



MA Clinical Programs Student Handbook 2025-2026

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

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Part I: MA CLINICAL PROGRAM INFORMATION

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 take 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	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	

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 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). Quarter offered to be determined.
 - TCC 600 Trauma 2: Experiential Approaches to Trauma Treatment (3 units). Quarter offered to be determined.

Counselor and Art Therapist Licensing and Credentialing

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

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

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

PART II: LEARNING OUTCOMES

Southwestern College Institutional Learning Outcomes (ILOs)

Students will:

1. **Demonstrate the skills to facilitate transformation in self and others.** In Part One of the program, “transformation” relates to the experience of exploring oneself. Students learn to apply theories and methods of counseling and art therapy to their own experience and use this process to transform their consciousness. A central aspect of this is cultivating awareness of the dynamic relationship between how one impacts and is impacted by others, whether relating to individuals, communities, or the world. In Part Two of the Program, the focus broadens to include helping others with their transformational process. This largely takes place in the counseling and art therapy relationships that 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.

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

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

Counseling Program Learning Outcomes (PLOs)

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.

PART III: ACADEMIC GUIDELINES AND EXPECTATIONS FOR MA PROGRAMS

Assessment of Student Achievement

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

Student Competencies

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

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

depends on the ability to engage honestly and openly in service to the transformational process.

- **Cultural Awareness and Competence:** Students develop a capacity to understand their own cultural and reality systems and can recognize and respect differences in others.
- **Professional Awareness and Competence:** Students develop a strong grasp of the “state of the art” in the fields of Counseling or Art Therapy. They demonstrate competence in current theoretical orientations, paradigms, regulations, and requirements for practice.

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

Criteria for Evaluation of Class Assignments

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

General Criteria for Assignments & Presentations

Format Criteria:

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

Content Criteria:

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

Critical Thinking:

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

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

Class Participation

The criteria for class participation address the three areas of presentation of self, understanding of self, and capacity to contribute to group process. Faculty are required to use class participation as one of the *major* components for determining the final course grade. We value all forms of participation including, but not limited to verbal contributions, active listening, presence, and responsiveness.

The specific criteria include:

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

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

Completion and Return of Class Assignments

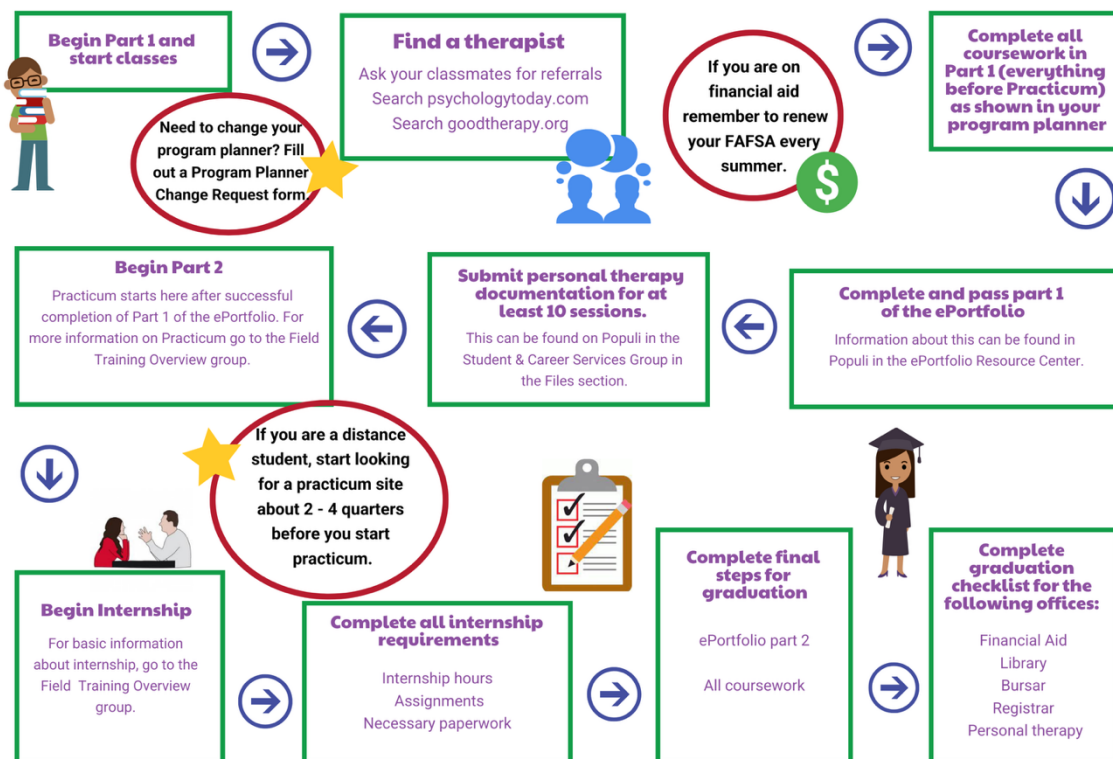
Submission of course assignments occur in Populi by the established due date per the course schedule in the syllabus. If a student is unable to complete any assignment by the due date, they must arrange directly with the instructor. Late papers are graded down as per the Late Paper Policy on page 86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

Graded assignments can be accessed in the assignments in Populi within one week of submission. Faculty provide feedback directly on the assignment using the text annotations tool, on the rubric, and/or in the grading comments.

Moving Through Your Degree Program

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

Moving Through Your Degree Program--AT/CN, ATP, & CN



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

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

Criteria for Progressing to Part Two

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

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

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

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

Entering Part Two

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

Core Curriculum

Core Curriculum Courses – All Students

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

Core Curriculum Courses – AT/CN Students

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

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

Core Curriculum Courses – Counseling students only

CN students must take this course prior to submitting ePortfolio:

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

All students in the MA clinical programs are required to develop an ePortfolio. The ePortfolio is a digital compilation of artifacts and narrative reflections that provide evidence of your development of the essential knowledge, skills, and dispositions directly related to the four competency areas of the program. The competency areas include 1) Theories, 2) Transformational Learning Process, 3) Skills, Techniques, Applications, and Ethics, and 4) Multicultural Awareness and Responsiveness.

The ePortfolio is reflective in nature and serves as a vehicle for self-assessment – through the ePortfolio process, students are documenting their learning and evaluating their developing proficiency in each of the competency areas. While there are required artifacts identified at the course level, you may also choose additional artifacts to add to your ePortfolio. All ePortfolios are developed in the Watermark ePortfolio platform.

ePortfolio Timeline & Formal Evaluation

The ePortfolio is introduced in New Student Orientation, and you will create your first artifact (Dispositions Pie Chart and Reflection), and **all students are required to attend a mandatory ePortfolio Information Session in their first quarter**. ePortfolio development begins in the first quarter of your program and continues throughout the duration of your program. The ePortfolio is an iterative process that requires ongoing self-reflection, which is foundational to your development as a reflective practitioner. The ePortfolio is formally submitted for evaluation at two points in the program. Part One is submitted pre-practicum as a **formal evaluation of practicum readiness**. You will submit Part One at midpoint of the quarter prior to entry to practicum. Part Two is submitted prior to exiting the program as a **formal evaluation of readiness for the profession**.

In the quarter you are scheduled to submit your ePortfolio (per your program planner), you will be enrolled in an ePortfolio Submission Course. Your ePortfolio will be submitted through Watermark, and instructions are provided in the submission course.

The ePortfolio is evaluated on a pass/fail basis. Failure to submit by the required deadline will result in the postponement of practicum (Part One) or program exit (Part Two). Late submissions may be approved for extenuating and catastrophic circumstances only. Upon request for a late submission, a preliminary review of the ePortfolio will be conducted to assess progress. This review will determine whether a late submission will be accepted. Requests for late submission must be submitted to eportfoliosupport@swc.edu.

If an ePortfolio does not meet the requirement upon submission, the ePortfolio may be returned for revision **if** satisfactory progress has been made and there are no significant issues or omissions. Significant lack of progress, problems, or omissions may result in the postponement of practicum.

Course-Level ePortfolio Submissions:

Students are required to add artifacts in most courses. This provides an opportunity to receive feedback from faculty to ensure narratives are well-developed and meet the criteria. Failure to submit course-level ePortfolio assignments will result in a registration lock and mandatory attendance at an ePortfolio support session. Repeated failure to submit course-level ePortfolio assignments will result in an Academic Support Referral.

ePortfolio Guidance and Support

Your primary resource for guidance and support is the ePortfolio Resource Center (ERC), which is located in your course list in Populi. All students are enrolled in the ERC in their first quarter. If you do not see the ERC in your course list in Populi, send an email to help@swc.edu to request enrollment. You are responsible for reviewing all of the resources in the ERC to prepare yourself to fully engage in the ePortfolio process. Additionally, Student Support Services provides ePortfolio information sessions and “Get it Done” work sessions on a quarterly basis.

PART IV: CLINICAL FIELD TRAINING POLICIES AND PROCEDURES

Clinical Program Policies

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

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

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

Practicum Policies and Procedures

Practicum hours for the Counseling and Art Therapy/Counseling programs are to be completed at Tierra Nueva Counseling Center (TNCC), or at a site chosen by the student, meets all requirements of the field training site agreement and approved by the designated practicum faculty member. All students need to obtain professional liability insurance before being allowed to see clients. Students entering Practicum at TNCC are required to have a background check, including fingerprinting. See the Background Check Policy.

Criteria for Enrolling in Practicum I

Upon satisfactory completion of Part One course work, and the ePortfolio Part I, students will be eligible to register for Practicum I (and the co-requisite lab for AT/CN and ATCP students).

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

Liability Insurance: All Practicum students must secure professional liability insurance prior to seeing clients during Practicum. Evidence of insurance coverage must be submitted to the Field Training Coordinator and their site. Information about this will be provided a few months ahead of Practicum.

Criteria for Completing Practicum II

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

- A minimum of 50 of these hours must be direct client contact hours. A minimum of 10 of these direct client contact hours must be done in a group setting.
- A minimum of 50 of these hours must be indirect hours.

Note: No additional practicum hours may be applied toward Internship. Direct client contact hours are defined as face-to-face interaction with clients (in-person or via telehealth but not telephonic). Indirect hours are defined as time spent on required documentation, scheduling, supervision, and other professional activities related to client work.

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

If a student does not complete their 100 hours of direct and indirect contact by the end of Practicum II, they may submit a Petition for Incomplete. Any remaining hours must be made up

before or during Internship, depending on the agreement detailed on the Petition for Incomplete Form.

Practicum Supervision

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

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

Students simultaneously enroll in a practicum class and co-requisite lab. These two distinct sections are graded separately. For the practicum class, students will receive a letter grade (A through F) on assignments. However, the final grade for the course will either be P (Pass) or F (Fail). The Field Training Rubric will be utilized for the Attendance and Class Participation grade (including research presentations and group facilitation experiences). For the lab, students will be graded pass/fail as described below.

Practicum I Lab:

- Students receive a **P (Pass)** if they have completed a significant amount of client contact hours at their site to gain enough experience to complete all Practicum I assignments for class.

Practicum II Lab:

- Students receive a **P (Pass)** if they have completed the total required hours of direct client contact and indirect client contact and all required clinical documentation.
- If a student has **not completed** the combined total of 100 hours and/or all required clinical documentation by the end of the quarter **they must apply for an incomplete**, allowing for an extension of time in which to complete their hours. Students who do not apply for an Incomplete or do not finish the required hours and documentation will receive an F (Fail).

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

Students are responsible for securing their own internship sites, including participating in any required application and screening process. All internship field training sites must meet the requirements outlined in the internship site agreement and receive approval from the designated internship faculty member. All Internship students must continue liability insurance coverage prior to seeing clients at their site. Evidence of insurance coverage must be submitted to the Field Training Coordinator and their site if not already submitted prior to starting Practicum. The College makes Internship specific training and materials available to students throughout the program. These materials can be found in the *Field Training Overview Group* in Populi.

Criteria for Enrolling in Internship I

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

Requirements for Completing Internship II

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

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

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

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

If a student does not complete their total of 600 hours of direct and indirect hours by the end of Internship II, they may submit a Petition for Incomplete. If awarded an incomplete, students will have one additional quarter to complete their hours. If they do not complete their hours, they will have to enroll in the 1 credit Continued Internship course at the full tuition cost.

Supervision of Internship

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

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

Students will receive art therapy supervision from someone with the ATR-BC in their Internship I or II course which fulfills CAAHEP requirements.

Grading for Internship I for AT/CN & ATCP

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

- Students receive a **P (Pass)** if they have completed 300 hours of direct and in-direct hours and/or the accompanying documentation required of SWC.

Grading for Internship II and Completion of Internship Hours for AT/CN & ATCP

For Internship II, students will be graded pass/fail.

- Students receive a **P (Pass)** if they have completed 600 hours (300 direct and 300 in-direct hours).
- Students who have not completed 600 hours of direct and in-direct hours must file a *Petition for Incomplete*. If approved, this will allow students one full quarter to complete the required hours. When students complete their hours and documentation, they receive a **P (Pass)**.
- If more than one quarter (the time of the Incomplete) is needed to complete hours and documentation, students must enroll in one unit of Continuing Internship. A student must continue to enroll in Continuing Internship while accumulating internship hours until all hours and documentation are completed. For the quarter in which they complete their hours and documentation, the final grade for internship will be a **P (Pass)**.

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

Continued Internship

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

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

Art Supplies During Internship

The purpose of this section is to clarify how the College looks at the issue of art supplies at internship sites and to provide guidance for initiating art therapy at a site during internship. If a

site wants to offer art therapy, they should understand that art therapy requires art materials. Sometimes SWC interns are the first art therapist in training at a site.

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

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

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

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

Counseling Program Field Training Policies and Procedures

Practicum Policies and Procedures

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

Criteria for Enrolling in Practicum I for Counseling

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

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

Liability Insurance: All Practicum students must secure professional liability insurance prior to seeing clients during Practicum. Evidence of insurance coverage must be submitted to the Field

Training Coordinator and their practicum site. Information about this will be provided a few months ahead of Practicum.

Criteria for Completing Counseling Practicum

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

- A minimum of 40 of these hours must be direct client contact hours. 10 of these must be in a group setting.
- A minimum of 60 of these hours must be indirect.

Note: No additional practicum hours may be applied toward Internship. Direct client contact hours are defined as face-to-face interaction with clients (in-person or via telehealth but not telephonic). A maximum of 50% of the total direct client hours required are allowed via telehealth. Indirect hours are defined as time spent on required documentation, scheduling, supervision, and other professional activities related to client work.

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

If a student does not complete their 100 hours of direct and indirect contact by the end of Practicum II, they may submit a Petition for Incomplete. Any remaining hours must be made up before or during Internship, depending on the agreement detailed on the Petition for Incomplete Form. Students have until the end of the following quarter to complete remaining practicum hours as documented on Petition for Incomplete. Failure complete remaining practicum by the deadline document in the Petition for Incomplete may result in a delay or interruption of internship.

Practicum Supervision

Students are expected to attend a minimum of one hour of individual or triadic supervision with their approved onsite supervisor for their direct client contact hours each week. Students are not allowed to count group supervision unless it is in addition to individual or triadic supervision.

Grading for Practicum I and Practicum II Class for Counseling Program

For the practicum class, Students will receive a letter grade (A through F) on assignments. However, the final grade for the course will either be P (Pass) or F (Fail). The Field Training Rubric will be utilized for the Attendance and Class Participation grade (including research presentations and group facilitation experiences).

Internship Policies and Procedures

Students are responsible for securing their own internship sites, including participating in any required application and screening process. All internship field training sites must meet the requirements outlined in the internship site agreement and receive approval from the designated faculty member. All Internship students must continue liability insurance coverage prior to seeing clients at their site. Evidence of insurance coverage must be submitted to the Field Training Coordinator and their site if not already submitted prior to starting Practicum. The College makes Internship specific training and materials available to students throughout the program. These materials can be found in the *Field Training Overview Group* in Populi.

Criteria for Enrolling in Counseling Internship

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

Criteria for Completing Counseling Internship

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

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

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

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

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

If a student does not complete their 600 hours of direct and indirect contact by the end of Internship II, they may submit a Petition for Incomplete. Incompletes are awarded only if the student has completed a minimum of 60% of their total course work (see Incomplete Policy). If

awarded an incomplete, students will have one additional quarter to complete their hours. If they do not complete their hours, they will have to enroll in the 1 unit Continued Internship course at the full tuition cost.

Supervision of Internship

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

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

Grading for CN Internship I

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

- Students receive a **P (Pass)** if they have completed 300 hours of direct and in-direct hours and/or the accompanying documentation required of SWC.

Grading for CN Internship II and Completion of Internship Hours

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

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

For Internship II, students will be graded pass/fail.

- Students receive a **P (Pass)** if they have completed 600 hours (300 direct and 300 indirect hours).
- Students who have not completed 600 hours of direct and indirect hours must file a *Petition for Incomplete*. If approved, this will allow students one full quarter to complete the required hours. When students complete their hours and documentation, they receive a **P (Pass)**.
- If more than one quarter (the time of the Incomplete) is needed to complete hours and documentation, students must enroll in one unit of Continuing Internship. A student must continue to enroll in Continuing Internship while accumulating internship hours until all hours and documentation are completed. For the quarter in which they complete their hours and documentation, the final grade for internship will be a **P (Pass)**.

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

Continued Internship

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

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

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

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

Background Check Policy for TNCC

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

1. Make an appointment to meet with the Student and Client Services Coordinator of TNCC to submit the following information and documentation:
 - color Driver's License or other state or federal ID
 - Social security card
 - Current mailing address, if different than permanent/physical address.
 - Disclose if you have moved to NM from another state within the last seven years.
 - State of birth
 - Aliases
 - Gender indicated on ID
 - Race

- Height
 - Weight
 - Eye and hair
2. Go to the Department of Public Safety, 4491 Cerrillos Rd, Santa Fe, NM, or other designated locations, to have fingerprints done.
 3. Students will be notified only if there is a problem with their background check.

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

Dress Code for Tierra Nueva Counseling Center

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

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

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

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

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

Multiple Relationships

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

If a student is socially familiar with and/or has a personal relationship with a TNCC client being seen by another student or employee, they may not participate in any labs or supervision

groups concerning this client, nor may they engage in any formal or informal conversations about this client.

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

Social Media Policy for Tierra Nueva Counseling Center

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

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

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

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

PART V: ACADEMIC POLICIES

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.

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+.

Personal Counseling and Art Therapy Requirements

The personal counseling and art therapy requirement serves both academic and personal growth purposes. The experience of being a client teaches counseling and art therapy/counseling students many things about the nature of the therapeutic relationship,

including an appreciation of the emotional position of the client. The experience also provides an opportunity for personal growth that strengthens emotional balance and therapeutic skills. Personal counseling/therapy forms the basis of a professional life which includes continuous growth through supervision and counseling/art therapy.

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

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

Documenting Personal Counseling/Art Therapy Hours

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

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

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

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

graduation. Please email your completed documentation to the Academic Support Services Coordinator.

Exceptions to the Personal Counseling/Art Therapy Requirement Policy:

A ***Petition for Policy Exception*** must be submitted by the student for review and approval by the Clinical Academic Program Director and the Vice President of Academic & Student Affairs.

Who Students Can See for Personal Counseling/Art Therapy:

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

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

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

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

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

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

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) are located in the College Catalog.

Part VI: DISPOSITIONS

Dispositions

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

- Self-Reflection
- Emotional Regulation

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

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

The goals of the Dispositional Assessment include:

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