



**SOUTHWESTERN COLLEGE
& NEW EARTH INSTITUTE**



CONSCIOUSNESS-CENTERED GRADUATE SCHOOL FOR COUNSELING AND ART THERAPY

MA FACULTY HANDBOOK 2025-26

Southwestern College

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Part 1: About this Handbook

We cannot do the light action work we do without the partnership, leadership, inspiration, dedication, and commitment of our full-time and adjunct faculty. Thank you!!!

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

Part 2: Introduction to Southwestern College

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

Mission, Vision, Purpose, Core Values, Goals, & Outcomes

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.

Core Values

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

Institutional Goals

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

Institutional Learning Outcomes (ILOs)

Students will:

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

Statement of Diversity

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

We value cultural humility.

We invite students, staff, faculty, and therapists of every background to become part of the SWC 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.

Organization of the College

Please refer to the College Catalog
See Appendix for Organizational Chart

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.

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 in Consciousness in Action
- Master of Arts in Transformation 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

The College's Commitments to Learning

Southwestern College supports learning outcomes in the following ways:

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

Distance Education

All degree programs are available as distance education. The doctoral program and the master's degree in Transformational Teaching, Learning, and Leadership require 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.

As part of our new faculty and onboarding process, all new faculty complete a training to learn how to navigate effectively in Populi.

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).

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.

However, any faculty member using the existing or additional equipment for the first time **must schedule an appointment** with the Technology Services Coordinator, or the Chief Technology Officer, **at least one week in advance**. They will try to accommodate last-minute requests if possible. However, advance notice will ensure that they are able to accommodate your needs and will enable you to be confident about your presentation. These

technologies have been provided for classroom teaching purposes only and cannot be removed from the classroom.

Online Technology Resources

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

Current services include:

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

Contact Information for Your Technology Team

Technology Help Desk help@swc.edu

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

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

Chaitan Malireddy, Network Engineer, 505-467-6832 or email chaitanmalireddy@swc.edu

For Technology Services policies, please refer to the College Catalog.

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.

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

Accreditation Council for Art Therapy Education (ACATE)
4875 Eisenhower Avenue, Suite 240
Alexandria, VA 22304
acatecouncil@gmail.com
(724) 830-1140

Part 3: 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. For this and other reasons, students are required to undertake their own personal therapy in order to expand the capacity for self-reflective functioning and to recognize areas of strength as well as areas that need further work.

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.
- 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 and 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.

Part 4: Teaching at Southwestern College

Southwestern College faculty members are “reflective practitioners” – practicing professionals 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.

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 journey to find and clarify their answers.

The College views effective faculty as visionary practitioners and regenerative leaders who can bring the benefit of their experience into the classroom. Southwestern College faculty members participate in relevant professional associations and qualify for 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 students’ respect for differing points of view, ability to evaluate ideas and theories, capacity to think intelligently, and 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 elder 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 when intertwining the realm of the implicit (modeling, for example, how a person holds themselves) and the explicit (talking and conscious discussion). Teachers who model the qualities of 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 each student as a human being working for the transformation of consciousness. This does not imply a requirement of enlightenment, but rather of modeling the continuous process of growth and learning that is asked of the students. Effective teachers engage teaching with an understanding that they are themselves students as well; in so doing, they model the process of learning and expanding consciousness.

The teacher is also a role model in terms of transdisciplinary inquiry approached with cultural humility, demonstrating to students what a visionary and regenerative presence looks and feels like. This requirement extends beyond demonstrations of technique or strategy 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 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 their 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” as a catalytic transformational presence, 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 the (Robert D. Waterman, 1976) accumulation of information. It becomes the basis for continuous re-contextualization, and the new understanding of self and life that emerges transforms consciousness. Learning advances from an accumulative process to an in-depth integrative process. In addition, through the empowerment and exercise of one’s full range of perceptual means, the curriculum enables a lifelong habit of learning and engagement with the world.

The Transformational Teaching Rubric

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

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

Each component is described in four behavior-based levels, which the teacher can demonstrate in the classroom. These four levels are: undeveloped, developing, meets expectations, exceeds expectations. Through honest self-reflection, a teacher may reflect on a particular day in the classroom or on their learning journey as teachers by using the rubric to mark where they have been, where they are now, and where they are heading as they continue to develop the skills and abilities to teach in the transformational classroom. We believe faculty, like students, are engaged in a highly complex process of learning.

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

rubrics to help guide and define student learning in partnership with our students, this rubric is intended to be a useful tool in partnership with faculty learning. Our overall goal is to support teachers to achieve the fourth, or highest, level, so our faculty may “exceed expectations” in each of the three components. The rubric is in Appendix A and is available to faculty under the RUBRICS tab in Populi.

Attributes of Successful Southwestern Teachers

- **Self-Reflection:** Successful teachers model the self-reflective and consciousness orientation taught to students, in and out of the classroom.
- **Passion:** Successful teachers demonstrate a passion for facilitating the awakening of students to their own inner wisdom and truth.
- **Based in the Heart:** Successful teachers demonstrate empathic attunement with students, consistent positive regard towards students, and genuine interest in each student’s well- being.
- **Spiritually Connected:** Successful teachers have a developing spiritual dimension to their lives and engage in meaningful spiritual practice.
- **Whole-Self Engagement:** Successful teachers bring themselves fully to the encounter with students, actively bidding for relationship and allowing themselves to follow their own perceptions as well.
- **Clear Boundaries:** With students, successful teachers co-create a strong container in the classroom, analogous to the therapeutic alliance, with clear boundaries and expectations from both parties, and follow through in the event that boundaries are crossed or expectations un-met.
- **Partnership Consciousness:** Successful teachers approach the relationship between teacher and student as a partnership, in which both people have made agreements in order to accomplish a common goal: the student’s accomplishment of the learning objectives of the course.
- **Authoritative:** Successful teachers demonstrate a healthy relationship to their own authority in the classroom, able to be authoritative without being authoritarian or permissive.
- **Cultural Awareness:** Successful teachers model consciousness of their own reality systems including assumptions and beliefs and show flexibility and the ability to relate with those who organize reality differently.
- **Experientially Effective:** Successful teachers structure learning as an active process of experimentation through one’s own experience and can organize the classroom experience and assignments to facilitate this action on the part of students.
- **Trust:** Successful teachers display a deep trust in the process and in life and are willing to work with the given curriculum as well as the particular needs and intentions of the unique oversoul that is present in each class.
- **Presence:** Successful teachers stay grounded and connected to their own experience and to students, including when patterns and projections/ transferences (their own or students’) arise in the classroom.

Culturally Responsive Teaching & Culturally Responsive Curriculum

In 2022, the Student Diversity Task Force developed a definition of culturally responsive teaching and culturally responsive curriculum, which was adopted by Academic Council in the summer of 2022. Students evaluate their instructors on culturally responsive teaching and our courses on culturally responsive curriculum via midterm feedback and end of course evaluations.

Attributes of Culturally Responsive Teaching

- Ensure both teacher and students actively contribute to the learning environment.
- Promotes interactive, collaborative, and culturally conscious learning activities.
- Engages student prior knowledge and experiences as assets/strengths to build upon in the classroom.
- Fosters a sense of belonging for students of all backgrounds and connects students’ cultures, languages, and life experiences with what they are learning.

- Uses an array of instructional and assessment approaches acknowledging that students learn and express their knowledge in a variety of ways.
- Promotes a safe classroom environment in which authentic dialogue can occur and develops and maintains positive, meaningful, caring, and trusting relationships with students.
- Engages in honest communication with students, recognizes when ruptures have occurred, and facilitates repair.
- Values and respects students' cultural frames of reference and welcomes multiple and varying perspectives.
- Promotes self-awareness of biases and projection and engages authentically and with cultural humility.
- Creates an inclusive and safe environment that promotes personal sharing and respects student agency and choice in self-disclosure.
- Calls in cultural insensitivity and bias in classroom interactions and leverages these as opportunities to support learning and foster cultural awareness and cultural humility.

Attributes of Culturally Responsive Curriculum:

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

Program Faculty Roles

Adjunct Faculty

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

Full-Time Faculty

Full-time faculty are hired by the College for 30-40 hours per week and carry substantial curricular responsibilities, such as course leadership, and other related administrative duties. Program faculty report to the Clinical Academic Programs Associate Director. Chairs are full-time faculty and report to the Vice President of Academic and Student Affairs. All faculty are ultimately under the authority of the Vice President of Academic and Student Affairs. Full-time faculty and their relationship to the college vis-à-vis policies and procedures are governed by both the **Staff Handbook** and the **Faculty Handbook**.

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

Hiring Process

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

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

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

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

New Adjunct Faculty

These are your next steps following Curriculum Committee approval:

1. Send a copy of your official transcript for the highest degree you have received, and copies of your licenses to Academic Support Services Coordinator (robertakoska@swc.edu).
2. Send a short bio and photo for our Faculty Website to facultysupport@swc.edu. You can view the Faculty page here: <https://www.swc.edu/faculty-2/degree-instructors/#.V0hd8Wb1bRI> — we keep it updated so that current and prospective students may see who is teaching at SWC.
3. Review the Faculty Handbook to become more familiar with our mission documents, academic programs, and policies. This is important information for you as a faculty member. You will be expected to follow these policies. Contact your Course Leader if you have any questions or concerns.
4. Join the Faculty Information Center in Populi and become familiar with its contents.
5. Become familiar with the College Catalog. It is available to you via the college website.
6. Schedule time with your Course Leader to walk through an orientation to some responsibilities you will have as instructor, meet key people in the library, Academic Support Services Coordinator, front office, and IT. If you are teaching online, please plan a phone call with your Course Leader to become familiar with college procedures and processes.
7. Contact our Chief Technology Officer Donna Harrington, donnaharrington@swc.edu to set up your faculty email and access to our learning management system (Populi).
8. Course syllabi and all course content is housed in our learning management system (Populi). Faculty are required to track weekly attendance, grade assignments, and provide students with feedback within your course(s) in Populi. All synchronous online and on campus courses are structured using the SWC approved synchronous course template including weekly lessons that are organized by overview, course preparation, readings and resources, assignments, and discussions. Asynchronous courses are structured using the SWC approved asynchronous course template including lessons, the first being the Start Here Lesson followed by weekly lessons organized by lesson overview, readings and resources, supplemental resources, discussion, and assignments/learning activities.
9. As all our courses utilize Populi, all new faculty are required to complete the New Faculty Training. This is an asynchronous three-week training offered on a quarterly basis 3-5 weeks prior to the start of each quarter. You will receive a \$500.00 stipend after you have taught your first class. Plan to spend about 5 hours per week for a total of 15 hours (if you are new to technology, it may take 20-25 hours). To enroll in the training, contact Virginia Padilla-Vigil, Vice President of Academic and Student Affairs (VPASA) vpvigil@swc.edu.

Faculty File

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

- Complete and current resume or CV.

- Official transcript of highest degree awarded.
- Any additional graduate transcripts are encouraged, in particular those that reflect another area of specialty.
- Documentation of experience and skills as appropriate. Copies of all clinical licenses.
- This material will be made available only to members of the Curriculum Committee and College staff.

Expectations of Faculty

All faculty in whatever specific roles they fill are expected to:

1. Be familiar with SWC mission documents, transformational teaching model, Faculty Handbook, Faculty Information Center in Populi, and be able to:
 - a. Embrace, embody, and enact the mission of SWC: *transforming consciousness through education*.
 - b. Embody, enact, and model the values of SWC: *empowerment, mindfulness, service, partnership, and love*.
 - c. Embrace, embody, and enact the vision, purpose, and goals of SWC as articulated in the Mission Documents.
 - d. Embody, enact, and model the program dispositions and support students in developing them by making integral connections in your teaching, and providing guidance and feedback.
2. Demonstrate the competencies you are teaching in a given course.
3. Be familiar with the SWC College Catalog and Faculty Handbook.
4. Prep course in Populi at two weeks prior to the quarter using the Course Prep Checklist (see Appendix E).
5. For on campus courses, hold classes at the location designated by the College, unless advance permission for a different location is obtained by the Course Leader.
6. Be on time for all classes.
7. Track student attendance in Populi – this is IMPORTANT to our Title IV (federal financial aid) compliance.
8. When teaching, check SWC email daily and respond to correspondence within 24 hours. Per our email policy, DO NOT forward your SWC email to your personal email. This is a violation of FERPA law. If you receive an email from a student’s personal email, DO NOT respond other than redirecting them to their SWC email for your response.
9. When not teaching, check SWC email at least weekly.
10. When teaching, engage in Populi course to communicate/connect with your students, cultivate community/collaboration, and respond to student questions regularly (at least 2 times per week). Use the Populi communication tools you learned in your training.
11. If your course has asynchronous online discussions, you are expected to be actively engage in and facilitate them – these discussions are a powerful teaching and learning opportunity!
12. Bring any concerns or urgent matters related to students or the class as a whole to your Course Leader and/or the Academic Programs Associate Director as soon as possible.
13. Be familiar with the Student Support Referral Process and submit referrals to address academic or dispositional concerns about students.
14. Grade assignments and provide substantive and personalized feedback to students within 7 days of due date/submission. Use the feedback tools built into Populi (rubric comments, overall grading comments, and in-text annotations).
15. Grade final assignments and finalize your course no later than one week after the last day of each quarter. Courses must be finalized by the Sunday following the last day of the quarter.
16. Strive to keep the Program Learning Outcomes in mind as you are teaching and make integral connections between them and your course content to support student’s awareness of the Program Learning Outcomes so they can “begin with the end in mind” as self-directed learners.
17. Strive to approach your teaching from a transformational lens /framework – this is important as you are modeling transformational teaching and engaging students in transformational learning. See *Transformational Teaching Rubric* in appendices.
18. Strive to approach your teaching and interactions with students from a culturally responsive framework.

19. Strive to apply Universal Design for Learning Principles in your teaching to personalize learning for students and “meet them where they are” as learners.
20. Participate in faculty meetings, annual faculty retreats, new student orientation activities, graduation, and other activities as required or requested.
21. Participate in creating a culture of collegiality between faculty peers and support other faculty in their roles.
22. Meet established administrative deadlines responsibly.
23. Fulfill obligations as outlined in faculty contracts and in the Faculty Handbook.
24. Follow ethical and regulatory guidelines applicable to the profession.
25. Understand the structure of Southwestern College, including its various offices and staff, and support other staff in fulfilling their roles and responsibilities.

Faculty who fails to meet personnel requirements are subject to disciplinary action which may include withholding of paychecks, suspension, or termination. Disciplinary action will be administered by the Vice President of Academic and Student Affairs. Faculty will be notified in writing of the violation and proposed action.

Contractual Employment

Adjunct Faculty – Teaching

Adjunct faculty are hired by contract on a quarterly basis to teach a course or courses for that quarter only. The college does not promise courses to adjunct faculty beyond the contracted quarter to teach.

Many factors go into deciding who will be invited to teach each quarter, including student evaluations of instruction and faculty compliance with expectations and obligations. Course Leaders are responsible for hiring, supporting, and mentoring new faculty. Course Leaders makes decisions about course assignments each quarter and surveys are used to gauge faculty interest and availability.

There is an advantage for students to learn from different faculty, and the College seeks to ensure that students are not scheduled to take multiple courses from the same teacher in any given quarter. This diversity requires academic leadership to continue to develop new relationships with potential faculty.

Adjunct Faculty – Curriculum Development, Online Course Development, and Mentoring

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

Faculty Work Contract Steps

1. Course leader asks faculty member to assist with curriculum development. Course leader and faculty member agree upon a scope of work and estimated number of hours to complete; or
2. Course Leader asks faculty member to mentor a new faculty member for a particular course.
3. Academic Support Service Coordinator creates the Adjunct Faculty Work Contract, reviews contract with Executive Vice President, and emails it to the faculty member to review and sign electronically.
4. Faculty member signs contract and emails it back to the Academic Support Service Coordinator.
5. Academic Support Service Coordinator sends a copy to the SWC Accountant.

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

Online Course Development Contract Steps

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

Compensation for Adjunct Faculty

- Adjunct faculty, whether teaching online or on ground, are compensated at an hourly rate determined by post-graduate degree obtained and the cumulative number of hours taught at Southwestern College. The number of units/contract hours taught in the current quarter determines the total compensation for that quarter. A contract will be issued prior to each quarter which specifies the total amount to be paid, as well as the pay schedule for that quarter. Two-thirds of the total will be paid in two payments during the quarter, and the final third will be paid on the payroll date following the Registrar's receipt of grades of all students enrolled in the course.
- The College makes employee deductions from faculty compensation. Faculty members do not need to pay gross receipts tax on their teaching wages.
- Adjunct faculty participation in curriculum development, on standing committees or for participating, ePortfolio reviews or other assessment activities, mentoring, and other academic work are compensated at the current hourly rate.
- When a course is team-taught, the compensation is divided equally among the faculty members. The compensation is based on the compensation rate applicable to the faculty member with the highest degree level.
- Faculty supervising Independent Studies with students are paid half of the Independent Study tuition rate per quarter unit.
- Intern supervisors who are independently supervising students are paid an hourly rate for individual, triadic and/or group supervision.

Faculty Compensation for Shadowing

Faculty who are shadowing courses in preparation for teaching them may obtain continuing education units (CEs) for the seat time. Southwestern College & New Earth Institute is licensed by the New Mexico Counseling and Therapy Practice Board as a Continuing Education Provider (#CCE0111661) and the National Board of Certified Counselor (NBCC ACEP No. 7520). The units are awarded based on the seat hours so, for example, a 4.0-unit class would equal 40 hours of CEs. To receive the CEs, the faculty must register for the class and request a Comp Form from the Registrar. The Comp Form is then submitted to the Executive Vice President for approval. Once "comped" they are registered for free and have full access to all course materials in Populi. This must occur prior to the start of the class and CEs will not be offered retroactively.

Course Leadership

Course Leaders provide consistent quality control of our curriculum through oversight of syllabi and through faculty hiring and mentoring. All curriculum development decisions are to be consistent with the College's mission, Institutional Learning Outcomes, Program Learning Outcomes, and Course Learning Outcomes. For additional support for online instruction, the Distance Learning Director is a resource.

Course Leaders will:

- Review and update each course syllabus each quarter to bring courses into greater alignment with national accrediting bodies such as CACREP and CAAHEP. Careful content review of each syllabus includes:
 - Course titles and Course descriptions
 - Number of credits
 - Course Learning Outcomes
 - Required Readings and Resources
 - Course requirements and assignments
 - Linkage between assignments and course learning outcomes
 - Weekly course outline to make sure course assignments and readings are clearly embedded in the course outline
 - Grading percentages
- Bring faculty teaching different sections of the same course together to develop and review curriculum and course changes as needed.
- Inform the bookstore of all required texts.
- Inform the library of required texts, readings, film viewings, etc.
- Support faculty in navigating online content in Populi and make sure their faculty enroll in the Online Instructor training.
- Review midterm feedback from students with their faculty as part of course assessment and faculty mentoring. The midterm feedback form is available in Populi.
- Provide faculty with support and guidance regarding any student concerns including student referrals (student support, academic support, and dispositional). Forms are available in the Faculty Information Center Group in Populi.
- Course leaders serve as faculty mentors and will assist faculty to consider transformational processes or practices to deepen student learning, improve classroom dynamics, and/or online classroom management and facilitation, and to reflect meaningfully on their own developing practice as a teacher.
- Course leaders ultimately determine who will teach which sections of their courses and evaluate faculty members' ability to successfully deliver course material. (See Faculty Peer Evaluation)
- The Vice President of Academic and Student Affairs will refer complaints from students regarding course activities, faculty instruction, etc., to the appropriate Course Leaders, who will then speak directly with the faculty member regarding these concerns. If complaints are unresolved between the student and course leader, the student may appeal to the Vice President of Academic and Student Affairs.
- The Vice President of Academic and Student Affairs will work closely with Course Leaders to ensure appropriate assessment activities are taking place in their courses.

See Course Leader List in Appendix F

Part 5: Assessment of Student Learning

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

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

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

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

Institutional Learning Outcomes

Students complete a self-assessment of these outcomes at three points in the program: 1) New Student Onboarding, 2) prior to entry into practicum part 1, and as 3) as part of the exit/graduation process. We track this data and use it to improve upon our programs, curriculum, courses, and teaching.

The four ILOs are:

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, leads to greater awareness of limiting constructs that govern interpersonal interactions, decisions and relationship quality. The classroom becomes a laboratory of personal and collective discovery, and awareness is promoted in both didactic and experiential ways. Assignments are designed to help students become more aware of their reactions to course reading and material as well as potential areas of bias that are affecting their perceptions about themselves, others, and the world. This continued process of inquiry, discovery, and reflection is a critical aspect of cultivating conscious relating.

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

3. Develop a commitment to multicultural awareness and competency.

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

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

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

Throughout the educational process, students develop, and master core competencies required by their professions through grounded, holistic, comprehensive academic and field training.

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

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

Program Learning Outcomes (PLOs)

The PLOs are aligned with accreditation standards and are assessed at a programmatic level on an annual basis to inform program, curriculum, course, and instructional improvement. PLOs are listed in all course syllabi showing alignment with Course Learning Outcomes.

Counseling Program Learning Outcomes

Students will:

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

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

Students will:

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
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
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
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
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

Competencies of Students

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

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

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

Evaluation Of Students

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

On-ground student participation

- Participation/presence
- Reflection papers
- Academic papers
- Clinical writing
- Key assignments
- Discussion
- Final exams

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

Faculty support students by creating an open, transformational, dynamic, and engaging learning environment for high levels of participation. Support includes clear feedback and attention to students' professional development. Any concern about a student's success in any course should be discussed directly with the student by the faculty member who may also discuss student concerns with the Course Leader, Clinical Academic Programs Associate Director, or the Director of Student Affairs. If the concern is unresolved the student may discuss with the Vice President of Academic and Student Affairs.

Assessment of Student Achievement

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

Students are asked to complete a self-assessment instrument measuring their mastery of the four ILOs at the time of new student onboarding, prior to entering practicum, and as part of the exit/graduation process. These ILO results are compiled and reviewed annually by Curriculum Committee.

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

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

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

Criteria for Evaluation of Assignments

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

General Criteria for Assignments & Presentations

Format Criteria:

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

Content Criteria:

- Demonstrated attainment of concepts/skills
- Understanding of human nature, including theoretical and clinical contexts
- Presentation of self, including self-disclosure, professionalism, quality of self-reflection and the capacity

for critical evaluation

- Comprehensiveness in meeting criteria

Critical Thinking:

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

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

Student Participation

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

Class Participation

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

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

Grading of Course Assignments

Faculty should strive to grade student assignments as soon as possible and no later than one week/7 days from the time they are submitted. Faculty should provide clear and substantive feedback, noting strengths and constructive critique to support student learning and growth. Faculty are encouraged to leverage the grading/feedback tools in Populi including the general grading comments, assignment rubrics, and directly on assignment submissions using the annotation tool.

Audit

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

Grading System

Grades are given at the end of each quarter to indicate the quality of students' work. 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, IP 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
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.

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

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

Grades of C+ 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.

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

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

ePortfolio Course-Level Submissions – Guidance for Faculty

Where do I reach out with questions and for support?

facultysupport@swc.edu

What is the primary focus of the ePortfolio?

The primary focus is self-reflection and self-assessment. It is one of the primary ways we evaluate a student's readiness for practicum and in phase two, their readiness for the profession. Essentially, the ePortfolio puts students in the driver's seat of their own assessment. The ePortfolio provides the opportunity for students to develop as reflective learners, which is foundational to their development as reflective practitioners (an essential skill/disposition moving into their work with clients). Self-reflection is the vehicle for self-assessment, so essentially, they are reflecting on their learning to evaluate/assess their development (learning and growth) in each of the competency areas. Overall, their narratives are a way for them to demonstrate their ability to reflect on and document their learning and growth as they go through the program in each of the competency areas.

What are the four competency areas in the ePortfolio?

1. Theories of Art Therapy/Counseling
2. Transformational Learning Process
3. Skills/Techniques, Applications, & Ethics
4. Multicultural Awareness & Responsiveness

What guidance and support have been provided to students?

Students have access to the ePortfolio course-level submission guidance and instructions document located in the ePortfolio course-level submission guidance and instructions lesson in each course and the same lesson in the ERC: ePortfolio Resource Center, which is a course in Populi that every student is enrolled in. Student Support also offers quarterly ePortfolio Information Sessions and Work Sessions – these are communicated via the bulletin board in the ERC.

When are ePortfolio course-level submissions due?

As a default, the due date is set as the last date of the quarter, however, it is up to you as the instructor to determine a due date. Bear in mind that the ePortfolio artifact is typically the final course assignment, so students need to have completed it before they can add it to their ePortfolio and write their narrative reflection.

What is the point of the ePortfolio course-level submissions – haven't I already given them feedback on their assignment?

The point of the course-level ePortfolio submissions is so that students can receive feedback along the way as they curate their ePortfolio and to ensure that their narratives are on track. When their ePortfolio is formally evaluated, the narratives will be the focus of the evaluation to determine students' ability to self-reflect on their learning, their awareness of their development in the competency areas, and their ability to bridge their learning to their future work with clients. While you have already provided them with feedback on their assignment (artifact), you are providing them feedback on the content/structure of their narrative to ensure that they are hitting on all the required points/criteria in the ePortfolio narrative rubric.

What am I looking for/assessing in their narratives:

Big picture, we are looking at students' narratives to determine:

1. **Self-Reflection:** Their ability to engage in self-reflection on their learning related to each competency area and to articulate this clearly in their narratives. This means explicitly identifying what they learned and how they grew in each competency area from each process/artifact. These can be key insights gained, deepened understanding of concepts, skills development, shifts in perception or behaviors, etc.
2. **Self-awareness** around their strengths and growth edges that emerged or came to their awareness through the artifact/process and related to each competency area. This means explicitly identifying strengths and growth edges that emerged/came to their awareness through these various processes (artifacts). Did they convey what they learned about themselves as a developing therapist through the process/artifact? Did they convey insights they gained in terms of their developing proficiency in the competency area?
3. **Ability to connect learning with practice** – being able to articulate how their learning translates into practice is one of the major ways we assess practicum readiness upon formal submission of the ePortfolio. In these narratives, students should be thinking about how their learning will inform how they will approach their future work with clients. This grounding is absolutely essential as they transition into practicum and begin to work with clients.

We've recommended the following structure for their narratives to ensure they hit on all of the points and meet the criteria:

- **Heading:** Title the narrative with the name of the artifact and the course it comes from. For example: *Case Conceptualization: Foundations History & Theories of Counseling*
- **First Paragraph:** Briefly describe the artifact and process. No more than a paragraph.
- **Second Paragraph:** Personal narrative/self-reflection on what you learned or how you grew from the process (e.g. insights gained, deepened understanding, skills development, perceptual shifts, behavioral shifts, etc.) Share any strengths or growth edges that emerged through the process.
- **Third Paragraph:** reflect on how your learning will inform how you approach your work with your future clients. This is about bridging your learning to your practice.

As far as **word count**, a good range is about 3-4 paragraphs/300-500 words. However, it really is about quality vs. quantity.

Is there a rubric for assessing their narratives?

Yes, and this rubric is linked in the ePortfolio Submission assignment in each course. The expectation is that faculty rate each criterion based on your review of students' narratives and if you take off any points (if the narrative does not meet or exceed the criteria), you should add feedback directly on the rubric for that criterion.

Criteria	Levels	
Narrative Structure	Meets or Exceeds Expectations Assignment is submitted correctly (screenshot in view mode of ePortfolio clearly showing both the artifact and the narrative). Artifact and narrative are in the correct section of the ePortfolio (competency area), narrative is at least 3 paragraphs, and narrative includes a heading with the title of the artifact and the name of the course.	Underdeveloped/Needs Improvement Assignment is not submitted correctly or is incomplete, or the artifact and narrative are not in the correct section of the ePortfolio (competency area).
Self-Reflection	Meets or Exceeds Expectations Narrative clearly identifies key learning from the artifact and process related to the corresponding competency area, demonstrating the ability to self-reflect on learning. Narrative includes insights into own learning, growth, and developing proficiency directly related to the specific competency area, including shifts in perception and/or behavioral changes, and insights into strengths and growth edges.	Underdeveloped/Needs Improvement Narrative does not clearly identify key learning from the artifact and process or lacks sufficient detail/reflection. Narrative lacks personal narrative and/or could be strengthened by including insights into own learning, growth, and developing proficiency directly related to the competency area, including shifts in perception and/or behavioral changes, and insights into strengths and growth edges.
Bridging Learning to Practice	Meets or Exceeds Expectations Narrative clearly explains how key learning from the artifact and process will inform or will be applied to future work with clients with sufficient detail/examples. Narrative demonstrates awareness and understanding of key knowledge, dispositions, and/or skills within the competency area that are essential to working effectively with future clients.	Underdeveloped/Needs Improvement Narrative does not explain how key learning from the artifact and process will inform or will be applied to future work with clients or lacks sufficient detail/examples. Narrative does not reflect an awareness and understanding of key knowledge, dispositions, and/or skills within the competency area that are essential to working effectively with future clients.

What additional feedback should I provide, aside from on the rubric?

The expectation is that faculty provide substantive feedback via the general comments section in the assignment. Feedback should be personalized and should bring to students' attention what is missing from their artifact. Again, the point of course-level submission is for students to get feedback on their narratives along the way so they can strengthen their narratives in preparation for their formal ePortfolio submission. Here are some [examples of narratives](#) with feedback to give you a sense of what substantive feedback looks like.

What am I looking for in terms of student submissions?

This is an example of a properly submitted course-level ePortfolio assignment. You can clearly see the following:

1. Student's name appears as ePortfolio name at the top of the image.
2. Page/Section #: You can clearly determine that the artifact has been placed on the appropriate ePortfolio page. (The page navigation can appear at the top or to the left.)
3. Narrative is legible AND meets the rubric criteria.
4. Headings: Artifact and narrative are clearly labeled, including the course name and artifact name.
5. Artifact has been uploaded: You can clearly see the artifact itself has been uploaded.

- Images: Images are optional but highly encouraged. No points removed for lack of images UNLESS the artwork is a required part of the artifact (for example for AT Addictions, the Art Response is a required artifact component). The Table of Artifacts in the ePortfolio Guidelines is very clear about this.
- Artifact Numbering: Numbering the artifacts on the competency area pages will be required upon Part 1 submission but are encouraged, not required, for course-level submissions.


Jori Hoffer's EPortfolio

Section 3: Skills: Techniques, Applications & Ethics

dentit... Section 1: Theories o... Section 2: Transfor... Section 3: Skills: Tec... Section 4: Multicult... ePortfolio Part 2 - FL... ePortfolio Part 2

Shows the artifact number. → Artifact 6 - Psychopathology: Diagnosis and Treatment of Mental and Emotional Disorders - Diagnostic Journey Project

Shows the artifact was added. → My Diagnostic Journe... 17.88 MB

Shows visual of the artifact (optional/recommended) → 

Shows the ePortfolio page. ←

Shows the narrative ←

Note: Do not take screenshot with phone or mobile device – take a computer screenshot so your narrative is clear and readable. Links to instructions below: [Taking screenshot on Mac](#) [Taking screenshot on PC](#)

Artifact 6 - Psychopathology: Diagnosis and Treatment of Mental and Emotional Disorders - Journey Project Narrative

Throughout my journey in this course, I discovered the intricacy and nuanced nature of diagnosis. Through exploring class materials, engaging in case studies, and participating in group discussions, I realized that diagnosis is far from rigid. It is a dynamic and evolving process. I learned about the potential negative impact diagnoses can have due to societal stigmas. By recognizing potential stigmas, this emphasized for me the importance of providing compassionate support and ongoing reassurance as a therapist.

Some strengths I had with this diagnostic journey include understanding the necessity of therapeutic humility and working as a team within the diagnostic process. Another strength I have is recognizing how therapeutic alliance is essential. By ensuring diagnoses are made through respecting the client will feel heard and want to be involved. My last strength includes realizing diagnosis change over time with new life events or when new symptoms emerge.

When I look at my journey with diagnosis, one area of growth for me would include further honing my diagnostic skills through repeated practice and experience. I want to become more confident in differentiating symptoms. Another personal area of growth would be to develop my therapeutic approach to various different kinds of cultures to ensure diagnoses reflect all of my client's cultural background accurately.

By being in this class, it has helped me significantly with my future work as an art therapist. Now I have a more comprehensive understanding of diagnosis. It will allow me to approach clients with humility and empathy, use diagnosis as a collaborative tool rather than a rigid label, and remain watchful of potential stigmas associated with mental health diagnoses. This class will enhance my effectiveness as a therapist, by helping me guide interventions tailored to each client's unique experiences.

COMPONENTS | **PAGES**

Text | Image

Image Gallery | Video

File Upload | Activities


This is only visible in the working view. Clearly NOT in VIEW mode. Incorrect submission.

ePortfolio Name: Template:

Needs to show the top bar of the ePortfolio (any color) as well as the submenu that shows what page in the portfolio the submission is on. See the proper exemplar for comparison.

Page 1: About Me/Bio

Tunes Improper heading - not listing course and artifact name clearly according to Guidelines



Reflection

You may not be able to remove some template components. This permission has been set by your administrator. You can always add

This is an incorrect ePortfolio submission.

1. Not taken in VIEW mode (cell phone images of the screen are not allowed)
2. No artifact clearly uploaded
3. Improper, inconsistent or unclear naming convention

What should I do if a student does not submit correctly?

If you are able to read the narrative, go ahead and provide feedback on the narrative, but let them know that they did not submit correctly and point them to the ePortfolio Guidelines document.

If you are unable to read the narrative, simply let them know in the comments that they did not submit correctly and point them to the ePortfolio Guidelines document.

For either of the above, you do not need to wait for them to submit correctly – you can go ahead and finalize your course.

How do I know what assignment is required for my course and what section/page of the ePortfolio it goes in?

The following table is in the ePortfolio Guidelines document in the lesson in your course. The first column lists the courses, the second column lists the required artifacts/assignments for art therapy/counseling, and the third column those for counseling. The blue rows mark sections of the ePortfolio.

What if I am still unclear about what artifacts are required for my course?

If you need more clarification about the course-level ePortfolio requirements, please ask for support from your course leader or reach out to eportfoliosupport@swc.edu.

Course	Required Artifacts-ATCN	Required Artifacts-CN
About Me/ Bio Section		
This section captures your story of how you came to or were called to the profession. Utilize imagery or creative displays to illustrate the journey.		
Studio Art (AT/CN 594)	Artist Statement and Art Project Presentation (Note: must have a narrative for each of these 2 artifacts)	N/A
N/A (No course associated with these required artifacts)	<ul style="list-style-type: none">• Resume or CV• Statement of professional goals	<ul style="list-style-type: none">• Resume or CV• Statement of professional goals• At least one additional artifact to anchor this section.
Art Therapist/ Counseling Identity Section		
This section allows you to describe how you see yourself working in the field; what does this identity look like for you? What populations do you see yourself working with?		
N/A (No course associated with these required artifacts)	<ul style="list-style-type: none">• Personal statement of art therapy/counseling philosophy.• At least one additional artifact to anchor this section that reflects your	<ul style="list-style-type: none">• Personal statement of counseling philosophy.• At least one additional artifact to anchor this section that reflects your awareness of your evolving professional identity.

	awareness of your evolving professional identity.	
Theories of Art Therapy/Counseling Section		
In this section you will write an Overall Narrative for your Part 1 submission and another at your Part 2 submission.		
Theories of Art Therapy (AT/CN 545)	#1 Theoretical Lens Case Comparison Paper	N/A
Foundations: History and Theories of Counseling (CN AT 542-4)	#2 Case Conceptualization Paper	#1 Case Conceptualization Paper
Theory and Practice of Family Art Therapy/Counseling and/or Counseling (AT/CN 663-2) or Theory and Practice of Family Counseling (CN 663-2)	#3 Art-Based Genogram	#2 Genogram
History of Art Therapy: Founders & Foundations (AT/CN 530)	#4 Visual Timeline: The History of Art Therapy in the US	N/A
Applied Theories of Human Development (CN AT 522-2)	#5 Developmental Timeline Presentation	#3 Developmental Timeline Presentation
Art Therapy Techniques and Materials (AT/CN 593)	#6 Final Presentation	N/A
Please note for this section	Plus 1-2 additional artifacts of your choice	Plus 1-2 additional artifacts of your choice
Transformational Learning Process Section		
In this section you will write an Overall Narrative for your Part 1 submission and another at your Part 2 submission.		
Psychology of Altruism: Fundamentals of Helping Relationships (CN AT 574)	#1 Final Paper	#1 Final Paper
Hermeneutics of Self: Transformation and Healing Through Imaginal Ways of Knowing (CN AT 523-4)	#2 Choose any course assignment as the artifact required for this course.	#2 Choose any course assignment as the artifact required for this course.
Consciousness I: Cultivating the Healing Power of Presence (CN AT 530-3)	#3 Choose any course assignment as the artifact required for this course.	#3 Choose any course assignment as the artifact required for this course.
Consciousness II: Cultivating the Healing Presence of Love (CN AT 531-3)	#4 Choose any course assignment as the artifact required for this course.	#4 Choose any course assignment as the artifact required for this course.
Please note for this section	Plus 1-2 additional artifacts of your choice	Plus 1-2 additional artifacts of your choice
Skills, Techniques, Applications & Ethics Section		
In this section you will write an Overall Narrative for your Part 1 submission and another at your Part 2 submission.		
Group Dynamics (CN AT 543-2)	#1 Group Proposal and DAP note	#1 Group Proposal and DAP note
Addictions Assessment & Treatment in Art Therapy/Counseling (AT/CN 665-2)	#2 Case Conceptualization and Art Response (upload the Case Conceptualization and display Art	#2 Case Conceptualization

or Addictions Assessment & Treatment in Counseling (CN 565-3)	Response as a visual – write a total of ONE narrative that addresses both items)	
Assessment & Appraisal in Art Therapy/Counseling (AT/CN 664-3) or Assessment & Appraisal in Counseling (CN 664-4)	#3 Assessment Philosophy Presentation	#3 Case Study Project and Presentation
Professional Ethics (AT/CN 660-2 and CN 660-3)	#4 Informed Consent Video plus narrative #5 Ethics Zine plus narrative	#4 Final Paper
Career and Life Development (CN AT 625-2)	#6 Group Treatment Plan/Case Study	#5 Group Treatment Plan/Case Study
Research Methods and Program Evaluation (CN AT 598-6)	#7 Program Evaluation Presentation	#6 Program Evaluation Presentation
Psychopathology: Diagnosis and Treatment of Mental and Emotional Disorders (CN AT 581-5)	#8 Final Reflection: Creative Response to Diagnosing/ Summary Paper	#7 Final Reflection: Creative Response to Diagnosing/ Summary Paper
Psychopathology: Psychopharmacology (CN AT 581-4)	#9 Research Project Presentation <i>*Students who take this class spring 2026 and forward, NO artifact</i>	#8 Research Project Presentation <i>*Students who take this class spring 2026 and forward, NO artifact</i>
Arts-Based Research (ATCP 598) (For Art Therapy for Clinical Professionals program ONLY. MA in Art Therapy/Counseling students do not take this course.)	#10 Research Publication	N/A
Please note for this section	Plus 1-2 additional artifacts of your choice	Plus 1-2 additional artifacts of your choice
Multicultural Awareness & Responsiveness Section		
In this section you will write an Overall Narrative for your Part 1 submission and another at your Part 2 submission.		
Multicultural Perspectives in Art Therapy/Counseling w/ Diverse Populations (AT/CN 597-2) or Multicultural Perspectives in Counseling w/ Diverse Populations (CN 577-4)	#1 Altered Book Project	#1 Cultural Humility Exploration Presentation
Multicultural Awareness (CN AT 500-3)	#2 Multi-Cultural Self Portrait	#2 Multi-cultural Self Portrait
Helping Relationships: Integrated Counseling Skills (CN AT 674)	#3 Final reflection paper about your response creative inquiry process	#3 Final reflection paper about your response creative inquiry process
Please note for this section	Plus 1-2 additional artifacts of your choice	Plus 1-2 additional artifacts of your choice
Culminating Projects Section (Part 2 Submission)		

Capstone A	Experiential Description	N/A
Capstone B	Cap B Final Digital Presentation	N/A
Internship II	Internship Road Artwork and Treatment Plan Project (one narrative)	Final Project: Creative Self-Inquiry and Digital Vision Board (one narrative)
Dispositional Pie Chart Self-Assessments Section		
#1 New Student Orientation - pie chart + narrative		
#2 Pre-Practicum (Part 1) - pie chart + narrative		
#3 Exit-Professional Seminar (Part 2) - pie chart + narrative		

Academic Program Assessment

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.

Assessment Instruments

- Institutional Learning Outcomes Survey Form
- Exit Survey
- Midterm Course Feedback Survey
- End of Course Evaluation
- Supervisor assessments of graduate interns
- Ruffalo Noel Levitz Adult Student Satisfaction Survey
- Graduate Satisfaction Survey
- Employment Survey
- Employer Satisfaction Survey
- ePortfolio Reviews
- Course Assignments & Projects
- Retention, persistence, and graduation data
- Learning Circles

Process of Assessment Activity

- Half-day Academic Assessment Retreat in October (annual)
- Full-day Academic Assessment Retreat in June (annual)
- Learning Circles utilizing student learning artifacts for reflection and analysis of program (ongoing, 3-4 Learning Circles are held per academic year)
- Faculty Meetings
- Staff Meetings
- Advisory Council 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

What does a Learning Circle Facilitator do?

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

The facilitator is responsible for the following:

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

Dear Faculty, Staff and Students,

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

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

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

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

Please RSVP to the Academic Support Services Coordinator, Thank you!

- The Academic Support Services Coordinator will collect RSVPs on a first-come first-attend basis. NOTE: Participation is voluntary, and no one receives additional compensation for participating.
 - If the learning circle will be on campus, the Academic Support Services Coordinator will arrange to provide coffee, tea, light snacks (no more than \$10-20 worth of food)
 - The Academic Support Services Coordinator will make copies of this Learning Circle document to share with all participants.
 - The Academic Support Services Coordinator will process the paperwork to pay adjunct faculty who are invited to serve on a Meta-Assessment Team. The facilitator should inform the Academic Support Services Coordinator of who they are. They should be paid following the team meeting and completion of the report. They are paid at the standard hourly rate for curriculum development. We can expect the meeting and reading the transcript in preparation for the meeting could be a total of three hours.
- Facilitator selects and prepares the student artifacts. Artifacts can be student artwork, written work, academic papers, reflection papers, annotated bibliographies, clinical writing, quizzes, exams, video presentations, student evaluations of courses or activities, student survey results (from any survey instrument selected by the facilitator for this purpose), etc. It is recommended that student artwork be accompanied by student writing that describes the student's intent, purposes, or what they feel they want to share about their artwork. The student art alongside the student's written statement can be taken together as a student artifact documenting learning.
- Facilitator requests and receives written student consent (can be via email) for each student's work included in the sample. Students should know their names will be removed, but we are aware that identifying factors could be present in their work. It should be explained this is for the purpose of learning outcomes assessment and in no way affects their grade. Permission to use student responses is not needed for survey results as these are typically anonymous and the results should be compiled into a data set for the purpose of analysis conducted by the Learning Circle.
- Facilitator sends selected and prepped student artifacts with student names removed, the course syllabus or syllabi from which the student work is being considered, a copy of the **Institutional Learning Outcomes, Program Learning Outcomes and/or the learning outcomes for the co-curricular activity being assessed.**
 - Facilitator - On one sheet of paper, have the course name or co-curricular activity, the assignment, the course learning outcomes, program learning outcomes and Institutional learning outcomes. Hand this out in the second part of the reflection (see below).
 - If the learning circle is on campus, get the audio recorder from IT and ask for a brief intro into how to use it. They have it set to the exact requirements of our transcriber so use this recorder not anything else. Place the recorder in the center of the room. Audio record the gathering and give the audio recording to Vice President of Academic and Student Affairs to get transcribed.
 - If the learning circle is on Zoom, click on the *record* button in Zoom and select *record to the cloud*.
 - Afterward, the facilitator selects two people who did not participate in the initial Learning Circle to serve on the Meta-Assessment Team (MAT).
 - Schedule a meeting for the MAT to review the transcript. (See details below on the Meta-Assessment.)

What happens during a Learning Circle?

- The first part of this document is read aloud from the beginning, entitled, Learning Circles through our values. The facilitator then asks if there are any questions. The purpose of this is to establish the purpose and values of the gathering.
- Turn on the recorder (if on campus) or click on the record link in Zoom and ask everyone to introduce themselves by first name. This will help the transcriber to identify voices in the transcription.
 - Please remind people to speak loudly and clearly and to face the audio recorder which should be

- placed in the center of the room.
- The facilitator(s) will then invite **open genuine dialogue about student learning as demonstrated by the artifacts.**
 - During this time the course, the assignment, the teacher, or the stated learning outcomes are not presented.
 - The entire focus is on what the **student work/artifacts demonstrate.**
 - What does a student have to know to do this work?
 - What are the strengths evident in this work?
 - What questions are raised by this work?
 - Visual work may be shown during the Learning Circle. It does not have to be reviewed ahead of time. Students may be requested to write their own statements about their artwork and these statements can be read alongside the visual work. The focus is on student demonstrations of learning and not interpretation of the meaning of student artwork.
 - Survey results should be distributed ahead of time.
 - Written material should be distributed ahead of time.
 - After about 45 minutes, shift the conversation by passing out the **student learning outcomes**, which could include: course learning outcomes, program learning outcomes, co-curricular activity learning outcomes, and our Institutional learning outcomes. You may also share copies of the course syllabus or syllabi, a description of the assignment or other relevant material to contextualize the student learning artifacts.
 - The student work is then reviewed and discussed in this context.
 - Remember this is an open-ended conversation. Suggestions can be made along with observations, but final decisions will be made at the next step during the meta-assessment.
 - At the conclusion, thank everyone and read aloud the steps of the meta-assessment so everyone knows what is next.

What happens after the Learning Circle?

The next step is the Meta-Assessment.

It consists of these steps:

1. The audio recording is transcribed. Give the recording to the Vice President of Academic and Student Affairs to send to the transcriber. If the learning circle took place on Zoom, the facilitator can access the transcript.
2. When it is returned, the Vice President of Academic and Student Affairs will email it to the facilitator who called the original Learning Circle and to the Academic Support Services Coordinator who will email it to the Meta- Assessment Team.
3. The facilitator selects the Meta-Assessment Team. It is good to have at least 2 members who were not part of the original Learning Circle to bring fresh perspectives. Possibilities of team members to ask include any of the following:
 - Full-time staff members
 - Academic Council members
 - Course Leaders
 - Chairs
 - Directors
 - The Vice President of Academic and Student Affairs
 - Adjunct faculty. NOTE: adjunct faculty may be compensated as they are contributing to the curriculum in this step in the process.
4. Prior to meeting, the Meta-Assessment Team reviews the transcript and highlights, themes, or significant observations.
5. The facilitator should also make sure that the Academic Support Services Coordinator forwards the student artifacts that were reviewed by the Learning Circle to the Meta Assessment Team members. This

provides them with a clearer context as they read the transcript.

6. The Meta-Assessment Team meets to discuss the transcript and agrees to specific next steps.
7. The team completes the **Meta Assessment Team Report** form: <https://newearth.wufoo.com/forms/z1ez0fey0m16bj0/>. This form identifies next steps, timeline, and who will be responsible for further action. This form is then filed with the Vice President of Academic and Student Affairs.
8. The Vice President of Academic and Student Affairs will review the completed **Meta Assessment Team Report** and determine if any items require either Academic Council or Executive Council review and approval. If so, the Vice President of Academic and Student Affairs will invite the facilitator and together they will bring these recommendations to the appropriate body for final decision-making if necessary.

Part 6: Academic Policies

Absence Policy (Faculty)

Faculty Lateness

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

Faculty Absence, Last Minute or Unplanned

If a faculty member will be missing a class due to sudden illness or family emergency, they should contact their Course Leader as soon as they are aware that they will be missing a class and provide a lesson plan or outline of what needs to be covered for that particular class. If necessary, the Course Leader may assume responsibility for finding an appropriate substitute and completing required paperwork to ensure that the substitute gets paid. The Course Leader may also serve as a substitute but are not compensated if they are full-time faculty.

Faculty Absence, Planned

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

Missing More than Two Classes

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

Healthy Workplaces Act Leave

In compliance with New Mexico's Healthy Workplaces Act (HWA), Southwestern College offers paid sick time off to its employees. Effective July 1, 2022, all employees are eligible, whether full-time, exempt, non-exempt, temporary, regular, or seasonal. Employees become eligible and begin to accrue paid HWA leave their first day of work and may use the time as soon as it is accrued.

Employees will accrue one hour of HWA leave for every 30 hours worked. HWA time is tracked separately from other PTO (if applicable) on employee's check stubs. Up to 64 hours of unused HWA time will carry over from year to year. SWC's HWA plan year is July 1 through June 30. Unused, accrued HWA time will be forfeited and not paid

out upon separation of employment for any reason. Time off under this policy is authorized for any of the reasons stated in the Healthy Workplaces Act. Employees may use HWA leave for the following reasons:

1. For the employee's own, or a family member's physical health, including:
 - a. preventive care
 - b. mental health
 - c. medical diagnosis
 - d. treatment of a mental or physical illness, injury, or health condition
2. To attend meetings at a child's school/childcare provider related to the child's health/disability
3. Provided that the leave is to obtain medical or psychological treatment or other counseling, to relocate, or to prepare for or participate in legal proceedings, employees may apply HWA time to absences related to the employee's or family member's suffering:
 - a. domestic abuse
 - b. sexual assault
 - c. stalking

For the purposes of this HWA policy, a family member includes an employee's spouse or domestic partner, or a person related to the employee or the employee's spouse or domestic partner. A domestic partner is recognized as an individual with whom the employee maintains a household and a mutual committed relationship without a legally recognized marriage, and when individual[s] whose close association with the employee or the employee's spouse or domestic partner is the equivalent of a family relationship.

When possible, Southwestern College requests that employees make reasonable efforts to provide notice to the College of the need to use HWA. The college may require documentation if an employee uses three or more consecutive days of HWA leave.

Southwestern College is mindful of the confidential nature of the circumstances of leave and will handle all requests and documentation as confidential.

Academic Freedom

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

ADA - Disability Accommodations

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. Note: Only students may

share their accommodations with their instructors. **SWC staff will not share student accommodations with faculty.** If you have questions about a student's accommodations, please reach out to facultysupport@swc.edu. In your message, please refer to the student and Process in the SWC Catalog.

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 Services group in Populi > Files > Student Forms > Student Support Referral Form Link and Instructions.

Appeals (Faculty)

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

1. The faculty member confers with the Vice President of Academic and Student Affairs (VPASA), the designated Course Leader, or the Clinical Academic Programs Associate Director.
2. If the matter is not resolved, the faculty member appeals to the VPASA.
3. If the matter is not resolved, the faculty member submits a written appeal to the Academic Council for review. The Academic Council confers with all involved parties. The Academic Council issues a written response to the faculty member's appeal within two weeks.
4. If the faculty member is not satisfied with the response of the Academic Council, they may submit the appeal to the President. The President may confer with all parties. The President will issue a final written decision within 30 business days. The decision of the President is final.

Administrative Decisions

Administrative decisions include policies about contracts, payment, hiring procedures, evaluation, employee conduct, and other aspects of the contractual relationship. Administrative appeals are subject to the following appeals procedure:

1. The faculty member confers with the Vice President of Academic and Student Affairs, the Course Leader, or the Clinical Academic Programs Associate Director.
2. If the matter is not resolved, the faculty member appeals to the Executive Vice President.
3. If the matter is not resolved, the faculty member submits a written appeal to the President for review. The President confers with all involved parties. The President issues a written response within 30 business days. The decision of the President is final.

Attendance Policy (Students)

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 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.

Attendance Taking Policy & Class Rosters

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

Faculty are required to take regular attendance in Populi. This is crucial to our compliance with Title IV Federal Financial Aid.

Completion and Return of Class Assignments

Submission of course assignments occur in Populi by the established due date per the course schedule in the syllabus. If a student is unable to complete any assignment by the due date, they must arrange directly with the instructor. Late papers are graded down as per the Late Paper Policy except in extraordinary circumstances. Graded assignments can be accessed in the assignments in Populi within one week of submission. Faculty provide feedback directly on the assignment using the text annotations tool, on the rubric, and/or in the grading comments.

Facility Rental Policy

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

Family Educational Rights to Privacy Act (FERPA)

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

These rights include:

Right to Inspect and Review Records

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

Right to Request Amendment of Records

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

Right to Privacy of Records

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

Right to File a Complaint with the Department of Education

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

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

Field Trip Policy

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

Grading Policy

Assignments must be graded within 7 days of submission/due date. If a faculty member is unable to grade on time, they must communicate with students via the course bulletin board including a timeline for completion.

Grade Appeal Policy

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 Associate 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.

Guest Speaker Policy

SWC recognizes the incredible value in bringing guest speakers into the classroom. Some courses, particularly those that address multicultural issues explicitly, would greatly benefit from this diversity of voices and experience. We encourage guest speakers and ask faculty to engage in conversation with their Course Leader prior to inviting them. In order for payment to be processed, please complete the following steps:

Steps to follow:

1. Contact your course leader to discuss your plan for inviting guest speakers. Provide the following:
 - Your name
 - Your course name
 - Guest speaker's name
 - Guest speaker's email address
 - Date(s)
 - Hours needed
2. Your Course Leader will fill out the Substitute Teacher/Guest Speaker Check Request Form (accessible in Faculty Resource Center in Populi in the Forms folder) **after** the substitute or guest speaker has taught or participated in your class. Please provide all the above information to your Course Leader to put on the form.
3. The form will go to the Vice President of Academic and Student Affairs for approval and the business office for processing.

Note: The SWC Accountant requires a W-9 for new guest speakers. A W-9 is also required for guest speakers that haven't been paid in over a year to ensure their information is still accurate. Payment guest speakers will not be processed without a new W-9 or one on file. The business office will contact the substitute or guest speaker for their W-9 if they do not have it on file.

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 Associate 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 Associate 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.

Independent Study Policy

Independent Study at SWC is only available with the approval of Academic Council or its designee. Students wishing to initiate an Independent Study should consult first with the Student Affairs Director. Adjunct faculty may not initiate or approve of studies. Refer to the SWC Catalog for more information.

Late Assignments Policy

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+.

Learning Management System (Populi) Use Policy

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

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 Program Exception* to the 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 Program Exception* to avoid a multiple relationship with a previous or current counselor may be suspended or expelled.

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

Faculty

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

- Any faculty member who has a current client enrolled in their class must inform the student of the above stated policy and ask them to complete a *Petition for Program Exception* and submit it to the Clinical Academic Programs Associate 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.
- Southwestern College does not use its email system to promote outside events of its faculty or alumni.
- In general, it is inappropriate for a faculty member to hire or supervise a student as an employee, (for example: pet sitter, house sitter, babysitter) or have a tenant/landlord relationship with a student.
- Any exceptions to the Multiple Relationship Policy must be approved by the Academic Council.

Staff

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

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

Tierra Nueva Counseling Center

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

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

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

Plagiarism and Academic Dishonesty

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

Fraudulent misrepresentation of oneself through plagiarism 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. Students may cite AI as part of their research as per APA guidelines.

Sanctions for plagiarism and academic dishonesty are listed in the Catalog.

Note that Populi has a plagiarism checker that can be used in assignments to check for plagiarism. The Plagiarism & Academic Dishonesty Policy is included in all course syllabi.

If you suspect that a student has violated the plagiarism/academic dishonesty policy, contact your Course Leader or Academic Programs Associate Director to discuss next steps.

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 permission of the Course Leader.

For online classes the equivalent to the first day of class may happen via Zoom, or asynchronously with the faculty posting a request within the first week of class for students to post any questions regarding the syllabus and the requirements, including any assignments.

Only in rare cases and due to specific circumstances should a syllabus be changed after the first- class session. All changes must be made with the Course Leader's permission in consultation with the Vice President of Academic and Student Affairs, if necessary. If a syllabi change is desired, recommended changes will be brought to Curriculum Committee for approval. See policy below for details.

Syllabi Contents

Course syllabi at Southwestern College consist of the following:

- Name of the College
- Quarter and year
- Course number and title
- Course Instructor name, credentials, phone, and email
- Course dates, days, and times
- Number of quarter units
- Last Day to Drop information
- ePortfolio Submission Assignment statement
- Consciousness Across the Curriculum statement
- Trauma Exposure, Self-Care and Trauma Informed Teaching statement
- Administrative policies & statements (attendance; transformational education; plagiarism & academic dishonesty; late papers; disability accommodations; classroom technology, ILOs; PLOs, etc.)
- Method of instruction (SWC Campus, Zoom Synchronous, Asynchronous)
- Course description
- Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), relevant competencies (i.e., CACREP and CAAHEP) and Course Learning Outcomes (CLOs)
- Required readings and resources
- Supplemental resources
- Course requirements
- Attendance & class participation
- Descriptions of each individual assignment
- Final evaluation (indicate the percentage of the final grade given to each assignment)
- Course outline

Course Outline

The course outline is a required part of all syllabi. It may be adjusted by the faculty member without approval of

the Course Leader at any time during the course in order to adapt to the flow of the course if all course material is covered. Changes to the Course Outline must be clearly communicated to students in writing either by distributing revised copies to the class on paper and/or by posting revisions in Populi.

The course outline should clearly identify:

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

Course Leader Responsibility for Syllabi

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

The Course Leader will determine how the required readings will be communicated to the Library. They will either

- inform the library of required reading and viewing materials, or
- they will ensure that the individual faculty inform the library of required reading and viewing materials.

Whoever informs the Library staff will either

- provide the syllabus and list of materials or
- complete the Library Form.

It is highly recommended that Course Leaders consult with and collaborate with the faculty teaching various sections of the same course. Preferably, Course Leaders meet with all the faculty teaching a section of a course to review the syllabus prior to syllabi submission. If this is not possible, Course Leaders will meet individually or as a group with faculty after the syllabus has been finalized and submitted to the Academic Support Services Coordinator but prior to the start of the course. Adjunct 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 Curriculum Committee for the following:

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

Course Leaders must consult with and receive permission from the Curriculum Committee 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 & Course Preparation Procedure

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

The **Academic Support Services Coordinator** will:

- update basic course information on each syllabus each quarter and upload it to Teams for review
- upload the updated syllabi to courses in Populi

The **Registrar** will:

- create the new course templates in Populi each quarter,
- add start/end dates,
- enter student enrollment limits,
- add GPA requirements,
- state delivery method,
- identify any cross-listing,
- name the instructor,
- include course meeting days/times,
- notify instructors via email when the course is completely set up in Populi so they can review it (see Instructor responsibilities below).

The **Course Leader** will:

- Review, revise and return course syllabi to the Academic Support Services Coordinator by the due date. As stated above, Course Leaders are responsible for the completion of this process in consultation with their faculty.
- Contact the CTO 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 of changes to assignments or percentage of grade made in the revised syllabus.
- Review their courses in Populi when they are contacted by the Registrar to ensure it is updated according to the revised syllabus. Preferably this is completed prior to registration. If not, it must be completed at least a week before classes begin.
- Notify the appropriate unit (Registrar, Academic Support Services Coordinator, Library; or CTO) if any changes in content or configuration are needed to prepare the course for the start of the quarter.

Prior to each quarter the **Course Leader** will consult with the **Instructor** to update the syllabus for the course including:

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

The **Chief Technology Officer** will:

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

The **Instructor** will complete the following tasks in Populi to prep courses by the Thursday prior to the start of the

academic quarter per the Course Prep Checklist*.

- verify syllabus has been added
- post welcome letter, welcome video, and bio in “Message from your Instructor” lesson
- post a welcome announcement with getting started instructions (after students have been registered)
- post office hour information in “Zoom Office Hours” lesson
- set assignment due dates
- make sure rubrics are attached to assignments and discussions
- review lesson overview and objectives (these cannot be changed)
- review course preparation activities and adjust as needed to fit your schedule/needs/preferences
- review supplemental readings and resources and add or remove to fit your focus
- check to make sure all links are working
- review assignment descriptions (if missing add them from the syllabus) and
- add any pertinent dates to calendar (note that once assignment due dates are added, they will automatically populate to the calendar -you DO NOT need to add assignment due dates to the calendar.

*A **Course Preparation Checklist** is provided each quarter and is subject to change. The Academic Support Services Coordinator will send the checklist out to all faculty at least two weeks prior to the deadline for course prep and as soon as courses are available for prepping.

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

The **Library** will:

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

Substitute Policy

If an adjunct faculty member is unable to teach a class due to illness or other extenuating circumstances, they must contact their course leader to arrange for a substitute. The course leader may also substitute for the class in the event that they are unable to find another faculty member to substitute. Adjunct faculty will be compensated for substitute teaching at the approved rate per hour. To submit for payment, the course leader will submit the substitute check request form found in the Faculty Information Center in Populi.

Steps to follow:

1. Contact your course leader to discuss your plan for needing a substitute. Provide the following:
 - Your name
 - Your course name
 - Substitute or guest speaker’s name
 - Substitute or guest speaker’s email address
 - Date(s)
 - Hours needed
2. Your Course Leader will fill out the Substitute Teacher/Guest Speaker Check Request Form (accessible in Faculty Resource Center in Populi in the Forms folder) after the substitute has taught your class. Please provide all the above information to your Course Leader to put on the form.
3. The form will go to the Vice President of Academic and Student Affairs for approval and the business

office for processing.

Note: The SWC Accountant requires a W-9 for new substitutes. A W-9 is also required for substitute that haven't been paid in over a year to ensure their information is still accurate. Payment for substitutes will not be processed without a new W-9 or one on file. The business office will contact the substitute for their W-9 if they do not have it on file.

Switching Course Sections Policy

Students may not switch out of one section into another section of a course after the first Monday of the quarter without submitting a Petition for Exception. The Vice President of Academic and Student Affairs will consult with the Registrar prior to making any decision to find out the total enrollment for the course, class location, and whether there is a wait list for the course. If permitted, the student would switch immediately. Following the first week of classes, SWC almost never allows a student to switch sections. Individual teachers of individual sections MAY NOT permit a student to attend their class who is not officially enrolled.

Training & Onboarding Policy

All faculty are required to complete the New Faculty Training & Onboarding. This is an asynchronous 3-week intensive course in Populi. A Zoom or face-to-face orientation is required prior to accessing the training. Faculty who have successfully completed the training receive an honorarium of \$500.00 at the end of their first quarter of teaching.

Part 7: Professional Learning

Mentorship

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

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

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

Annual Faculty Retreat

Prior to the start of Fall Quarter, SWC holds an annual Faculty Retreat. Faculty who attend receive, at a minimum, a \$50 honorarium. Though not strictly required, all adjunct faculty are strongly encouraged to attend. There may be times when a retreat may be mandatory in instances where specialized training is necessary. The agenda will include administrative and curricular updates and an opportunity to deepen our practice as transformational and culturally responsive educators.

Professional Learning Opportunities

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

Educational Benefits

Specific educational benefits designed to enhance professional development are also available. Education Benefit for part time employees (for purposes of this policy, NEI Directors, adjunct instructors, mentors, and wisdom council members are part time employees):

Part time employees are granted educational benefits in the following ways:

- MA Degree program classes may be taken free of charge up to 5 quarter units per year if they have the appropriate educational background. Contact financial aid to complete the educational benefit form.
- PhD Degree program classes may be taken free of charge up to 3 quarter units per academic year if they have the appropriate educational background. Contact financial aid to complete the educational benefit form.
- One noncredit course per academic year may be taken at a discount of 50%. Contact the bursar to receive the discount code.

Employees receiving the part time educational benefit are not eligible for other Southwestern College scholarships, discounts, or Graduate Assistantships.

It is recommended that employees avoid enrolling in classes taught by another employee with whom they have a reporting relationship. Employees wishing to enroll in a course taught by a professional employee with whom they have a reporting relationship must apply to the Vice President of Academic and Student Affairs (VPASA) in writing for an exception to this policy. Exceptions will be made on a case-by-case basis by the VPASA in conjunction with the instructor involved.

Faculty Evaluation Adjunct Faculty

Course Leadership, Mentoring, and Evaluation

Course leaders in close consultation with the Academic Programs Associate Director and the Vice President of Academic and Student Affairs are responsible for the evaluation of adjunct faculty.

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

Materials used in the evaluation process may include:

Quality of Instruction

- Student evaluations of instruction
- Midterm feedback surveys
- Faculty self-assessment of teaching to include reflection on transformative teaching and learning
- Direct observation of teaching by the Clinical Academic Programs Associate Director, Course Leader or Vice President of Academic and Student Affairs (VPASA) will be an option encouraged for new teachers.

The course leader or the faculty member may initiate direct observation of teaching. Direct observation should be planned ahead of time, students should be informed, it should be as unobtrusive as possible, the observer should not directly address the class or the teacher but simply serve as a witness and provide feedback later, and it should be for portion of a class but not necessarily the entire course period. See Transformational Teaching Rubric and SWC Synchronous Course/Instruction Rubric in appendix.

- **Contribution to Curriculum Development & Assessment**
 - Collaboration with other faculty teaching different sections of the same course
 - Participation in meetings on course revision and curriculum development
 - Participation in assessment activities.
- **Administrative Duties and working as a member of the administrative team**
 - Timely submittal of library forms, syllabi, grades, contracts, etc.
 - Attendance at faculty meetings
 - Participation in tracking and reporting student concerns
 - Completing course preparation, grading, and course finalization by required deadlines

Outcomes of Evaluation

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

Midterm Feedback Survey

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

Faculty are encouraged to take the time to review, reflect on, integrate the feedback they receive and meet with their course leader as needed. In addition, faculty are encouraged to respond to student feedback in some way (e.g., taking a brief amount of time in class to validate and respond to feedback and obtain additional detail if needed).

Midterm Feedback Survey Process

- Midterm Feedback Surveys are administered through our Course Evaluations and Surveys system, Watermark. Around midpoint of each quarter, students receive an email from this system inviting them to submit the survey.
- Students submit the survey on their own time and outside of class and 5 points of extra credit is awarded for completion.
- Faculty receive an email from the system notifying them that the survey will be available and directing them to post an announcement in their courses letting students know that they will be receiving an email with the link to the survey.
- When the survey closes, faculty each receive a report from Watermark with their survey results.
- For new faculty or faculty teaching a course for the first time, once the faculty member has had a chance to read and reflect on the feedback, they schedule a meeting with their Course Leader to discuss the

feedback together. Outcomes of this discussion can include new approaches to course material, a different pedagogical approach, additional readings, guest speakers, or other relevant responses to address student's needs and meet the course learning objectives. The Transformational Teaching Rubric may also be a useful tool to incorporate at the time of the discussion of the Midterm Feedback Survey data.

- Course leaders receive an email from the Watermark indicating that the survey data is available to them so they can view feedback for their courses.
- Course Leaders document changes that have been made as a result of the Midterm Feedback Survey to track our commitment to continuous improvement through assessment and as an example of closing the feedback loop, a requirement of the Higher Learning Commission.

End of Course Evaluations

End of Course Evaluations are completed at the end of each quarter by students and are also a part of our ongoing assessment practices and our commitment to excellence in teaching and learning. It is a best practice for ongoing improvement and contributes to our assessment of student learning. The process gathers feedback at the end of each quarter from students anonymously in order for a faculty member to reflect on their teaching as well as course content and to make appropriate improvements based on feedback.

End of Course Evaluation Process

- End of Course Evaluations are administered through our Course Evaluations and Surveys system, Watermark. At the end of each quarter, students receive an email from this system inviting them to submit the survey.
- Students submit the survey on their own time and outside of class.
- When the survey closes, faculty each receive a report from Watermark with their survey results. Faculty do not see student evaluations of instruction until all their grades have been turned in.
- Course leaders receive an email from the Watermark indicating that the survey data is available to them so they can view feedback for their courses.
- Course Leaders document changes that have been made as a result of the Midterm Feedback Survey to track our commitment to continuous improvement through assessment and as an example of closing the feedback loop, a requirement of the Higher Learning Commission.

All course evaluations are reviewed by the Academic Programs Associate Director and the Vice President of Academic and Student Affairs and may form the basis of decisions to rehire adjunct faculty or not.

Part 8: Student Conduct and Support for Success

Principles of Behavior

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

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

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

Remember that we bless each other in this community by maintaining an awareness of the integrity of each

person here and treating all with consideration, love, and respect, we practice our abilities to serve others while strengthening our community.

Student Conduct

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

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

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

Section F.5. Student and Supervisee Responsibilities F.5.b. Impairment

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

Ethical Guidelines

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

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

The College staff asks that faculty who become aware of student ethical violations report those violations to the Executive Vice President, Vice President of Academic and Student Affairs, or the Clinical Academic Programs Associate Director.

Serious ethical violations may lead to suspension or expulsion.

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.

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 of Dispositional Assessment include:

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

Student Responsibility

Although the programs at Southwestern College are oriented toward personal process and self-awareness, it is important to emphasize that the programs are educational rather than therapeutic. Students are expected to monitor themselves for signs of difficulty regarding their own physical, mental, or emotional challenges.

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

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

Student Conduct

The ethical responsibility of art therapy and counselor educators and supervisors is to monitor and evaluate each student's knowledge, skills, attitudes, as they relate to the competencies required for professional art therapists

and counselors. SWC is committed to remediating or preventing those students who are lacking in these professional competencies from becoming counselors and art therapists.

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

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

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

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

- Academic dishonesty (plagiarism, cheating, fraud, or negligent misrepresentation).
- Behavior that threatens the personal health or safety of oneself or others including physical assault, verbal abuse or other violent or potentially harmful behavior toward another student, instructor, or staff member.
- Being under the influence or using alcohol or drugs 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.
- Harmful multiple relationships with faculty, staff, or practicum or internship clients.
- Possession of firearms, weapons or toys that resemble weapons on campus.
- Practicing counseling or art therapy outside of the context of graduate training.
- Sexual or inappropriate involvement with practicum or internship clients.
- 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 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 Academic Programs Associate 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 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
- BIPOC and/or Sexuality and Gender Alliance (SAGA) Student Support Groups
- Academic Advising (Program Planner Changes)
- Practicum or Internship

- Career Planning
- Financial Planning
- ePortfolio Guidance
- Physical or Mental Health

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

Academic Referral

An Academic Referral is completed by a faculty member who has observed that a student is not meeting the academic standards of Southwestern College. An Academic Referral would be the next step after a Student Support Request. The faculty member 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 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 9: Institutional Policies

Faculty are responsible for familiarizing themselves with the campus/institutional policies listed in the SWC Catalog.

Appendix A: SWC Rubric for Transformational Teaching

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

Appendix B: SWC Synchronous Online Course/Teaching Rubric

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

Appendix C: SWC Asynchronous Online Course/Teaching Rubric

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

Appendix D: Culturally Responsive Teaching & Curriculum

Culturally Responsive Teachers

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

Culturally Responsive Curriculum

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

Appendix E: Course Preparation Checklist

Note: Specific instructions and guidance for these tasks can be found in the Faculty Information Center in Populi.

Personalize:

- Add an image that reflects the course (click on the image at the top left-hand corner of your course and click edit and upload your image)
- Add welcome letter to “A Message from your Instructor” lesson
- Record a welcome video for the “A Message from your Instructor” lesson and send it to facultysupport@swc.edu so it can be formatted and uploaded to your course.
- Add bio to “A Message from your Instructor” lesson
- Add Zoom officer hours and links to “Zoom Office Hours” lesson

Due Dates:

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

Review Course Content:

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

Calendar:

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

Post a welcome & getting started announcement on the bulletin board of your course in Populi:

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

Appendix F: Course Leader List

MA Programs Course Leader List 2025-26

Core Curriculum

Course	Course Leader:
CN AT 500-3 Multicultural Awareness	Virginia Padilla-Vigil
CN AT 522-2 Applied Theories of Human Development	Naja Druva
CN AT 523-3 Hermeneutics of Self: Transformation and Healing through Imaginal Ways of Knowing	Kate Latimer
CN AT 530-3 Consciousness I: Cultivating the Healing Power of Presence	Katherine Ninos
CN AT 531-3 Consciousness II: Cultivating the Healing Presence of Love	Katherine Ninos
CN AT 542-4 Foundations: History and Theories of Counseling	Naja Druva
CN AT 543-2 Group Dynamics	Alyssa Butler
CN AT 574 Psychology of Altruism: Fundamentals of Helping Relationships	Katherine Ninos
CN AT 581-4 Psychopathology: Psychopharmacology	Alyssa Butler
CN AT 581-5 Psychopathology: Diagnosis and Treatment of Mental and Emotional Disorders	Micaela Wood
CN AT 598-6 Research Methods and Program Evaluation	Naja Druva
CN AT 625-2 Career & Life Development	Alyssa Butler
CN AT 674: Helping Relationships: Integrated Counseling Skills	V Torres McGovern

Art Therapy

Course	Course Leader
AT/CN 530 History of Art Therapy: Founders & Foundations	Micaela Wood
AT/CN 545 Theories of Art Therapy	Alyssa Butler
AT/CN 593 Art Therapy Techniques & Materials	Micaela Wood
AT/CN 594 Studio Art	Micaela Wood
AT/CN 597-2 Multicultural Perspectives in Art Therapy/Counseling with Diverse Populations	Micaela Wood
AT/CN 637-A Capstone Process	Alyssa Butler
AT/CN 656-2 Art Therapy/Counseling Practicum I plus labs	Seren Morris
AT/CN 657-2 Art Therapy/Counseling Practicum II plus labs	Seren Morris
AT/CN 660-2 Professional Ethics in Art Therapy/Counseling	Virginia Padilla-Vigil
AT/CN 663-2 Theory and Practice of Family Art Therapy/Counseling	Micaela Wood
AT/CN 664-3 Assessment & Appraisal in Art Therapy/Counseling	Alyssa Butler
AT/CN 665-2 Addiction Assessment and Treatment in AT/Counseling	Alyssa Butler
AT/CN 696 Art Therapy/Counseling Internship I	Seren Morris
AT/CN 697 Art Therapy/Counseling Internship II	Seren Morris

Art Therapy for Clinical Professionals

Course	Course Leader
ATCP 598 Arts Based Research	Micaela Wood

Counseling

Course	Course Leader
CN 565 and CN 565-3 Addiction, Assessment and Treatment in Counseling	Naja Druva
CN 577-4 Multicultural Perspectives in CN with Diverse Populations	Naja Druva
CN 656-4 Counseling Practicum I	V Torres McGovern
CN 657-2 Counseling Practicum II	V Torres McGovern
CN 660-3 Professional Ethics in Counseling	Naja Druva
CN 663-2 Theory & Practice of Family Counseling	Naja Druva
CN 664-4 Assessment & Appraisal in Counseling	Alyssa Butler
CN 696 Counseling Internship I	Vanessa Torres McGovern
CN 697 Counseling Internship II	Vanessa Torres McGovern

Consciousness in Action

Course	Course Leader
CINA 575 Psychology of Altruism II: The Call to Serve	Katherine Ninos
CINA 600 Master's Thesis and Presentation	Ann Filemyr

School Counseling

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

Trauma Concentration

Course	Course Leader
TCC 500 Trauma I: Introduction to Trauma and Crisis Counseling	TBA
TCC 600 Trauma 2: Experiential Approaches to Trauma Treatment	TBA

Certificate Program

Course	Course Leader/Director
Addiction, Abuse & Recovery	Richard Pelfrey
Applied Interpersonal Neurobiology	Diana Zumas
Children's Mental Health	Kate Latimer (interim)
Ecotherapy	Rochelle Calvert
Human Sexuality	Laura Rademacher
Psychedelic Studies	Amy Wong Hope
Trauma, Grief & Renewal	Ted Wiard

Appendix G: 2025-2030 Academic Calendar

2025-2026	2026-2027
<p>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)</p> <p>WINTER QUARTER 2026 Classes Begin Monday, January 5, 2026 Classes End Sunday, March 15, 2026 Spring Break March 16–29, 2026</p> <p>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</p> <p>SUMMER QUARTER 2026 TTLL 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</p>	<p>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)</p> <p>WINTER QUARTER 2027 Classes Begin Monday, January 4, 2027 Classes End Sunday, March 14, 2027 Spring Break March 15-28, 2027</p> <p>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</p> <p>SUMMER QUARTER 2027 TTLL Residency I, June 15-21, 2027 PhD Residency, June 15-20, 2027 Classes Begin Monday, June 21, 2027 TTLL Residency II, June 23-27, 2027 Classes End Sunday, August 29, 2027 Fall Break August 30–September 19, 2027</p>

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

TLL Residency I, June 18-24, 2030

PhD Residency, June 20-23, 2030

TLL Residency II, June 25-29, 2030

Classes Begin Monday, June 24, 2030

Classes End Sunday, September 1, 2030

Fall Break September 2-15, 2030

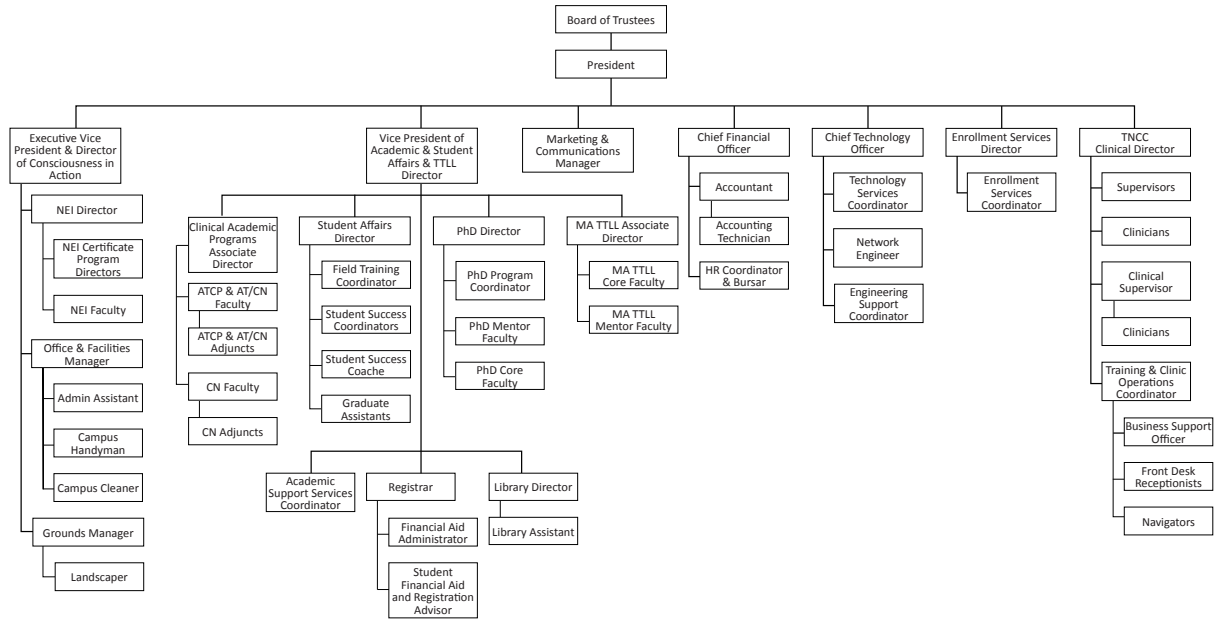
Appendix H: Administrative Staff

Position	Name	email	Phone
Academic Support Services Coordinator	Roberta Koska	robertakoska@swc.edu	505-467-6827
Accountant	Nova Kennett	novakennett@swc.edu	505-467-6813
Accounting Assistant	Jasmine Griego	jasminegriego@swc.edu	505-467-6593
ADA Coordinator	Virginia Padilla-Vigil	vpvigil@swc.edu	505-467-6821
Associate Director of the Master's in Transformational Teaching, Learning, and Leadership program	Christina Esquibel	christinaesquibel@swc.edu	
Bursar and HR Coordinator	Donna Jaramillo	donnajaramillo@swc.edu atnbursar@swc.edu	505-467-6837
Campus Cleaner	Marisya Mora	Staff only, Use Facilities Request Form	
Campus Handyman	Jesus Lopez	Staff only, Use Facilities Request Form	
Chief Financial Officer	Allison Frank	allisonfrank@swc.edu	505-467-6839
Clinical Academic Programs Associate Director	Micaela Wood	micaelawood@swc.edu	904-878-0223 or 505-467-6833
CTO & Online Learning Director	Donna Harrington	donnaharrington@swc.edu	505-467-6831
Director of Enrollment Services	Dru Phoenix	admissions@swc.edu	505-467-6815
Director of the New Earth Institute	Kate Latimer	katelatimer@swc.edu	505-795-0631
Enrollment Services Associate	Bonnie Stack	admissions2@swc.edu	760-889-7775
Executive Assistant	Tania Tapia	taniatapia@swc.edu	505-467-6807
Executive Vice President	Katherine Ninos	katherineninos@swc.edu	505-467-6819
Faculty Art, Therapy/Counseling	Alyssa Butler	alysabutler@swc.edu	847-420-1897
Faculty, Art Therapy/Counseling	Seren Morris	serenmorris@swc.edu	505-467-6835
Faculty, Counseling	Druva, Naja	najadruva@swc.edu	505-819-9969
Faculty, Counseling	Vanessa Torres McGovern	vanessamcgovern@swc.edu	207-233-3169
Field Training Coordinator	Bri Wright	briwright@swc.edu	505-699-1028
Financial Aid Administrator	Michelle Scarber	financialaid@swc.edu	505-416-7000
Landscape Manager	Eric Melero	ericmelero@swc.edu	
Library Assistant	Skye Sarwal	skyesarwal@swc.edu	505-467-6825
Library Director	Larry Harkcom	larryharkcom@swc.edu	505-467-6825
Network Engineer	Chaitan Malireddy	chaitanmalireddy@swc.edu	505-467-6832
Office Administrator	Juli Burgett	juliburgett@swc.edu	505-467-6805
PhD Program Coordinator	Nena Martinez Anaya	nanaya@swc.edu	505-467-6590
PhD Program Director	Ann Filemyr	annfilemyr@swc.edu	505-795-8537
President	Thom Chesney	thomchesney@swc.edu	505-467-6823

Registrar	Kathy Levine	kathylevine@swc.edu collegeregistrar@swc.edu	505-467-6809
Student Affairs Director	Michelle Lynn	michellelynn@swc.edu studentupport@swc.edu	505-467-6829
Student Financial Aid and Registration Advisor	Melissa Miller	melissamiller@swc.edu financialaid@swc.edu collegeregistrar@swc.edu	505-467-6806
Student Success Coordinator	Anné (Anna) Klint	annaklint@swc.edu studentupport@swc.edu	
Student Success Coordinator	Emilah DeToro	emilahdetoro@swc.edu studentupport@swc.edu	
Technology Services Coordinator	Seph Turnipseed	sephturnipseed@swc.edu	505-467-6832
Title IX	Virginia Padilla-Vigil	vpvigil@swc.edu	505-467-6821
TNCC Business Support Officer	Clay Moore	bussupportofficer@swc.edu	505-467-6594
TNCC Clinic Operations Coordinator	Angelica Gabriel	angelicagabriel@swc.edu	505-226-5628
TNCC Clinical Director	Denise Moore	denisemoore@swc.edu	505-467-6817
TNCC Front Desk	Dania Espinoza	tierranueva@swc.edu	505-471-8575
TNCC IOP Coordinator	Iza Bruen-Morningstar	izabruenmorningstar@swc.edu	505-471-8575
Vice President of Academic & Student Affairs	Virginia Padilla-Vigil	vpvigil@swc.edu	505-467-6821

Appendix I: SWC Organization Chart

Southwestern College Organizational Chart



Revised December 2025

Appendix J: Board of Trustees

Miguel Acosta, BA

Board Member, Development Committee

Robert Bidal, MBA

Board Vice Chair, Finance Committee Chair, Executive Committee

Jess Clark

Trustee Committee Chair

Rosi Hayes, MFA, MsEd

Student Member

Paul Macks, MA

Board Chair, Development Committee, TNCC Advisory Committee

Denise Montoya, PhD

Presidential Evaluation & Compensation Committee

Cheryl Okubo MA, ATR-BC

Faculty Board Member

Kersti Tyson, PhD

Trustee Committee

Stephen Wall, JD

Executive Committee, Finance Committee, Presidential Evaluation & Compensation Committee Chair

Robert Waterman, EdD

President Emeritus of Southwestern College & Board Member Emeritus

Ex-Officio Board Members:

Thom Chesney, PhD

President of Southwestern College, Development Committee Chair, Finance, Executive & Trustee Committees

Katherine Ninos, MA

Executive Vice President of Southwestern College, Board Secretary, Finance & Executive Committees

Allison Frank, MBA

Chief Financial Officer of Southwestern College, Board Treasurer, Development, Finance & Executive Committees

Krishna Madappa, MBA

Trustee Emeritus

Appendix K: Faculty

Faculty MA Clinical Programs

Elizabeth Bryce

MS Leadership, Central Michigan University; CMCS

Alyssa Butler

MA Art Therapy & Counseling, Southwestern College; BFA from The School at the Art Institute of Chicago; ATR-BC, LPCC

Chelsea Call

MA Art Therapy & Counseling, Southwestern College; BFA concentration in Photo Image Making, Colorado State University, Fort Collins; ATR-BC, LPCC

Elijah Chong

MA Art Therapy/Counseling, Southwestern College; BS Environmental Design, Texas A&M University, College of Architecture; LPCC

Jessi Cross

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

Randy Crutcher

EdD University of La Verne; MA Humboldt State University; EdD

Heather Denning

MA Art Therapy, Vermont College of Norwich University; BS Art Therapy, Bowling Green State University; LPAT, ATR-BC, ATCS, LSW

Melissa Diaz

MPA Pratt Institute; BFA University of Central Florida; ATR-BC, LCAT

Maria Luisa Diaz de Leon Zuloaga

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

Naja Druva

MA Counseling, Southwestern College; BA Psychology and Theatre, University of New Mexico, Albuquerque; LPCC

Roxie Ehlert

MA Art Therapy, School of the Art Institute of Chicago; BA Cultural Studies and Communications, Antioch College; ATR-BC, LCPC

Christina Esquibel

EdS Curriculum and Instruction, University of New Mexico, Albuquerque; MA, Curriculum and Instruction Lesley College; BA Elementary Education, New Mexico Highlands University

Ann Filemyr

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

Aline Gittleman

MA Counseling Southwestern College; BFA Jewelry and Metalsmithing Washington University; MFA Jewelry and Metalsmithing, Rhode Island School of Design; LMHC

Juan Carlos Gonzalez

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

Gregory Guerin

MA Art Therapy & Counseling, Southwestern College; LPC

Debra Irizarry

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

Sarah Jackson

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

Angela Kehm

MA Art Therapy & Counseling, Southwestern College; BA General Art with Psychology Minor; ATR-BC, LPCC

Kate Latimer

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

Randal Lea

MA Counseling, Trevecca Nazarene University; MA Psychology Pacifica Graduate Institute; LADAC

Carolina Grace Lorenzo

MA Somatic Counseling Psychology, Naropa University; MEd Elementary and Special Education Dominican University; BA Psychology Trinity College

Amy Lueck

MA Counseling Southwestern College; BS Psychology, New Mexico Tech; LMHC

Patricia "Trish" Meek

MA Counseling Southwestern College; MFA Creative Writing, Wichita State University; BA English, Louisiana State University; LPC

Zahira Miller

PsyD University of Arizona, Global Campus; MA Counseling, Southwestern College; LPCC

Johanna Mitchell

MS Clinical Psychology, Capella University; BA Psychology and Political Science Tulane University; NCC, LPC-SA, LPCC

Shane Morr

PhD Philosophy, Counselor Education and Supervision, University of Holy Cross; MA Marriage and Family Therapy, National University; LMFT, CAADC, TF-CBT

Seren Morris

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

Katherine M. Ninos

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

Cheryl Okubo

MA Art Education, University of New Mexico; BFA Art Education, UNL; ATR-BC

Virginia Padilla-Vigil

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

Richard Pelfrey

MS Clinical Mental Health Counseling; Grand Canyon University; BA English; University of Oregon, Eugene, OR; LMHC, LADAC, NCAC-1

Delora Putnam-Bryant

MSAT Mount Mary University; ATR-BC

Camara Meri Rajabari

MA Counseling Psychology: Expressive Arts, John F. Kennedy University; BA Ethnic Studies, San Francisco State University; LMFT

Joanne Ramseyer

MA Art Therapy, University of Illinois, Chicago; BA Art Education, Southern Illinois University; ATR-BC, LCPC

Pam Rice

MHR University of Oklahoma; ATR, LPC

Crystal Rozelle-Bennett

MSW Florida State University; BA Psychology, Wells College; LMSW

Sarah Santillanes

PhD Language, Literacy, and Sociocultural Studies University of New Mexico; MA Elementary Education, University of New Mexico; BA Political Science, University of New Mexico

Rahima Schmall

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

Alisha Shelbourn

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

Susanne Stockman

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

Christina Taylor

MS Art Therapy, The College of New Rochelle; BS Elementary and Art Education; ATCS, ATR-BC, LPAT, LPC

Vanessa Torres McGovern

MA Counseling Southwestern College; LPCC

Kersti Tyson

PhD Learning Sciences, College of Education, University of Washington; MA Intercultural Communication, University of New Mexico; BA Liberal Arts, St. John's College

Scott Van Note

MA Counseling Southwestern College; LMHC

Julia Volonts

MPS Art Therapy, School of Visual Arts; BS Advertising & Marketing Communications, Fashion Institute of Technology, State University of New York; LCAT, ATR-BC

April Vogel

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

Robert Waterman

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

Awbrey Willett

MA Southwestern College; BA Liberal Studies, Oregon State University; LPCC

Micaela Wood

MA Art Therapy & Counseling, Southwestern College; BA Psychology, Trinity Christian College; ATR-BC, LPCC

Diana Zumas

MA Counseling Southwestern College; BA Theater and Visual Art, Oberlin College; LPCC

Faculty NEI Programs

Rochelle Calvert

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

Kate Cook

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

Naja Druva

MA Counseling, Southwestern College; BA Psychology and Theatre, University of New Mexico, Albuquerque; LPCC

Ann Filemyr

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

Lorraine Freedle

PhD Clinical Psychology with concentration in Neuropsychology, Fielding Graduate University; MA Psychology with an emphasis in Clinical Psychology; MS with mental health concentration, University of Hawaii; Educational Specialist in School Psychology, University of Northern Colorado; BA in Social Work, Pennsylvania State University; ABPdN, CST-T

Diane Haug

MA University of Texas, Austin, Special Education: Area of the Emotional Disturbed; BA University of Texas at El Paso, Psychology; LPCC

Amy Wong Hope

MA Social Work, Simmons College; BA University of Vermont, Comparative Religion and English; LCSW

Kate Latimer

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

Tejal Murray

MA Art Therapy & Counseling, Southwestern College; LPCC

Katherine M. Ninos

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

John Olesen

MA Counseling Psychology, Antioch University; CP, PAT

Carol Parker

PhD Counseling Psychology, Washington State University; MA Germanic Literature, University of Washington; BA Foreign Language/Secondary Education, Washington State University; LPCC

Richard Pelfrey

MS Clinical Mental Health Counseling; Grand Canyon University; BA, English; University of Oregon, Eugene, OR; LMHC, LADAC, NCAC-1

Laura Rademacher

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

Scott Van Note

MA Counseling Southwestern College; LMHC

Ted Wiard

EdD Organizational Leadership, Grand Canyon University; MA Counseling with Concentration in Grief and Loss, Southwestern College; BA Elementary Education, New Mexico State University; LPCC, CCMHC

Diana Zumas

MA Counseling Southwestern College; BA Theater and Visual Art, Oberlin College; LPCC