SAINT MARY-OF-THE-WOODS COLLEGE

GRADUATE CATALOG

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The College reserves the right to change certain requirements for degrees, prerequisites, major and scheduling. Every effort has been made to ensure that the information in this catalog is accurate as of August 2013. This official catalog is published on the College's website and will be updated annually. Hard copies are available in the College Library and in the Office of the Registrar.

Saint Mary-of-the-Woods College

Mission Statement
Saint Mary-of-the-Woods College empowers students to think critically, engage in lifelong leadership and effect positive change in a spirit of service and social responsibility.

Identity Statement
Saint Mary-of-the-Woods College, the nation's oldest Catholic, liberal arts college for women, was founded in 1840 by Saint Mother Theodore Guerin and the Sisters of Providence. Today, the distance and graduate programs serve both women and men, while the undergraduate campus program maintains its historic commitment to women. The College continues to be sponsored by the Sisters of Providence.

Value Statement
In our relationships and all that we do, we will demonstrate a commitment to the spirituality of the Sisters of Providence and to these values:

* Excellence	*** Community**	*** Diversity**
* Integrity	*** Knowledge**	*** Justice**

Accreditation
The College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. It is also approved for teacher training by the Indiana Department of Education and the National Council for Accreditation of Teacher Education (NCATE). Some academic programs are certified or approved by their professional organizations: American Art Therapy Association, American Bar Association, American Music Therapy Association, National Association of Schools of Music and Society for Human Resource Management.

A Message from the President

Welcome to a college where students are empowered. We enable generations of students to develop their intellects to become leaders in their professions and communities. While Saint Mary-of-the-Woods College is the oldest Catholic liberal arts college for women in the United States, we proudly welcome women AND men into our graduate and distance programs.

The graduate studies program at Saint Mary-of-the-Woods College is a transforming experience that prepares students for enriching lives of leadership and service. Here you will find a high level of engagement, a supportive learning environment, and expert faculty members who are dedicated to offering opportunities to acquire skills and knowledge for professional development.

Our collaborative approach will provide a challenging and meaningful educational experience to help you achieve your goals. Your intellectual skills, creativity, and pursuit of knowledge for our collective benefit are greatly needed and enthusiastically welcomed. I believe that you, like hundreds of others, will conclude that Saint Mary-of-the-Woods College is your path to an exciting future.

Dottie King, Ph.D.
President

Then and Now

In 1840, six Sisters of Providence left their convent in Ruille-sur-Loir, France on a journey to the wilderness of Indiana. Mother Theodore Guerin, a woman whose spirit and philosophy are the foundations the College relies on today, led the sisters on their journey.

Mother Theodore was not the first to step forward when the Bishop of Vincennes asked the Sisters of Providence to establish an academy for young women in Indiana. She had been decorated by the French Board of Education for being a highly gifted and efficient leader, but Mother Theodore felt unworthy of the task of founding an institution of learning. She feared her frail health might impede the progress of others.

Her superiors were convinced Mother Theodore possessed the spirit, wisdom and inner strength needed to oversee the pioneering mission. They were correct in believing her dedication to teaching and to serving her order would lead her to accept the challenge. Mother Theodore realized it would not be an easy task, as did her acquaintances. After hearing of her plans, a doctor who knew Mother Theodore wrote, "It seemed like hearing of a friend condemned to death."

The story of the journey to Indiana has enough adventure for an action movie. During the 40 days of the stormy ocean crossing, they were robbed of a good portion of the money meant to finance the rest of their trip. When they arrived in New York, they faced the task of crossing half of a continent where they could barely speak the language.

The sisters traveled cross-country by train, canal, stagecoach, and ferry. Finally, in one long, arduous last day of traveling, the women crossed the Wabash River. On Oct. 22, 1840, more than three months after leaving France, they had arrived in the middle of dark woods with no house or other people in sight. It was only human to shed tears of frustration and disappointment, but the women quickly offered prayers of thanksgiving. Mother Theodore's journals show that the source of the disappointment was not that they had no home – but that they did not know where they would find students.

Even before there were buildings, the students came. In 1846, Saint Mary-of-the-Woods College was granted the first charter for the higher education of women in the state of Indiana. The College conferred its first bachelor of arts degree in 1899.

During the next century, Saint Mary-of-the-Woods College continued the tradition of pioneering in women's education. It was the first women's college to offer journalism courses and the first to offer degree work in secondary education, home economics and secretarial science. These offerings are evidence of an early commitment to preparing women for professional roles. As the careers open to women have expanded, the College has moved ahead in areas such as business, computer information systems, equine studies and psychology.

Since the early 1990s, the College has invested considerable resources in the refurbishment of campus facilities and the use of technology to support teaching and learning. Recent upgrades include: renovated science labs, computer classrooms and "smart classrooms".

Saint Mary-of-the-Woods College is also recognized as a pioneer in the area of distance education. In 1973, the College introduced one of the first independent study programs in the nation, the Women's External Degree (WED) Program. This program served adult women who needed flexible schedules to earn a degree while balancing important family and job responsibilities. In 2005, the College expanded access to its undergraduate distance and adult programs to men while maintaining its longstanding mission to the advancement of women's education and firm commitment to preserving its campus-based resident undergraduate degree program for women only. Today, through the renamed Woods Online Program, women and men can earn a college degree at their own pace in a wide variety of majors.

Saint Mary-of-the-Woods College also offers three master's degree programs, open to both women and men, in the hybrid format. In 2000, the College created the Master of Arts in Art Therapy (MAAT) program, designed for persons who utilize or plan to utilize art in therapy or art as therapy, and the Master of Arts in Music Therapy (MAMT) program, which welcomes qualified music therapists seeking an advanced understanding of the therapeutic uses of music. In 2007, the College introduced the Master of Leadership Development (MLD) program. This program explores culture and creativity, leadership identity, ethical decision making and critical analysis of research. All three master's degree programs utilize distance learning and intensive campus-based residencies.

Mother Theodore's legacy remains strong today. The process for the beatification and canonization of Saint Mother Theodore began in 1909, when Bishop Francis Silas Chatard, bishop of Indianapolis, granted permission for the opening of the Informative Process of the Cause for Mother Theodore. The process took place in the Archdiocese of Indianapolis as the required first step of the Cause and involved a thorough study of Mother Theodore's life, work, and writings. This part of the process ended in 1913.

On October 15, 2006, Mother Theodore Guerin, foundress of the Sisters of Providence of Saint Mary-of-the-Woods, was canonized as a saint in the Roman Catholic Church during a ceremony and Eucharistic Liturgy presided over by Pope Benedict XVI at The Vatican.

Graduate Program Administration

Each master's degree program is administered by a Director who is appointed by the President of the College and reports to the Vice President for Academic Affairs (VPAA), the Graduate Council (GC) and the Graduate Program Directors Committee (GPDC assists each Director in maintaining a program of high quality).

The Graduate Council consists of the Program Director and one full-time faculty member from each graduate program. Its function is to determine policy related to academic standards, curriculum, admissions, graduate faculty status, new graduate programs and other policy matters as shall be appropriate. The VPAA serves *ex officio*.

The Graduate Program Directors Committee is comprised of the Directors of the graduate programs. The function of the GPDC is to implement policies which cross over or affect two or more graduate programs, to develop administrative procedures where possible and desirable, and to serve as a working committee for the GC in the development of new policies related to graduate programs.

Minimum Admission Requirements for Graduate Programs

To qualify for admission, applicants must present evidence of the following: an earned baccalaureate degree from a regionally-accredited college, official transcripts of all college work, a completed application form, letters of recommendation and an application fee. Additional admission requirements for specific programs are listed on the Saint Mary-of-the-Woods College website. International applicants must supply official test scores from TOEFL (Test of English as a Foreign Language). Students must meet one of the following criteria:

• TOEFL with minimum score of 550 (paper examination)
• TOEFL with minimum score of 79-80 (internet-based examination)
• TOEFL with minimum score of 213 (computer based examination)

Graduate Admissions Process

1. Application is sent to the Office of Graduate Admissions.
2. The Director of Graduate Admissions and the Program Director review the application.
3. The applicant is notified of acceptance, refusal, or the need to fulfill preliminary requirements.

If a student's application materials misrepresent any information, for any reason, admission or enrollment may be revoked.

Non-Matriculating Students

1. A student may take up to nine hours of graduate credit on a non-matriculating basis. If a student wishes to continue after nine hours of credit have been completed, he or she must apply to be admitted into a degree program. If admitted, the credits may be applied to a graduate degree program.
2. A student who is within nine hours of completing an undergraduate degree may take up to nine hours in a master's degree program as a non-matriculating student. Once an undergraduate degree has been earned, the graduate credit may be applied toward a graduate degree program. Graduate credits taken on this basis may not be applied to both an undergraduate and a graduate degree. If an institution has accepted SMWC credit toward an undergraduate degree, the student enrolling in an SMWC graduate degree program will be considered as having taken the graduate courses already completed, and must substitute an equivalent number of graduate credits, appropriate to the specific graduate program, toward a graduate degree. These courses may be taken at SMWC or another regionally-accredited institution.

Permission for the above courses of action must be requested in writing from the Director of the graduate program involved. The student will complete an abbreviated application process consisting of the application form, application fee and an unofficial copy of the transcript.

Degree Requirements

It is the policy of Saint Mary-of-the-Woods College that a minimum of 30 credit hours (more if required by the specific program) is required for graduate degree programs. Each master's degree program must be completed within seven years.

Transfer of Graduate Credit from Other Institutions

The maximum amount of graduate credit accepted for each program is listed below. All credits are subject to approval by the program's Director.

- Master of Arts in Art Therapy: 12 semester hours
- Master of Arts in Music Therapy: 9 semester hours
- Master of Leadership Development: 9 semester hours

Prior Learning Credit

The Higher Learning Commission of the North Central Association of Colleges and Schools does not recognize the acceptance of prior experiential learning at the graduate level.

Audits

A student may petition to audit a course by submitting a written request to the Director of the specific graduate program prior to registration. The student should state the reason(s) for the request. Courses may be audited at the discretion of the instructor and the program Director. A fee will be required for official audits. Auditors will be provided with course materials and will be expected to participate in all of the required course meetings. The audit fee is listed in the current fee statement. At the conclusion of the course, the notation of audit (AU) will be recorded on the student's transcript.

Academic Advising and Student/Faculty Communication

Academic advising in the graduate program has two dimensions. The Director is responsible for overseeing the student's ongoing program of study and ascertains that the student is fulfilling the requirements for graduation.

The faculty member conducting each course provides the second dimension of advisement in terms of the student meeting requirements and expectations of performance in the course. Since the student will ordinarily be assigned to different courses and faculty at each residency, he or she will have the advantage of working with a variety of faculty.

During the residency, students and faculty agree on methods of communication. Typical media of communication are course management systems (e.g. Desire2Learn), mail, telephone, email, fax, virtual office hours and recordings. The course syllabus includes assignment due dates, learning outcomes and expectations for student performance. A scheduled of assignment due dates may also be agreed upon at the residency. Observation of the assignment due dates during the term is essential. Schedule changes can be made only with the approval of the faculty. An understanding should also be reached between student and faculty about revision of re-writing of assignments, as necessary.

Saint Mary-of-the-Woods College Library

The Mary and Andrew Rooney Library provides access to traditional and online library collections and services. Over three dozen databases, many containing full-text articles, are available to authenticated users both on and off campus. The library's book collections are extensive in the areas of education and theology. Interlibrary loan and "purchase on demand" services allow the library to meet the changing academic needs of students and faculty. The library provides meeting and classroom spaces to campus and community groups.

Graduate students are encouraged to use the library during campus residencies. They may request assistance by phone (812-535-5223) or email (library@smwc.edu). The library staff will mail books and email articles to graduate students free of charge. Students are responsible for the cost of returning books mailed to them.

Student Use of Local Community Resources

Students will find it necessary in most cases to make use of reading, research and experiential activities in their local communities. Use of these resources can enhance learning opportunities since most courses are completed off campus.

Course Evaluation

Course evaluation is an important component of the learning process for both students and faulty members. The process used for evaluating courses is described in specific program policies.

Grading Policy

The following grading system is used:

A	4.0	C+	2.4	P	Pass
A-	3.7	C	2.0	R	Repeat
B+	3.4	C-	0.0	W	Withdrawal
B	3.0	F	0.0		
B-	2.7	I	Incomplete		

A student who receives a grade of C- or lower must retake the course, with full tuition charge. The second grade will replace the first, which will remain on the transcript, but will no longer be included in the calculation of the GPA.

A 3.00 cumulative GPA is required for graduation. A course grade below C will not count toward the graduation requirements. A student who does not maintain a 3.00 cumulative GPA is subject to probation. Also see specific program guidelines.

Course Extensions/Incomplete Grades

Course extensions and incomplete grades are program specific. A fee of $35 per credit hour per month will be charged for course extensions. See program guidelines.

Graduate Course Repeat Policy

Students may retake any SMWC graduate course to improve their grade in that course. If the course is retaken at SMWC, only the grade earned in the second attempt will be counted in the hours earned and the cumulative GPA. After a graduate course has been repeated once, all subsequent attempts will be included in the student's GPA. Every grade received for a repeated course will remain on the student's transcript. A transfer course may be used to fulfill the degree requirement, but it cannot be used to replace a grade from a previously taken SMWC course. To increase knowledge, students may take a course at SMWC for which they have already received transfer credit; however, the hours and points from the SMWC course will not be counted toward graduation requirements.

In some cases, repeating a course may affect financial aid or military tuition benefits. Students should consult with the Financial Aid office prior to registration.

Students may not repeat a course after graduation in order to alter their final GPA at the date of graduation. A course may be repeated later, but the second grade will not affect the hours and points from the original grade.

This policy does not apply to variable content courses that are repeatable for credit, such as special topics courses, practicum, internship, etc. The College is not obligated to offer courses so that students can repeat them.

Appeal of Grade

A student who believes that a grade awarded is in error may appeal that grade through the following procedure.

1. The student must first exhaust all possibilities for resolution of the problem through discussion, dialogue and written communication with the faculty member.
2. If the student is unable to resolve the problem by these efforts, the student may appeal to the Director of the program in which the course is offered. If the dispute involves the program Director, the student should direct the appeal to the Vice President for Academic Affairs (VPAA). The appeal consists of a letter clearly describing the grounds for the appeal, together with unaltered copies of the relevant examinations or assignments. If the dispute involves a grade for an entire course, the appeal must be delivered to the program Director (or VPAA) within one month after the course grade is posted in the Office of the Registrar. If the dispute concerns a grade for work done within a course, the appeal must be delivered within one month after the student receives the grade.
3. The program Director (or VPAA) shall notify the faculty member of the appeal and shall seek to mediate the dispute.
4. If mediation is unsuccessful, the student may request a second reading of examination or assignments. In this case, the program Director may ask two other faculty members whom she or he deems qualified to evaluate the work in question. The selected faculty members will evaluate the materials, consult with the course faculty and submit an evaluation to the program Director (or VPAA), who will decide the grade. The decision may be to raise the grade, let the original grade stand or to lower the grade.
5. A program Director who receives a grade appeal shall notify the VPAA of the dispute and of the program Director's decision.
6. If the dispute involves work done within a course, the decision of the program Director is final. If the dispute involves a grade for an entire course, the student may further appeal to the VPAA within 30 days. In this case, the decision of the VPAA is final.
7. In all cases, the VPAA will be responsible for notifying the Office of the Registrar of any changes in course grades resulting from the grade appeal.

Probation Policy

Probation status may be imposed for the following reasons: serious deficiencies in academic work and/or failure to follow program procedures, including the prompt submission of work and/or payment of past due accounts. The following requirements may be imposed on probationary students to influence serious and persistent efforts to restore compliance with the program standards: achievement of a specified grade in each course, use of specific remedial aids, payment of bills by the due date or negotiated arrangement with the Vice President for Finance and Administration, maintenance of regular communications with program personnel and observance of program procedures. Failure to comply with requirements within one month after notification may result in dismissal from the program.

Cheating

Cheating in any form is a serious violation of academic integrity and may result in sanctions such as receiving a failing grade on the specific learning activity (e.g. assignment or examination) or in the course, or suspension from the College. Cheating includes, but is not limited to, fabrication or misrepresentation of information or data, copying the work of another student or allowing another student to copy one's own work, submitting work done by another as one's own work or knowingly providing information or a learning product to another person who submits it as their own, and using or helping another student to use restricted aids to enhance performance in completion of an examination or other learning activity.

Plagiarism

College work requires students to study and build upon ideas of others. Students may derive information from such sources as books, periodicals, lectures, electronic media, artistic performances or even informal conversation. Submitting someone else's work as one's own, using the language or ideas found in a source without proper documentation or the improper use of another's artistic, musical or other creative work constitutes plagiarism.

Whether accidental or intentional, plagiarism is always a serious violation of academic integrity and may result in sanctions such as receiving a failing grade on the assignment or in the course, or suspension from the College. In written work, students must clearly distinguish their own ideas from those of their sources by accurately documenting any borrowed ideas, whether the ideas are quoted or summarized. Students are expected to follow the academic conventions for citing sources as presented in the College writing handbook or the APA writing style manual used within the student's program, available in the College Library and the College Bookstore.

Student Complaints

In the course of admission or enrollment, a student may have a problem, complaint, grievance or issue that needs resolution. Faculty, staff and administrators are committed to helping resolve such situations. The student should first bring any problem directly to the person(s) involved to communicate concerns and attempt to find an acceptable solution. If a resolution does not result, the issue should be brought to that person's supervisor/department chair, and to the attention of the Director of the program in which the student is enrolled. If the outcome is not satisfactory, an appeal may then be made to the Vice President for Academic Affairs (VPAA). If a resolution still has not been reached, the student may petition the President of the College for a hearing before a special board.

Proceeding through these steps is likely to resolve the problem. If not, the student may communicate with the College's accrediting body and/or to the department of higher education in the student's home state. Contact information is provided on the College website.

Change of Status

Changes of Status will be granted for sufficient reason. Under such conditions, the student will send a written request to the program Director for a Change of Status form requesting an official change of status for one course period. A student may be granted consecutive leaves ordinarily not to exceed one year. If at the end of the year a student is unable to return, the student is considered withdrawn from the program. Changes of Status may include extension, leave of absence, drop a course or probation.

While on Change of Status, the student is considered an active, though not enrolled, student. As such, the student will continue to receive periodic correspondence from the program office.

Graduation

Degrees are awarded in various months throughout the year. See specific program guidelines for details. Official commencement ceremonies are held in May and December. Candidates for a degree may participate in the commencement ceremony that best fits their degree completion timeline.

Graduation with Honors

Masters degrees are conferred "With Honors" upon those students who attain academic distinction. To be eligible for graduation with honors, a student must have earned at least a cumulative GPA of 3.95 or above in all graduate level coursework, including that transferred from other institutions.

Academic Records

FERPA
Saint Mary-of-the-Woods College ensures that all practices regarding the security of student academic records comply with the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended.

Students are entitled to review their own academic records upon written request. Students may view their own transcripts at any time in the Office of the Registrar or online at https://MyRecords.smwc.edu, as long as all student financial accounts are in good standing. Neither final grades nor grade point averages are released over the phone or via email. No other person or agency has the right to review academic records without the written permission of the student, except under certain circumstances as defined within FERPA.

The College does have the right to release certain information about students, called "directory information", without prior consent of the student, unless notified in writing by the student. The College has designated the following items as directory information: student name, class year, College email address, hometown, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, high school and year of high school graduation, dates of attendance at SMWC , and degrees, honors and awards earned. In the interest of safety, the College generally does not fulfill requests from third parties for addresses and phone numbers.

Transcripts
Transcripts should be requested well in advance of the date needed. Requests are usually filled within two business days. Student financial accounts must be in good standing before transcripts will be released.

1. Students may obtain their transcripts in person at the Office of the Registrar by completing a Request for Official Transcript form.
2. Transcripts may also be obtained by writing to the Office of the Registrar. Requests or release forms must be signed by the individual whose transcript is being requested, and include the student's name at the time of enrollment, the student's Social Security Number and a contact phone number. The Office of the Registrar accepts PDF scans and faxed requests for transcripts, providing a signature appears on the request and a credit/debit card number with expiration date are included.
3. The fee for each transcript is $5.00. A request without payment will not be processed.
4. Unofficial transcripts may be faxed to another institution of agency (fee is $5.00), but an official copy of the transcript (for an additional $5.00) will also be sent to the institution of agency via postal mail.
5. Current or recent students may print an unofficial copy of their transcript via https://MyRecords.smwc.edu.

General Policy

The Graduate Council has the authority to resolve matters not covered by existing policies.

Financial Aid/Full-Time and Part-Time Graduate Study

Students interested in participating in the Federal Direct Loan program must complete the FAFSA (Free Application for Federal Student Aid) each year. Students are required to complete Entrance Counseling and a Master Promissory Note (MPN) only once during their graduate enrollment unless the student has withdrawn from school and is returning.

Saint Mary-of-the-Woods College offers a limited number of graduate scholarships. Those scholarships are determined at the point of admission by the Office of Graduate Admissions.

Graduate program enrollment requirements:

MAAT, MAMT	MLD
6 credit hour = Full time	6 credit hours per cohort/18 per semester = Full time
3 credit hours = Half time	3 credit hours per cohort/9 per semester = Half time

Schedule for Payment

The following payment options are available: tuition may be paid in full upon registration, or a payment plan may be used. Consult specific program Directors. Payment can be made online at https://MyRecords.smwc.edu, or by phone to 812-535-5124. Credit card payments (American Express, Discover, MasterCard and Visa) are accepted. An ACH transaction can also be authorized through a savings or checking account. Payment plan forms are available in the Business Office or may be printed from the Business Office website, under the link for "Forms and Downloads". The MLD program offers a six-month payment plan per semester with the first payment due upon enrollment; the other programs offer a four-month payment plan, except for class terms less than four months. A $35 payment plan fee is due with the first payment.

Withdrawals and Refunds

1. If a student receives approval from their program Director to drop a course:
    A. Through 25% of the course, the student pays 1/3 of the tuition for the dropped course, plus other residency fees.
    B. Between 26 - 50% of the course, the student pays 2/3 of the tuition for the dropped course, plus other residency fees.
    C. Beyond 50% of the course, the student pays full tuition for the dropped course.
2. Withdrawing from a program:

    A student who chooses to withdraw obtains an official withdrawal form from their program Director and states the reason(s) for withdrawal. The student receives no credit for unfinished courses. Financial aid is recalculated as required by the Department of Education's Return to Title IV Aid formula. If the tuition credits result in a credit balance on the student's account, the refund is returned to the financial aid program from which it came.

    IMPORTANT: All tuition credits are made in accordance with the above policies upon written notice of withdrawal to the Office of the Registrar or the graduate program Director. Refunds involve only those funds paid by a student and a student's family or employer. If a student has financial aid, the refund is calculated according to the percentage of total expenses paid by the student. The remainder of the refund is returned to the financial aid program from which it came.

An unofficial withdrawal occurs when the school determines the student has ceased attendance or interaction. The Registrar's Office will provide the Financial Aid Office with a "Grade Performance Report" 15 - 21 days after the end of the payment period or period of enrollment. The Financial Aid Office will indicate students on this report who received all "I, F or W" (incomplete, failing grades or withdrawals) and complete the Return to Title IV (R2T4) calculation to determine the percentage of aid earned. The Financial Aid Office will use the date on the student's transcript to determine the last academic event and request documentation from the instructor to support the date.

If funds are required to be returned per the R2T4, the Financial Aid Office will return those funds to the Title IV program and notify the student of the action.

Leave of Absence (LOA)

A leave of absence (LOA) is a temporary interruption in a student's program of study. An LOA refers to the specific time period in an academic program during which a student is not in attendance.

SMWC Policy for LOA
An LOA may be requested only in cases of documented circumstances beyond the student's control, and will not be approved for a failure to maintain satisfactory academic progress. A student may request an LOA from their program Director or the Vice President for Academic Affairs. The length of an LOA may vary given the student's specific circumstances, but the student must resume classes within one full year from the start of the LOA or he/she will be required to reapply for admission to the College.

A student who requests to take an LOA will be responsible for dropping his/her courses prior to the last date to withdraw for the term. If the LOA is requested after the withdrawal deadline, the student will be responsible for completing those courses.

A student approved for an LOA will be expected to fulfill all current financial obligations to the College, in accordance with the published refund policies.

PLEASE NOTE: SMWC's Leave of Absence policy does not conform to the federal Title IV student aid requirements. Therefore, an LOA will be treated as a federal withdrawal and is subject to Title IV Return of Funds calculations. In addition, a student on LOA will be reported as withdrawn to the National Student Clearinghouse, triggering the start of the grace period or repayment of student loans.

Student Account Refunds

Refund checks for student accounts are mailed on Friday of the week following the account reaching a credit balance. Checks are mailed to the student's home address unless the student requests it be held for pickup by emailing businessoffice@smwc.edu.

Delinquent Balances

Students whose accounts are not in good standing are not entitled to enroll in the next course, or to receive transcripts, diplomas or certificates. Delinquent accounts are subject to a monthly service fee.

Delinquent Account Collections

If it is necessary to forward a delinquent account to the College's collection agency, all reasonable collection costs, including attorney fees and other charges necessary for the collection of any amount not paid when due, will be the responsibility of the debtor.

2013 - 2014 Charges for Graduate Programs

Application Fee: (one time, non-refundable)	$35	(waived for online applications)
Tuition, MAAT Program:	$650	(per credit hour)
Tuition, MAMT Program:	$625	(per credit hour)
Tuition, MLD Program:	$555	(per credit hour)
Technology Fee:	$200	(per semester)
Residency Fee, MAAT and MAMT:	Variable	(per semester)
Materials/Class Fees, MAAT and MAMT:	Variable	
Special Fees:	Variable	(see specific program for special fees)
Graduation Fee:	$100	

Master of Arts in Art Therapy

The Master of Arts in Art Therapy (MAAT) program is designed for persons who utilize or plan to utilize art in therapy or art as therapy. Emphasis is given to understanding and applying theories of art therapy, counseling and psychopathology, and to develop the therapeutic self. The 51 credit hour curriculum offers a focus in creativity/ spirituality. Courses are offered in a format that combines distance learning with limited time on campus. This program is designed especially for students who, because of work, family or other commitments, cannot pursue a graduate degree in the traditional way. Saint Mary-of-the-Woods College has offered this type of distance learning format for more than 40 years. Students spend five days on campus at the beginning of each semester, then complete coursework (through guided mentored study with assistance from faculty) from their homes. In addition, students will spend seven days on campus for each of the three summer intensives. Housing opportunities are available on or off campus when students attend the week or weekend intensives.

The MAAT curriculum is divided into five parts: (1) *Theory and Technique*, (2) *Group Intensive,* (3) *Professional Development & Practica*, (4) *Thesis Research, and* (5) *Spiritual Growth.* All courses are taught by credentialed specialists in the field of art, art therapy, psychology and counseling. Students participate in hands on side-by-side real life learning with a registered art therapist during their clinical courses. Students' culminating research projects contribute to the professional literature in the field of art therapy.

This program is approved by the Higher Learning Commission of the North Central Association of Colleges and Schools and the American Art Therapy Association's Education Program Approval Board (2011). The MAAT program is designed to meet the goals and education standards of the American Art Therapy Association's Education Program Approval Board and the Art Therapy Credentials Board. Upon completion of the program and 1,000 paid hours of supervised direct client contact in art therapy, students become eligible to apply for registration as an art therapist (ATR) by the Art Therapy Credentials Board (ATCB) and the American Art Therapy Association (AATA).

Learning Outcomes
Students graduating from this program will be able to:
- Integrate theories of art therapy with practical applications as evidenced by fieldwork and internship performance.
- Understand and define the foundations, principles and therapeutic uses of art.
- Apply analytical, evaluative and integrative skills of art, psychology and counseling.
- Apply professional standards of conduct and business practices.
- Successfully develop a grant proposal for an art therapy project or employment.
- Articulate a personal view of art as therapy or art in therapy.

Admission Requirements
- Official transcripts
- Bachelor's degree from a regionally-accredited institution
- Cumulative GPA of at least 3.0 (on a 4.0 scale)
- At least 18 semester credit hours in studio art (drawing - 3; ceramics - 3; painting - 3; sculpture - 3; and 6 more studio art credits)
- At least 12 semester credit hours in psychology (general psychology - 3; theories of personality - 3; developmental, birth to death - 3; and abnormal psychology - 3)
- Competence with art materials as demonstrated by a portfolio (drawing, painting, ceramics and sculpture)
- Personal goals and biographical statement (250 words typed)

- Three letters of recommendation
- Personal interview
- Completed application form and fee
- Access to registered art therapists for future clinical and internship experiences

Graduation Requirements
- Successful completion of the 51 credit hour required curriculum
- Minimum cumulative GPA of 3.0 (on a 4.0 scale)
- Remediation of all academic and art deficiencies identified upon admission
- No more than 12 graduate credit hours may be transferred from other regionally-accredited institutions
- All degree requirements must be completed within seven years of admission
- Completion of a master's thesis show and research contribution

MAAT CURRICULUM   **(51 credit hours)**

Required Courses		**(51 credit hours)**
AR 510	Theories and Techniques of Art Therapy	3 credit hours
AR 520	Assessment Techniques in Art Therapy	4
AR 525	Multicultural Art Therapy	4
AR 530	Clinical Art Therapy I	3
AR 535	Clinical Art Therapy II: Practicum	3
AR 536	Clinical III - Contextual Dimensions Applications	3
AR 542	Art Therapy Across the Life Span	3
AR 562	Art Therapy and Spiritual Growth	3
AR 570	Internship I in Art Therapy	3
AR 572	Internship II in Art Therapy	3
AR 573	Group Supervision	1
AR 583	Professional Ethics and Business Practices	3
AR 590	Research Methodology	3
AR 591	Thesis Research and Writing	3
PS 560	Psychopathology	3
PS 580	Theories and Techniques of Counseling	3
PS 581	Group Dynamics in Counseling	3

Electives		
AR 574	Advanced Internship	3 credit hours
AR 580	Topics in Art Therapy	1 - 4
PS 585	Career Counseling	3

<u>Unique Program Offerings</u>

- Field and internship sites with supervision by registered art therapists in the student's geographic area.
- Research opportunities.

<u>Employment Opportunities</u>
Art therapists work with a variety of populations in numerous settings:
- Children and adolescents
- Adults and geriatrics
- Families
- Medical and psychiatric hospital settings
- Residential treatment centers
- Public and private school settings
- Outpatient counseling centers
- Correctional facilities
- Open studio art programs
- Community cancer support programs
- Domestic violence shelters
- People with special needs
- Spiritual renewal programs
- Personal growth groups
- Grief and loss support programs

<u>Additional Policies</u>
Policies concerning probation, extension of time, leave of absence, withdrawal from the program, re-entry into the program, transfer of credit and graduation requirements are found in the Graduate Student Handbook. This information is reviewed during orientation.

<u>Art Therapy Graduate Program Fees</u>
See the 2013-2014 Charges for Graduate Programs section for the general graduate fees.

<u>Special Supervision Fees</u>
Practicum $400
Each internship $800

COURSE DESCRIPTIONS

Semester I - Fall
AR 510 Theories and Techniques of Art Therapy (3)
Examines the theoretical foundations of art therapy, covers the history of art therapy, the Expressive Therapies Continuum and various techniques in art therapy. Explores the application of art therapy techniques and the rationale as guided by media properties.

PS 580 Theories and Techniques of Counseling (3)
Examines the major theories of counseling and psychotherapy. Topics examined include forming the therapeutic alliance, confrontation, dealing with resistance, the effective use of various types of therapeutic interventions and terminating the therapeutic process.

Semester II - Spring
AR 530 Clinical Art Therapy I (3)
Provides an in-depth examination of theories of art therapy. Students are exposed to theories of individual, couples and group art therapy. Requires 30 - 40 hours of observation and participation at a field study site, side-by-side with a registered art therapist. One hour per week debriefing as arranged. No supervision charge.

PS 560 Psychopathology (3)
Examines the major forms of psychopathology based on DSM-IV (or DSM- V) diagnostic categories. Topics include the symptomatology, etiology, developmental patterns, theories and various creative arts treatment approaches related to various diagnostic categories.

Summer Intensive I - June
AR 520 Assessment Techniques in Art Therapy (4)
Examines fundamentals of psychometric properties of assessment instruments, graphic development and drawing symbolism. Introduces art therapy assessments and other projective evaluation tools. Legal and ethical issues regarding art therapy evaluations are examined.

Semester III - Fall
AR 535 Clinical Art Therapy II: Practicum (3)
Examines the application of the Expressive Therapies Continuum and art therapy techniques with different types of psychological disorders. Requires 100 hours of art therapy participation at a practice site, side-by-side with a registered art therapist and a weekly supervision session. Supervision fee is charged.

PS 581 Group Dynamics in Counseling (3)
Examines group processes and development, as well as treatment methods. A study of the research findings and theoretical approaches to group counseling. Includes small group experiences, discussion and independent study.

Semester IV - Spring
AR 542 Art Therapy Across the Life Span (3)
Examines art therapy techniques with children, adolescents, families and geriatric populations.

AR 583 Professional Ethics and Business Practices (3)
Examines fundamental ethical issues, standards of professional practice and responsible business practices. Emphasizes a positive ethical approach and ethical issues unique to the art therapy profession.

AR 525 Multicultural Art Therapy (4)
Explores aspects of cultural diversity and the therapeutic relationship. Students will examine worldviews, personal views and biases through their own heritage and experiential activities.

Semester V - Fall
AR 536 Clinical III - Contextual Dimensions Applications (3)
Prepares students for practical applications in art therapy assessments by implementing a mock art therapy program and evaluation of an existing art therapy program in their community. Examines common therapeutic issues confronting art therapists in practice. Students must pass a written "Gateway" case review project before moving on to an internship. *Prerequisites: Clinical Art Therapy I and II.*

AR 562 Art Therapy and Spiritual Growth (3)
Examines the use of art therapy approaches for personal and spiritual renewal.

Semester VI - Spring
AR 570 Internship I in Art Therapy (3)
Direct on-site, side-by-side experience with a registered art therapist. A minimum of 300 art therapy and non-art therapy clock hours that are supervised by a registered art therapist once a week. Supervision fee is charged. *Prerequisites: Clinical Art Therapy I, Clinical Art Therapy II: Practicum and Clinical III, and approval to start an internship.*

AR 590 Research Methodology (3)
Students will be introduced to basic research methodology and literature search in order to develop and write a research proposal. Course is designed to prepare students to plan, implement, evaluate and write the culminating thesis or project in the final semester of their graduate research course AR 591.

Summer Intensive III - June
AR 573 Group Supervision (1)
A group supervision experience to examine the expressive and ethical issues that students encounter during internships. A registered art therapist will provide supervision according to the American Art Therapy Association's Education Standards.

Internship Extension: A continuation of Internship I for clinical hours.

MAAT Art Exhibition: On campus master's thesis art exhibition.

Semester VII - Fall
AR 572 Internship II in Art Therapy (3)
Direct on-site, side-by-side experience with a registered art therapist. A minimum of 300 art therapy and non-art therapy clock hours that are supervised by a registered art therapist once a week. A minimum of 400 hours supervised direct client contact in art therapy must be achieved over the whole 600 hour internship experience. Supervision fee is charged. *Prerequisites: Internship I and approval to continue the internship experience.*

AR 591 Thesis Research and Writing (3)
The written thesis or project is the culmination of a student's work in fulfilling the requirements for a graduate degree. The practice of applied research and the development of a resulting written document offer the student opportunities to demonstrate ability to incorporate into professional practice.

AR 574 Advanced Internship (3) - Elective for Counselor Equivalency License
Advanced clinical and topic study for direct on-site art therapy treatment of a specific population. Weekly supervision by a registered art therapist with licensed credentials. *Prerequisites: Successful completion of the 700 hour internship.*

AR 580 Topics in Art Therapy (1 - 4)
Advanced study of topics of special interest to the student.

PS 585 Career Counseling (3) - Elective for Counselor Equivalency License
This course is designed to familiarize students with career counseling theories, processes and techniques. Current assessment methods will be examined along with the ways in which developmental, ethnic and cultural factors influence the process and outcomes of career counseling. ***Course offered in Spring Semester only.***

Master of Arts in Music Therapy

The Master of Arts in Music Therapy (MAMT) program at Saint Mary-of-the-Woods College is dedicated to providing music therapists with learning experiences designed to: 1) deepen and broaden the current understanding of the therapeutic uses of music; and 2) prepare students for advanced areas of music therapy practice. The program welcomes music therapists who seek a distance learning format to enrich their professional and/or personal interests in music therapy. Emphasis is given to understanding and applying theories of music therapy, counseling and psychopathology, and to developing the therapeutic self.

The program is designed specifically for persons who, because of work, family or other commitments, cannot pursue a graduate degree in the traditional way. Students spend four to five days on campus at the beginning of each semester; courses begun during this time are completed from students' homes and include interactive learning activities which are guided by faculty. Saint Mary-of-the-Woods College has offered this type of learning for over 40 years. Students are also required to come to campus for two 6-day summer intensives during the program.

The program is approved by the American Music Therapy Association. All music programs at Saint Mary-of-the-Woods College are accredited by the National Association of Schools of Music.

Program Goals
- To deepen understanding of theories of music therapy, counseling and psychotherapy, and to facilitate the application of theory to music therapy practice.
- To enhance the skills utilized throughout the therapeutic process, as applied to groups and individuals.
- To develop an advanced understanding of the therapeutic uses of music, especially as applied to medicine and psychotherapy.
- To educate music therapists for a multicultural world with great diversity in clientele.
- To encourage music therapists to be informed of, and engaged in, contemporary music issues.
- To reinforce understanding of musical developments and events throughout history.

Learning Outcomes
- Utilize specific music therapy and counseling techniques with individuals and groups in a variety of settings, with emphasis on medical and psychotherapeutic settings.
- Demonstrate advanced understanding of the theoretical foundations of music therapy and counseling, and apply those theories to practice.
- Demonstrate advanced understanding of, and ability to utilize, methods of music therapy assessment.
- Understand ethical issues and current business practices of music therapy.

Admission Requirements
- Official transcripts
- Bachelor's degree or equivalency in music therapy from a regionally-accredited institution
- Minimum undergraduate GPA of 2.5 (on a 4.0 scale)
- An appropriate music therapy credential (MT-BC, CMT, RMT, ACMT). Applicants with no music therapy credential may be admitted conditionally if they have:
    - Completed all AMTA academic and clinical training requirements, and
    - Met all other admission requirements to this program

- Minimum of 9 credit hours in psychology, including abnormal psychology
- Comprehensive biographical statement (250 words)
- Audition*
- Interview (by telephone or in person)
- Completed application form and fee
- Two letters of recommendation

* The audition serves as an assessment of proficiency in a student's major performance medium. A committee of the music faculty will evaluate auditions. Students may call to schedule a time for an audition, or may submit an audition on video tape, CD, or a digital file such as mp3. When submitting tapes/CDs, students should ensure that they utilize high quality materials. Tapes should be cued to the beginning of the performance. The audition should consist of two vocal or instrumental pieces of contrasting nature.

Music Placement Evaluation
Each student will have an individual placement evaluation prior to or during the first residency. The purpose of the placement evaluation is to assess ability to: 1) sing with a pleasing quality while accompanying self; 2) perform from memory a basic repertoire of music; and 3) place and sing simple songs by sight. Each student will be asked to bring a list of at least 10 memorized songs to sing and play for the committee. These songs should be representative of those that music therapists would typically use in therapy with a variety of populations (folk, popular, seasonal, songs for particular age groups, etc.). During the evaluation, each student will be asked to perform five of these prepared songs from memory, using voice, piano and guitar. Each student will also be asked to play and sing two simple songs by sight.

Probationary Admission
Students with academic or musical deficiencies as determined by transcripts, audition and/or placement evaluation may be admitted on a probationary status. It is the responsibility of the student to correct academic deficiencies, and to pass the audition and placement requirements before beginning the fifth course in order to continue in the program.

MAMT CURRICULUM   **(43 credit hours)**

MU 520	World Music	3 credit hours
MU 521	Topics in Music History and Literature	3
MU 522	Contemporary Issues in Music	3
MU 544	Advanced Improvisation and Composition for MT*	3
MU 558	Advanced Music Therapy Practicum	1
MU 580	Music Therapy in Medicine and Health Care	3
MU 581	Client Assessment in Music Therapy	3
MU 582	Guided Imagery and Music*	3
MU 583	Professional Ethics*	3
MU 584	Music Psychotherapy	3
MU 590	Research Methods	3
MU 591	Thesis	3
PS 560	Psychopathology	3
PS 580	Theories and Techniques of Counseling	3
PS 581	Group Dynamics in Counseling*	3

* Offered in the summer (6 days on campus) format only.

Graduation Requirements
- Successful completion of the required 43 graduate credit hours
- Minimum GPA of 3.0 (on a 4.0 scale)
- Successful completion of thesis
- Successful performance on comprehensive examination
- Correction of all academic and music deficiencies identified at admission
- Completion of all degree requirements within 7 years of admission date
- Successful completion of all required seminars

Successful completion of the degree requirements leads to the "Master of Arts" degree. Graduates of the program use the letters "M.A." to signify successful completion of the program.

COURSE DESCRIPTIONS

MU 520 World Music (3)
Examines the music of diverse cultures through readings, listenings and experiential activities. Students apply knowledge about music cultures to therapeutic situations. Requires completion of a musical ethnography. *Prerequisite: Music degree.*

MU 521 Topics in Music History and Literature (3)
Studies selected topics in music history and literature. Students will demonstrate in-depth knowledge of a significant aspect, style school or composer of music through research and completion of a final paper. *Prerequisite: Music degree.*

MU 522 Contemporary Issues in Music (3)
Investigates a current issue or problem in music and society. Each student chooses a topic (to be approved by the instructor), researches it and creates a paper or project based on the research. *Prerequisite: Music degree.*

MU 544 Advanced Improvisation and Composition for Music Therapy (3)
Develops listening skills, clinical use of musical elements and ability to improvise with mutuality. Prepares students for clinical improvisation at an advanced level. Encourages students to compose music for a variety of clinical applications. Offered in summer. *Prerequisite: MT-BC.*

MU 545 Introduction to Teaching Seminar (0)
Provides an overview of basic teaching tools and skills for teachers in higher education. Introduces students to effective strategies for facilitating learning, locating resources and navigating higher education cultures. Provides information relevant to teaching in an AMTA-approved, NASM-accredited music therapy program. Pass/Fail. Course fee is charged.

MU 546 Professional Business Practices Seminar (0)
Introduces students to issues associated with private practice such as: business plan development, fee setting, liability issues and contracts. Provides information on other professional issues including advertising services, third part reimbursement and applying for grants. Pass/Fail. Course fee is charged.

MU 547 Thesis Presentations (0)
Gives students enrolled in MU 591 a forum for formally presenting their thesis proposals. The audience (other students and faculty) provides verbal and written feedback aimed at helping the presenter refine the proposal. Each student attends this seminar each time it is offered, but enrolls only when presenting his/her own proposal. Pass/Fail.

MU 548 Supervision Seminar (0)
Provides an overview of the range of supervision activities and an introduction to several supervision models. Explores the role of music in supervision. Assists participants in designing effective supervisory experiences for supervisees. Pass/Fail. Course fee is charged.

MU 558 Advanced Music Therapy Practicum (1)
This course is designed for graduate music therapy students who are board certified music therapists. Students will utilize advanced music, verbal and written skills with clients they currently serve. Individual and/or group supervision will be provided by MAMT faculty via online methods or phone conferencing. Designed to be taken in conjunction with MU 544 (Advanced Improvisation and Composition for Music Therapy), but may be taken at another time with consent of Director. Each credit equals approximately 50 clock hours accrued. Course fee is charged. *Prerequisites: MU 581 and PS 580.*

MU 580 Music Therapy in Medicine and Health Care (3)
Surveys the medical applications of music therapy across a variety of settings and populations, throughout the lifespan. Emphasis is on theoretical and empirical support for music therapy approaches in the treatment of persons with physical illnesses. *Prerequisite: MT-BC.*

MU 581 Client Assessment in Music Therapy (3)
Investigates existing methods of music therapy assessment. Reviews Standards of Practice regarding assessment. Includes development of a music therapy assessment tool. *Prerequisite: MT-BC.*

MU 582 Guided Imagery and Music (3)
Introduces students to applications of Guided Imagery and Music. Includes didactic and experiential components. Completion of this course serves as Level I GIM training, which enables students to pursue advanced training if desired. Offered in summer. *Prerequisite: MT-BC.*

MU 583 Professional Ethics (3)
Critically examines ethical thinking and behavior for music therapists. Includes examination of AMTA Code of Ethics and application of an ethical decision-making model to ethical dilemmas. *Prerequisite: MT-BC.*

MU 584 Music Psychotherapy (3)
Examines the use of music in psychotherapy and music as psychotherapy. Various theoretical models and techniques are considered. *Prerequisite: MT-BC.*

MU 590 Research Methods (3)
Introduces basic research methodology; requires the development of a research or clinical project proposal. Engages students in field-specific and interdisciplinary professional research literature; develops ability to critically read and understand research literature. *Prerequisite: MT-BC.*

MU 591 Thesis (3)
Taken in conjunction with MU 547 (Thesis Presentations). Requires completion of an approved research or clinical project, and a written thesis. Requires adherence to SMWC Thesis Preparation Guidelines and correct use of APA style. *Prerequisite: MU 590.*

MU 644 Advanced Improvisation II (1 - 3)
Further develops improvisation and therapeutic skills by building upon work accomplished in MU 544 (Advanced Improvisation and Composition for Music Therapy). Large group experiences will facilitate music skill development, and develop the resources to resolve musical and clinical issues. Small group experiences will explore group dynamics that occur in therapeutic improvisation groups, develop the person relationship to music and integrate these experiences into music therapy work. Offered as needed. *Prerequisite: MU 544 or consent of instructor.*

MU 680 Topics in Music Therapy (1 - 3)
Advanced study of a music therapy topic of special interest to the MAMT student. Topics must be approved by the Director of the Music Therapy program. Offered as needed.

PS 560 Psychopathology (3)
Examines the major forms of psychopathology based on DSM-IV (or DSM- V) diagnostic categories. Topics include the symptomatology, etiology, developmental patterns, theories and various creative arts treatment approaches related to various diagnostic categories.

PS 580 Theories and Techniques of Counseling (3)
Examines the major theories of counseling and psychotherapy. Topics examined include forming the therapeutic alliance, confrontation, dealing with resistance, the effective use of various types of therapeutic interventions and terminating the therapeutic process.

PS 581 Group Dynamics in Counseling (3)
Examines group processes and development, as well as treatment methods. A study of the research findings and theoretical approaches to group counseling. Includes small group experiences, discussion and independent study.

Master of Leadership Development

The Master of Leadership Development (MLD) program at SMWC is designed for women and men who wish to pursue a graduate degree in leadership that blends interdisciplinary studies with the choice of a focused area of interest. The Integrative Core courses provide a range of perspectives to help students develop and enhance their critical thinking and leadership skills, while the Focus Area courses build students' knowledge and skills in specific areas of interest.

The MLD program is designed to be completed in one year using a hybrid-course format, with on-site face-to-face cohort group seminars at the beginning and end of each course, an interactive webinar experience in the middle of each course and web-based assignments and discussion throughout the course. Students take two courses every two months; one course from the Integrative Core and one from the Focus Area. The MLD program is accelerated and a great deal of material is covered in a relatively short time. As a result, attendance and participation are crucial to the success of the learner. The cohort model of learning offers a stimulating and intellectually challenging environment, while promoting a sense of community.

The Focus Areas offered in the MLD program are: *Organizational Leadership, Not-for-Profit Leadership,* and *Financial Leadership.* Additional Focus Areas may be developed in the future, based on market research and student interest.

Vision Statement
The vision of the Master of Leadership Development (MLD) program is to prepare visionary leaders who value diverse perspectives, critically analyze research, use inquiry to guide practice, integrate appropriate technologies, solve problems creatively and engage in ethical decision-making to effect positive change in a global society.

Admission Requirements
To apply for the Master of Leadership Development program, students must submit the following:
- Completed application form
- Official transcripts of all collegiate work
- Résumé documenting a minimum of two years of work experience
- One to two page essay describing the student's interest in the MLD program and selected Focus Area, and what they hope to gain from it
- Two letters of recommendation from people knowledgeable of the applicant's professional or academic experience
- Non-refundable application fee of $35 (waived for online applications)

Other admission requirements include the following:
- Baccalaureate degree from a regionally-accredited college or university
- Cumulative GPA of 2.75 (on a 4.0 scale) on any undergraduate work
- Cumulative GPA of 3.0 (on a 4.0 scale) on any graduate work
- Access to a laptop computer with dual core processor, at least 4 GB of RAM, 250 GB hard drive and Windows XP. Additionally, students will need the ability to install software on their computer. If Visio software is utilized, MAC users will need access to run the Windows operating system from the MAC.

Admission requirements for graduate study are designed so that admitted students will have a high probability of success in graduate-level academic work. Graduate study is much more than a continuation of undergraduate work and should be considered by those students with the capacity for independent thought and investigation. The deadline for MLD applications is January 15 for the February campus-based cohort, and July 25 for the August Indianapolis-based cohort.

The MLD program expects professional, ethical and mature behavior of each student. When you participate in a cohort, you learn how to interact, build relationships and find the best in people who may offer different perspectives than your own. Group work will be part of this program and students are expected to contribute in a substantial and timely manner in all interactions.

Cohorts offer a stimulating and intellectually challenging environment, while promoting a sense of community. A cohort encourages learning and growth from your peers as well as your professors. Research shows that students who participate in cohort groups have higher graduation rates, a greater sense of community with their peers and the ability to better plan their degrees, due to the structured order of courses.

Class attendance is an important student obligation, and each student is responsible for all work conducted in class meetings. Participation is crucial to the success of the learner in the course. It is essential and expected that learners attend all class sessions. Therefore, missing a session of any class will result in a 2 letter grade reduction in the overall course grade.

MLD CURRICULUM **(36 credit hours)**

Integrative Core **(15 credit hours)**

MLD 501	The Individual in Context	3 credit hours
MLD 502	Culture, Creativity and Leadership	3
MLD 503	Leadership Identity	3
MLD 504	Ethical Decision-Making	3
MLD 505	Critical Analysis of Research	3

Focus Area: Financial Leadership

The Financial Leadership focus area emphasizes leadership in communicating financial information visually, responsibly and ethically. This program provides skills needed in mid-to-upper-level accounting positions where data mining, informatics and communicating financial information visually is prevalent. Students are equipped with tools to identify patterns of fraud, to lead improvement in internal control and assist in reporting that requires XBRL as well as a working knowledge of IFRS. Students applying for this program should have completed an undergraduate degree in accounting or its equivalent. Individuals without this background may still apply for the program, but will need to complete the extended program requirements.

Required Courses **(21 credit hours)**

FL 551	Analysis and Reporting	3 credit hours
FL 552	Forensic Accounting	3
FL 553	Financial Management*	3
FL 554	Information Technology*	3
FL 555	Vision and Strategic Planning	3
FL 556	Informatics/Data Mining	3
FL 599	Financial Leadership Project	6

* Choose one to fulfill requirement.

Focus Area: Not-for-Profit

The Not-for-Profit focus area gives students the skills they need to become leaders in not-for-profit organizations. Students learn to work as an integral part of not-for-profit organizations by building relationships with business partners, providing motivation for success and helping organizations reach their highest level of potential. All of this is grounded in a strong framework of ethics and critical thinking skills, which puts graduates a step ahead of the rest.

Required Courses		**(21 credit hours)**
NFP 551	Proposal and Grant Writing	3 credit hours
NFP 552	Working with Stakeholders	3
NFP 553	Technology and Resource Management	3
NFP 554	Financial Management for NFP Organizations	3
NFP 555	Vision and Strategic Planning	3
NFP 556*	Workplace Dynamics *(Course title is tentative)*	3
NFP 599	Not-for-Profit Leadership Project	6

* NFP 556 will replace NFP 553, pending final curricular approval.

Focus Area: Organizational Leadership

The Organizational Leadership focus area is a tool for leading and managing in the for-profit business arena. It is also the key to success in an increasingly global and diverse society. Not only will students acquire the grounding in business and leadership that they need, but they will learn how to implement that knowledge in an ethical way and use critical thinking to work through challenges in the workplace.

Required Courses		**(21 credit hours)**
OL 551	People and Change	3 credit hours
OL 552	Balancing Customer and Organizational Needs	3
OL 553	Financial Management	3
OL 554	Information Technology Management	3
OL 555	Vision and Strategic Planning	3
OL 599	Organizational Leadership Project	6

Graduation Requirements

Completion of the 36-hour curriculum outlined in the Course Requirements (15-hour Integrative Core and 21-hour Focus Area) with a minimum cumulative GPA of 3.0 (on a 4.0 scale) is required. Up to six hours of relevant transfer credit may be accepted per Graduate Program Director approval.

The program is structured to be completed within one year. There is an option to complete the program in two years. Students must complete all requirements within seven years.

COURSE DESCRIPTIONS

MLD 501 The Individual in Context (3)
Explores both historical and contemporary explanations of the self in a variety of natural and social contexts. Examines the role of society on the development of self and the impact of the individual on society.

MLD 502 Culture, Creativity and Leadership (3)
Explores the interaction of culture, creativity and the arts of leadership. Students will examine creative leaders throughout history from a wide variety of cultures and organizational settings. Students will explore their own creativity and its potential impact on their ability to "think outside the box" and enhance their unique relationship style.

MLD 503 Leadership Identity (3)
Provide an overview of leadership models to help students identify their own leadership styles. Examines leadership skills that support diverse individuals in complex and technology-rich environments.

MLD 504 Ethical Decision-Making (3)
Examines the process of ethical decision-making. Through the examination of sources and issues, students develop an awareness of ethical questions, a language with which to frame and confront those questions and methodologies to examine their import, possibilities and challenges. Also, addresses differences between legal and ethical issues that affect decision-making.

MLD 505 Critical Analysis of Research (3)
Examines the research process and explores how to critically analyze research and build upon the work of others. Provides an overview of assessment and evaluation techniques, statistical procedures and technologies that can be used to inform decision-making.

FL 551 Analysis and Reporting (3)
Students in this course use accounting resources (FASB codification database, IFRS, SEC reporting guidelines using XBRL) to understand regulations, processes and procedures related to financial accounting statements and reports. This course helps finance leaders consider a balance between statement presentations and readability, as well as make informed financial and ethical decisions.

FL 552 Forensic Accounting (3)
Examines the various types of fraud and the impact on financial statements. Students will apply fraud interviewing techniques, recognize fraud patterns with Audit Command Language (ACL) software and use information technology to investigate fraudulent activities. Students use Visio flowchart processes to assess internal control risk in accordance with Sarbanes-Oxley and other general guidelines.

FL 553 Financial Management (3)
Explores management of financial resources to achieve the goals of the organization. Provides grounding in accounting, finance and legal issues to identify key indicators of organizational health. Introduces concepts of benchmarking and interpreting reports to develop action plans.

FL 554 Information Technology (3)
Examines the impact of information technology on communication, organizational culture, ethics and decision-making. Focuses on use of technology to manage organizational processes. Includes overview of emerging technologies such as SAP, Oracle and enterprise software.

FL 555 Vision and Strategic Planning (3)
Emphasizes development of an organizational vision and strategic plan that supports the mission and balances continuity and change. Highlights the developmental stages that organizations experience as part of the systems change process. Reinforces the importance of connecting strategic planning with ongoing operational functions of the organization.

FL 556 Informatics/Data Mining (3)
Students learn to collect, analyze and visualize complex data. By using data mining techniques, students turn data into information using tools that incorporate document conversion (ASCII, HTML, XML, XBRL) and software to recognize clustering patterns. The end result is a discovery of business intelligence.

FL 599 Financial Leadership Project (6)
Capstone course incorporates various perspectives of the Integrative Core and the Focus Area. Requires a real-life project that is approved by the Project Advisor. Example projects for this Focus Area include: a proposal for a forensic auditing plan, a data mining project, a strategic plan that includes a risk assessment or benchmarking to develop action plans. *Prerequisite: All other FL and MLD courses.*

NFP 551 Proposals and Grant Writing (3)
Introduces types of funding organizations, guidelines that should be used to select appropriate funding opportunities, partnership building and strategies to write winning proposals and grants. *Prerequisite: NFP 552, 553, 554 and 555.*

NFP 552 Working with Stakeholders (3)
Discusses strategies that help NFP leaders work with boards, staff, volunteers, partners and clients to anticipate, respond and reshape their organization to adapt to changing environments. Emphasizes motivation, interpersonal communication skills, conflict resolution, goal-setting, training and personnel evaluation within the context of the organization's mission. Provides overview of laws related to sexual harassment, discrimination, hiring/firing and fair labor practices.

NFP 553 Technology and Resource Management (3)
Introduces technology that supports communication, marketing and fundraising. Teaches strategies to identify needs and acquire appropriate resources. Also emphasizes use of technology to manage organizational processes.

NFP 554 Financial Planning for Not-for-Profit Organizations (3)
Discusses budget processes that involve the NFP board. Emphasizes integration of resource planning and management, analysis of program objectives in relation to the budget and communication of financial and compliance information to relevant groups. Includes overview of NFP accounting and budgeting software.

NFP 555 Vision and Strategic Planning (3)
Emphasizes development of an organizational vision and strategic plan that supports the mission and balances continuity and change. Highlights the developmental stages that organizations experience as part of the systematic change process. Reinforces the importance of connecting strategic planning with ongoing operational functions of the organization.

NFP 556 Workplace Dynamics (Course title is tentative) **(3)**
Coaching and facilitation techniques will be discussed as a means of assessing group dynamics, dealing with stakeholder development and coping with difficult situations and people. Students will apply these skills, their personal leadership philosophies and interpersonal communication skills during case study assignments to solve problems faced by NFP leaders. Decision making techniques will also be discussed as today's leaders must lead not only down the organizational chart but up and across it as well. This requires leaders to accurately assess problems and determine when to involve themselves, and whom to include in the problem-solving process.

NFP 599 NFP Leadership Project (6)
Capstone course incorporates various perspectives of the core and the focus area. Requires a real-life project that is approved by the focus area advisor. Example projects for this area include: a grant proposal for an NFP organization, a strategic plan that includes a marketing and financial plan, and a board or volunteer retreat plan with specific goals outlined. *Prerequisite: All other NFP and MLD courses.*

OL 551 People and Change (3)
Examines strategies for empowering and motivating people to effect change within an organization. Provides an overview of human resource activities including: assessment of staffing needs, recruitment and training of staff, hiring/firing, independent contractors, dealing with performance issues, compliance with various state/federal regulations, ethics, personnel policies and records, and compensation and benefits packages.

OL 552 Balancing Customer and Organizational Needs (3)
Includes market research, development of products and services, channels of distribution, communication and use of appropriate technology.

OL 553 Financial Management (3)
Explores management of financial resources to achieve the goals of the organization. Provides grounding in accounting, finance and legal issues to identify key indicators of organization health. Introduces concepts of benchmarking and interpreting reports to develop action plans.

OL 554 Information Technology Management (3)
Examines the impact of information technology on communication, organizational culture, ethics and decision-making. Focuses on use of technology to manage organizational processes. Includes overview of emerging technologies such as SAP, Oracle and enterprise software.

OL 555 Vision and Strategic Planning (3)
Emphasizes development of an organizational vision and strategic plan that supports the mission and balances continuity and change. Highlights the developmental stages that organizations experience as part of the systematic change process. Reinforces the importance of connecting strategic planning with ongoing operational functions of the organization.

OL 599 Organizational Leadership Project (6)
Capstone course incorporates various perspectives of the core and focus area. Requires a real-life project that is approved by the focus area advisor. Example projects for this area include: a grant proposal for a new facility or activity, a strategic plan that includes a marketing and financial plan, or a professional development plan for employees. *Prerequisite: All other OL and MLD courses.*

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                                        Jill McNutt, M.S., ATR-BC, LPC

        Director, Master of Arts in Music Therapy Program: Tracy Richardson, Ph.D., MT-BC

        Director, Master of Leadership Development Program: Susan Decker, M.Ed.

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Conferences and Non-Credit Programs

        Julie Worthington

Department Chairpersons

        Business and Computer Information Systems: Donald J. Wasmer, Ph.D.

        Education: Pamela Sebura, Ph.D.

        Equine Studies: Sara Schulz, M.Ed.

        Languages and Literature: Margaret Berry, M.A.

        Music and Theatre: Tracy Richardson, Ph.D., MT-BC

        Sciences and Mathematics: David Grabowski, Ph.D.

        Social and Behavioral Sciences: Glenna Simons, J.D.

        Text and Image: Rebecca Andrews, M.F.A.

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Patrick Harkins	Charles Watson
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Graduate Faculty

Karola Alford, 2002; Associate Professor of Psychology; Licensed Clinical Psychologist, 1997; Ph.D., University of Illinois, 1994.

Sharon Boyle, 2002; Coordinator, undergraduate program in Music Therapy; Associate Professor of Music Therapy; M.M., East Carolina University, 1995.

Susan Decker, 2000; Director, Master of Leadership Development program; Professor of Leadership Development; M.Ed., Indiana State University, 1992.

Kathy Gotshall, 1999; Director, Master of Arts in Art Therapy program; Assistant Professor of Art Therapy; Board Certified Art Therapist, 1998; Licensed Clinical Social Worker, 1994; Registered Art Therapist, 1989; M.A.A.T., Wright State University, 1985.

Christopher Hudson, 2002; Associate Professor of English; Ph.D., The University of Texas at Austin, 1998.

Brad Huffey, 2001; Professor of Psychology and Criminal Justice; Licensed Psychologist; Ph.D., Indiana State University, 1997.

Jamie McCracken, 2006; Associate Professor of Business; M.B.A., Baker College, 2006.

Jill McNutt, 2012; Operations Director, Master of Arts in Art Therapy program; Assistant Professor of Art Therapy; Board Certified Art Therapist; Licensed Professional Counselor; Licensed Art Psychotherapist; M.S., Mount Mary College, 2012.

Lamprini Pantazi, 2007; Assistant Professor of Leadership Development; Ph.D., Panteion University of Social and Political Sciences, 2013.

Tracy Richardson, 1995; Chair, Department of Music and Theatre; Director, Master of Arts in Music Therapy program; Professor of Music Therapy; Ph.D., Indiana State University, 2011.

Sherry Schnake, 1999; Professor of Psychology; Ph.D., Tulane University, 1999.

Uday Shinde, 2010; Assistant Professor of Business; M.S., Indiana State University, 2001.

Glenna Simons, 2000; Chair, Department of Social and Behavioral Sciences; Associate Professor of Sociology and Criminal Justice; J.D., Loyola University, 1981.

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James Tanoos, 2008; Assistant Professor of Business; Ph.D., Purdue University, 2011.

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