauma, PTSD and prevalent modalities of treatment for traumatic grief. Students explore the neurobiology of trauma and its effects on the brain, the body, the mind, and emotional functioning. Tools, interventions, and their appropriate applications in trauma counseling, intergenerational aspects, traumatic grief and loss, and the trauma of facing one’s own death are also introduced. The interventions discussed are framed in the context of a sequential three-stage treatment model. Experiential exercises 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

Grief gives us the chance to continuously heal and grow so that we can find balance in our lives, with joy and sorrow bridging an always changing world. This course describes the grief process from various perspectives and treatment models, including interpersonal neurobiology, cognitive behavioral theory, positive psychology, and the work of Elizabeth Kubler-Ross.

Students have the opportunity to examine their own experiences of grief and loss including tracking common stages of the grief healing process moving from futility to hope. Cultural considerations for marginalized populations, complex bereavement, disenfranchised grief, traumatic grief, disease-related grief, and the creation of effective support systems are also discussed.

TGR 5600 Ethics, Self-Compassion and Professional Issues

2 units

This course includes 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, are also be addressed. The course includes experiential work as well as informational presentations.